



FORMATIVE STANDARDS RUBRIC FOR TEACHERS EVALUATION
(According to ADEC Standards)

Teacher's Name: _____ School Year: **2017-2018**
 Observer's Name: _____ Position: _____
 Date: _____ Session No. : 1, 2, 3, 4, 5, 6, 7, 8
 Subject: _____ Section: _____

New Teacher Experienced Teacher

Standard # 1 The PROFESSION (Check one per box indicator)

Indicator: The Teacher	Pre Foundation	Foundation	Emerging	Established	Accomplished	Evidence
1. Is committed to the school's vision, mission, processes for improvement, and School Improvement Plan	States a desire to help the school improve but is able to show little commitment to, or understanding of, the School improvement Plan	Understands the school improvement plan and has some littled role in school improvement efforts	When specifically directed has actively supported school improvement	Demonstrates initiative to support school improvement or the School Improvement Plan	Contributes to the development of the School Improvement Plan	Attended most of the workshops given by school and training provided by GEMS.Applying play base learning in KG1.
2. Is committed to continual professional development	Can list areas for self improvement that demonstrate reflection	Can list things they have done in the past year to improve their class performance	Has a written PDP that conforms to ADEC requirements which is based on the prior year's evaluation report ⁹	The PDP has been followed and mostly completed successfully ¹⁰	The PDP has been successfully completed with documented evidence	according to Previous year Adec inspection now teachers have their CPD files to show their CPDP.
3. Undertakes all assigned and published responsibilities	Fails to complete most basic responsibilities	Completes only basic responsibilities related to student care and safety. Needs frequent reminding to fulfill basic contractual obligation	Completes fundamental responsibilities including attendance, dress, record keeping, etc.	Completes all assigned responsibilities	Volunteers and completes additional responsibilities	Submission of WDP ,SWP and Having bus duties After school.
4. Demonstrates knowledge of content and/or pedagogy related to student development and needs	Consistently makes content errors in class and/or is very limited in use of content, is unable to meet learner needs because they do not understand how children learn	Makes few content errors in class and utilizes some relevant outside content when teaching. Generally demonstrates a poor understanding of student needs. Limited to the content in the text book	Displays relevant content knowledge and an understanding of how children learn in lesson preparation	Demonstrates deep understanding and knowledge of content and pedagogy which is effectively and relevant applied to the course objectives and student levels	Supports other staff members in understanding the content or children they teach through, workshops or demonstrations	Students are well mannered but lacking self confidence.
5. Contributes to the professional learning community	Mostly works in isolation from their peers	Can articulate the value of a strong professional learning community	Participates in cooperative planning activities when requested or reminded to do so. Documents the observation of other teachers or the hosting of other teachers	Regurly participates in cooperative planning nd professional development opportunities. Documents the observation of other teachers and the provision of substantive feedback as per ADEC requirements	Initiates and leads professional development activities including planning cooperatively	Teacher has record of peer observations and daily planning and discussed points in their portfolio.

Evidence reviewed in making these ratings:

Evaluation Team Recommendations for improvement in this standard (one required):

Standard # 2 The CURRICULUM (Check one per box indicator)

Indicator: The Teacher	Pre Foundation	Foundation	Emerging	Established	Accomplished	Evidence
6. Is committed to the successful implementations of the assigned Curriculum (ADEC or MOE)	Does not demonstrate appropriate planning of any sort, or an understanding of the assigned curriculum	Addresses some student learning needs, but not planning that is not based on ADEC or MOE Curriculum or available Teacher Guidelines	Demonstrates some planning based on ADEC or MOE Curriculum or available Teacher Guidelines	Documents the consistent implementation of relevant curriculum (ADEC or MOE)	Documents their planning and student achievement of the ADCE or MOE Curriculum	Yearly plan in place. Weekly daily plan is supporting the curriculum.
7. Modifies instruction based on student achievement data (re-teaching, enriching or accelerating).	Does not collect or report student achievement data in any comprehensive manner. Marks that are given do not accurately represent student achievement	Only collects student achievement data which is required for eSIS	Collects achievement data and understands student needs but makes no changes to their instruction based on that data	Regularly collects data related to student achievement and often makes changes to their instruction based on that data	Regularly collects data related to student achievement and always make changes based on that data	Differentiated activities in one class, different groups work differently according to their interest and abilities.
8. Plans learning experiences that are differentiated to meet all students needs	Makes no comprehensible effort to plan or to differentiate instruction for students based on their levels and/or interests	Most days plans the same activity with the same content for all students regardless of their achievement or needs	Differentiates instruction on a weekly basis	Plans different learning experiences for various students in the same class regularly	Plans activities that is differentiated based on student achievement, needs and/or interests daily. Uses pre-testing techniques to	Differentiated activities in one class, different groups work differently according to their interest and abilities.
9. Plans effective learning experiences that meet all students different learning styles	Does not demonstrate understanding of learning styles (tactile, aural, visual, group, independent, etc...)	Uses a single style (lecture, group, etc.) for most learning experiences	The teacher uses one or two releant styles of instruction on a weekly basis	The teacher uses multiple relevant styles of instruction on a monthly basis, including cooperative and independent learning	The teacher utilizes multiple styles of instruction on a daily basis in traditional settings, such as excursions	WDP is an evidence.
10. Plans learning experiences that encourage student creative and critical thinking	The teacher does not demonstrate comprehensible planning. Most often, students are asked to demonstrate memory more than understanding	Students are always expected to generate a similar or identical product as a result of their instruction, generally one that is a single 'right' answer	Students are given tasks that sometime allow for them to demonstrate creative or critical thought	Students are given oppurtunities weekly to generate and demonstrate a unique understanding of what they have learned	Students are given oppurtunities weekly to generate and share with their peers their unoque understanding of what they	

