



# PERFORMANCE REVIEW RUBRIC

## DOMAIN 1: GENERAL WORK HABITS

	INEFFECTIVE	APPROACHING	EFFECTIVE	HIGHLY EFFECTIVE
<b>ATTENDANCE AND PUNCTUALITY</b>	Often times late. Does not follow all school protocols for absences.	Occasionally late and follows school protocols for absences.	Consistently on-time and follows school protocols for absences.	Consistently reliable and on-time. Follows all school protocols for absences; and uses allotted days sparingly.
<b>POSITIVE SCHOOL CLIMATE</b>	Inconsistently shows support for school.	On occasion contributes to a positive school environment through actions and/or speech.	Consistently contributes to a positive school environment through actions and speech.	Consistently initiates contributions to creating a positive school environment amongst all community members through both actions and speech.
<b>CLASSROOM ENVIRONMENT</b>	The room may be sparse or disorganized.	The room appears neat and mostly organized.	Has created a child-friendly classroom environment. The room appears neat and organized.	Has created a classroom that is child-friendly, age appropriate, and inviting. The room is maintained in a neat fashion and organized for instruction.
<b>CLERICAL WORK</b>	Clerical work and/or report cards are not completed.	Clerical work and report cards are not completed on time.	All clerical work, including report cards, are prepared on time.	All clerical work, including report cards, are professionally prepared in an efficient and effective manner, so that it can help foster student success.

## DOMAIN 2: PROFESSIONAL RESPONSIBILITIES

	INEFFECTIVE	APPROACHING	EFFECTIVE	HIGHLY EFFECTIVE
<b>PLANNING AND PREPARATION</b>	Lessons are not prepared with a clear objective and/or do not engage most students.	All lessons have a clear objective and engage most students.	All lessons are prepared with a clear objective, and are part of a unit plan that is designed to engage ALL students.	All lessons are well prepared, with clear objectives, and are part of a well-planned unit plan that is designed to engage ALL students.
<b>WORKS COLLABORATIVELY WITH OTHERS</b>	Rarely participates in activities with colleagues and/or school community members.	Participates in some activities or plans with colleagues and/or school community members.	Contributes to activities that engage colleagues and school community members in projects or plans that promote student success.	Initiates opportunities and largely contributes to activities that engage colleagues and school community members in projects or plans that promote student success.
<b>SUPERVISES STUDENTS</b>	Inconsistently supervises his/her own students.	Supervises his/her own students during instructional time.	Supervises his/her own students throughout the entire school day, including lunch and recess.	Consistently supervises students throughout the entire school day, including lunch and recess.
<b>PROFESSIONAL GROWTH OPPORTUNITIES</b>	Rarely attends professional growth opportunities.	Attends professional growth opportunities.	Attends professional growth opportunities and shows evidence of new learning in their own practice.	Consistently seeks out opportunities for professional growth; then implements and shares new learning.
<b>CONDUCTS AND MAINTAINS ASSESSMENTS</b>	Assessments are conducted with data results inconsistently recorded.	Formative and summative assessments are conducted and data results are recorded.	Meaningful formative and summative assessments are regularly conducted with data results recorded to help guide whole and small group instruction.	Both formative and summative assessments are meaningful and timely; data results are consistently recorded to help guide instruction for whole, small, and individual groups of students.
<b>REPORTS PROGRESS TO PARENTS</b>	Minimally shares students' progress with parents (report cards and PTC).	Shares student's progress with parents as needed for improvement.	Regularly shares student's progress with parents to promote greater student success.	Consistently and thoroughly shares student's progress with parents in order to promote greater student success.
<b>SAFETY</b>	Does not follow the school's safety protocols and procedures.	Follows most of the school's safety protocols and procedures.	Follows all the school's safety protocols and procedures.	Follows all the school's safety protocols and procedures; and initiates or volunteers to help with implementation.

	<b>INEFFECTIVE</b>	<b>APPROACHING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>SHOWS CARING AND KNOWLEDGE OF STUDENTS</b>	Does not seek to learn students' learning styles, interests, and/or special needs; adjustments to learning are rare.	Has knowledge of some students' learning styles, interests, and/or special needs; then adjusts some learning opportunities as required.	Purposefully acquires knowledge of students' learning styles, interests, and special needs; then adjusts some learning opportunities so students can succeed.	Purposefully acquires knowledge of ALL students' learning styles, interests, and special needs; then adjusts learning opportunities so ALL students can succeed.
<b>MAINTAINS RESPECTFUL RELATIONSHIP WITH STUDENTS</b>	Interactions with students are informal and may even be sarcastic at times.	Interactions with students are generally respectful.	Interactions with students are highly respectful and warm, reflecting sensitivity to students' needs in general.	All interactions with students are highly respectful, reflecting warmth and genuine sensitivity to individual student's needs.
<b>HIGH EXPECTATIONS FOR ALL STUDENTS</b>	Attempts to maintain a classroom culture that emphasizes learning for some students.	Creates and usually maintains a classroom culture that emphasizes the importance of learning for most students.	Creates and maintains a classroom culture that emphasizes the importance of learning for almost ALL students at all times.	Creates and consistently maintains a classroom culture that emphasizes the importance of learning (through focus and meaningful tasks) for ALL students at all times.
<b>ASSIGNMENTS AND ASSESSMENTS</b>	Few assignments and assessments are meaningful and aligned to lesson/unit objectives, grade level curriculum and standards, nor have clear criteria and/or expectations.	Some assignments and assessments are meaningful and aligned to lesson/unit objectives, grade level curriculum and standards, and have clear criteria and expectations.	Most assignments and assessments are meaningful and aligned to lesson/unit objectives, grade level curriculum and standards, and have clear criteria and expectations.	All assignments and assessments are meaningful and aligned to lesson/unit objectives, grade level curriculum and standards, and have clear criteria and expectations.