RCSD CIT LEAD TEACHER or TEACHER-ON-ASSIGNMENT (TOA) EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Domain 1: Planning and Preparation	Highly Effective	Effective	Developing	Ineffective
1a. Demonstrates knowledge of current trends in specialty area and professional development.	Teacher's knowledge of specialty area and trends in professional development is wide and deep; lead teacher is regarded as an expert by colleagues.	Teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Teacher demonstrates basic familiarity with specialty area and trends in professional development.	Teacher demonstrates little or no familiarity with specialty area or trends in professional development.
1b. Demonstrates knowledge of the district's program.	Teacher is deeply familiar with the district's program and works to shape its future direction.	Teacher demonstrates thorough knowledge of the district's program.	Teacher demonstrates basic knowledge of the district's program.	Teacher demonstrates little or no knowledge of the district's program.
1c. Establishes goals for the instructional support program appropriate to the teachers served.	Teacher's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed based on qualitative and quantitative data.	Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
1d. Demonstrates knowledge of resources both within and beyond the district.	Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.	Teacher is aware of resources available in the district and in the larger professional community for teachers to advance their skills.	Teacher demonstrates basic knowledge of resources available in the district for teachers to advance their skills.	Teacher demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.
1e. Plans the instructional support program integrated with the overall district program.	Teacher's plan is highly coherent, taking into account the competing demands or making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators.	Teacher's plan is well designed to support teachers in the improvement of their instructional skills.	Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

DOMAIN 2: ENVIRONMENT

Domain 2: The Environment	Highly Effective	Effective	Developing	Ineffective
2a. Creates an environment of trust and respect.	Relationships with the lead teacher are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the lead teacher are respectful, with some contacts initiated by teachers.	Relationships with the lead teacher are cordial; teachers don't resist initiatives established by the lead teacher.	Teachers are reluctant to request assistance from the lead teacher, fearing that such a request will be treated as a sign of deficiency.
2b. Establishes a culture for ongoing instructional improvement.	Teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the lead teacher.	Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers don't resist offerings of support from the lead teacher.	Teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.

2c. Establishes clear procedures for teachers to gain access to instructional support.	Procedures for access to lead teacher are clear to teachers and have been developed based on input.	Teacher has established clear procedures for teachers to use in gaining access to support.	Some procedures are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the lead teacher, they are not sure how to go about it.
2d. Organizes physical space for workshops or training.	Lead teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Lead teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Lead teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

DOMAIN 3: DELIVERY OF SERVICE

Domain 3: Delivery of Service	Highly Effective	Effective	Developing	Ineffective
3a. Collaborates with teachers in the design of instructional units and lessons.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.
3b. Engages teachers in learning new instructional skills.	Teacher's efforts to engage teachers in professional learning are very successful. Teachers who attend workshops are highly engaged and take initiative in suggesting new areas for growth.	Teacher's efforts to engage teachers in professional learning are successful and many teachers who attend workshops are engaged in acquiring new instructional skills.	Teacher's efforts to engage teachers in professional learning are partially successful, with some teachers attending.	Teachers decline opportunities to engage in professional learning from this lead teacher.
3c. Shares expertise with staff.	The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The lead teacher conducts extensive follow-up with teachers.	The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the lead teacher's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
3d. Locates resources for teachers to support instructional improvement.	Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Teacher locates resources for instructional improvement for teachers when asked to do so.	Teacher's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
3e. Demonstrates flexibility and responsiveness.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.	Teacher makes revisions to the support program when it is needed.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher adheres to his/her plan, in spite of evidence of its inadequacy.

DOMAIN: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities	Highly Effective	Effective	Developing	Ineffective
4a. Reflects on practice.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Teacher makes some specific suggestions as to how the support program might be improved.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.
4b. Prepares and submits reports and/or budgets.	Teacher anticipates and responds to teacher needs when preparing reports/budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	Teacher's reports/budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Teacher's efforts to prepare reports/budgets are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	Teacher does not follow established procedures for preparing and submitting reports/budgets. Reports are routinely late.
4c. Coordinates work with subject director and/or other lead teachers.	Teacher takes a leadership role in coordinating projects with director and other instructional leaders within or beyond the district.	Teacher initiates efforts to collaborate with subject director and/or other lead teachers.	Teacher responds positively to the efforts of subject directory and/or other lead teachers.	Teacher makes no effort to collaborate with subject director and/or other lead teachers.
4d. Participates in a Professional Community	Teacher makes a substantial contribution to district events/projects and assumes a leadership role with colleagues.	Teacher participates actively in district events/projects and maintains positive and productive relationships with colleagues.	Teacher's relationships with colleagues are cordial, and the lead teacher participates in district events/projects when specifically requested.	Teacher's relationships with colleagues are negative or self-serving, and the lead teacher avoids being involved in district events/projects.
4e. Engages in Professional Development.	Teacher actively pursues professional development opportunities/makes a substantial contribution to the profession through such activities as participating in state or national conferences for other teachers.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
4f. Shows Professionalism, including integrity and confidentiality.	Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.	Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Teacher is honest in interactions with colleagues and respects norms of confidentiality.	Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.