Evidence reviewed in making these ratings:

Evaluation Team Recommendations for improvement in this standard (one required):



Standard # 3 The CLASSROOM (Check one per box indicator)

Indicator: The Teacher	Pre Foundation	Foundation	Emerging	Established	Evidence
11. Ensures students are engaged in learning.	Does not monitor student engagement. The classroom environment is not conducive to learning. Ignores problem behaviors that distract other students.	Monitors student engagement only when a student is disruptive	Monitors student engagement to ensure that all students are fully involved	Creates a learning environment that engages all students with limited need for added guidance or direction	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3.5	<input type="checkbox"/>	
12. Treat students with respect as per the approved ADEC guidelines for student behavior and the ADEC code of conduct.	Does not maintain a positive classroom atmosphere that allows students to learn. Sometimes fails to follow the required ADEC guidelines	Maintains an orderly classroom atmosphere, but uses mostly negative reinforcement strategies	The teacher relies on a mix of negative and positive strategies. The teacher engages the support and cooperation of parents where needed	Interactions between the teacher and student are consistently positive and respectful. Keeps clear records related to discipline	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/>	
13. Creates a safe environment where all students can learn	Does not establish rules or expectations for student behavior that conform to the ADEC behavior policy. Does not correct unsafe conditions.	Is consistent in their enforcement rules and expectations. Sometimes fails to supervise students as per policy.	Creates classroom wherein all students know what is expected and cooperate fully with the teacher	Students assist the teacher with maintaining a constructive environment actively or with positive peer pressure	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4.5	
14. Provides constructive feedback to students and parents	Does not provide accurate feedback to students beyond issuing grades. Overly negative, or positive.	Timeless feedback to students is accurate, but inconsistent	Feedback is timely and accurate, but not detailed enough for a student to use it for personal improvement. May not be consistent with parent communications.	Feedback is timely and detailed enough for a student to use it for personal improvement. Is very consistent with parent feedback.	weekly report is sent by the teacher to the parents and parents they have right to comment and ask if they have any issues. Weekly report and comment paper is in English portfolio.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/>	
15. Creates an environment that makes prudent use of resources	Resources are not used, used effectively or are not well-maintained for future use.	Uses available resources efficiently and as intended to facilitate student learning.	Institutes systems for easy and appropriate use and care of equipment in a manner that maximizes their potential for supporting learning and ensures their use for future classes.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/>	
	0	0	14.5	4.5	0

Evidence reviewed in making these ratings:

Evaluation Team Recommendations for improvement in this standard (one required):

Standard # 4 The COMMUNITY (Check one per box indicator)

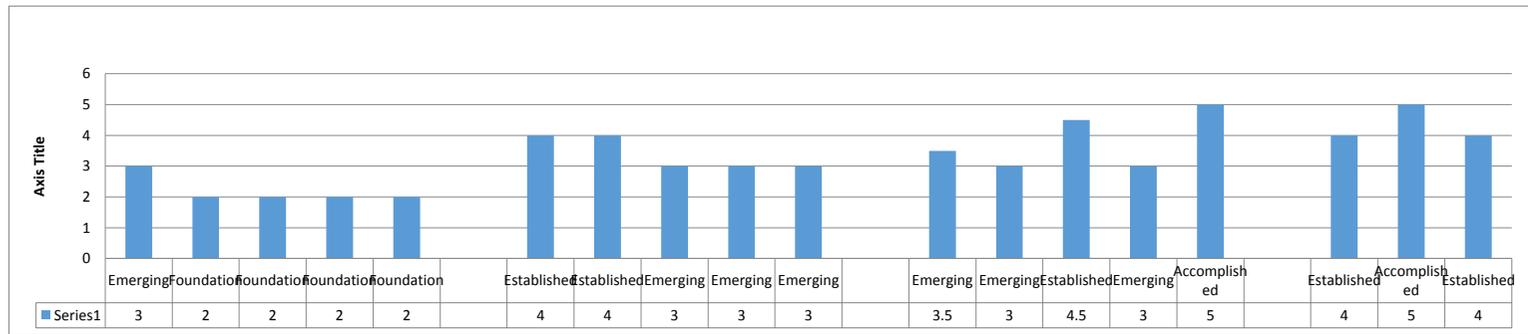
Indicator: The Teacher	Pre Foundation	Foundation	Emerging	Established	Accomplished	Evidence
16. Provides constructive feedback to parents regarding student progress that is clear and accurately reflects student achievement	Does not meet ADEC requirements for progress reporting	Meets minimum ADEC requirements for progress reporting	Communicates student progress to parents in a manner that is proactive	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity	Facilitates parental involvement with constructive suggestions	weekly report is sent by the teacher to the parents and parents they have right to comment and ask if they have any issues. Weekly report and comment paper is in English portfolio.
17. Provides information to parents about the instructional curricular program	Does not provide information to parents about the teacher's instructional program	Provides minimal information about the instructional program	Participates in school-required informational programs and periodically sends home details of class activities	Sends home a description of past school activity on a regular basis	Sends home a description of learning experiences and samples of completed work on a regular basis. Explains ways that parents can support their child's achievement	Portfolios are sent weekly to the parents with Student weekly plan for the week in advance to the parents so they will be aware of what is done in school.
18. Participates in the wider school community	Restricts all their professional activity to the classroom		Contributes to the wider school community as required (attending school cultural assemblies, coaching, working with clubs, etc..)		Engages appropriate community resources to enhance the learning and cultural experiences of students and/or supports	Every day morning assembly participation where all the songs are related to the weekly themes.

Evidence reviewed in making these ratings:

Evaluation Team Recommendations for improvement in this standard (one required):

Summary of Evaluation for Teachers According to ADEC Standards				
Pre Foundation	Foundation	Emerging	Established	Accomplished

Standard # 1 The PROFESSION		Ratings	
1. Is committed to the school's vision, mission, processes for improvement, and School Improvement Plan	3	Emerging	2.20
2. Is committed to continual professional development	2	Foundation	
3. Undertakes all assigned and published responsibilities	2	Foundation	
4. Demonstrates knowledge of content and/or pedagogy related to student development and needs	2	Foundation	Foundation
5. Contributes to the professional learning community	2	Foundation	
Standard # 2 The CURRICULUM		Ratings	
6. Is committed to the successful implementations of the assigned Curriculum (ADEC or MOE)	4	Established	3.40
7. Modifies instruction based on student achievement data (re-teaching, enriching or accelerating).	4	Established	
8. Plans learning experiences that are differentiated to meet all students needs	3	Emerging	
9. Plans effective learning experiences that meet all students different learning styles	3	Emerging	Emerging
10. Plans learning experiences that encourage student creative and critical thinking	3	Emerging	
Standard # 3 The CLASSROOM		Ratings	
11. Ensures students are engaged in learning.	3.5	Emerging	3.80
12. Treat students with respect as per the approved ADEC guidelines for student behavior and the ADEC	3	Emerging	
13. Creates a safe environment where all students can learn	4.5	Established	
14. Provides constructive feedback to students and parents	3	Emerging	Emerging
15. Creates an environment that makes prudent use of resources	5	Accomplished	
Standard # 4 The COMMUNITY		Ratings	
16. Provides constructive feedback to parents regarding student progress that is clear and accurately reflects student achievement	4	Established	4.33
17. Provides information to parents about the instructional curricular program	5	Accomplished	
18. Participates in the wider school community	4	Established	Pre Foundation



Summary Evaluation:	Over-All Rating	3.43
Overall Performance Rate of (Teacher's Name):		

Areas for Improvement

Teacher's Sign: _____

Date: _____

Observer's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____