



# Evaluation Rubrics for Teachers

***Office of Leadership and  
System Support***



**West Virginia Board of Education  
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# Rubrics

## *Levels of Performance*

Four distinct levels of performance are used to describe the quality of teaching within West Virginia classrooms. Rubrics guide the determination of specific performance levels.

| <i>Distinguished</i>   | <i>Accomplished</i>   | <i>Emerging</i>  | <i>Unsatisfactory</i>   |
|--|---|--|---|
| Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership. | Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community. | Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times. | Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements. |

Performance-level ratings may fluctuate from year-to-year due to a variety of circumstances, such as changes in content or grade level. Evaluators select a performance level from the rubric that best describes current, actual educator practice—not a future expectation—for a particular element. Connecting the performance level to actual practice is especially important when choosing between two adjoining performance levels. For example, emerging performance is clearly different from unsatisfactory performance. Educators, likewise, select from the rubric a performance level that best describes current practice when completing the self-reflection. West Virginia Professional Teaching Standards may offer additional insight into selecting an appropriate performance level for self-reflection or evaluation.

## *Professional Teaching Standards*

The five Professional Teaching Standards used in the evaluation system are derived from the West Virginia Professional Teaching Standards. The Professional Teaching Standards recognize performance at the Accomplished level to be meritorious as well as rigorous and of high quality. Accomplished performance is expected to be the most frequently recognized level of performance; performance at the Distinguished will likely occur on occasion. Preponderance of the evidence provides the basis for evaluators to determine performance-level ratings.

## Professional Teaching Standards

| <b>STANDARD 1: CURRICULUM AND PLANNING</b>   |   |   |   |
|--|---|---|---|
| <i>Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.</i>   |   |   |   |
| <b>Distinguished</b>   | <b>Accomplished</b>   | <b>Emerging</b>   | <b>Unsatisfactory</b>   |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates expert, specialized content knowledge</li> <li>collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates extensive content knowledge</li> <li>connects student learning to other content areas</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates content knowledge</li> <li>attempts to connect student learning to other content areas</li> </ul>  | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not demonstrate sufficient content knowledge</li> <li>does not attempt to connect student learning to other content areas</li> </ul>   |
| <i>Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.</i>   |   |   |   |
| <b>Distinguished</b>   | <b>Accomplished</b>   | <b>Emerging</b>   | <b>Unsatisfactory</b>   |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula</li> <li>collaborates with students to design sequential learning activities that provide for varied student abilities and interests</li> <li>collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking, and problem solving</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans that align instruction and assessment to the state-approved curricula</li> <li>designs sequential learning activities that provide for varied student abilities and interests</li> <li>designs activities that promote student collaboration, critical thinking, and problem solving</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans aligned to the state-approved curricula</li> <li>designs sequential learning activities at appropriate developmental levels</li> <li>designs activities that promote student collaboration</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not design written instructional plans</li> <li>does not design instructional plans and/or units that are driven by state-approved curricula</li> <li>does not design sequential learning activities at appropriate developmental levels</li> <li>does not design activities that promote student collaboration</li> </ul> |
| <i>Element 1.3: The teacher uses a balanced assessment approach to guide student learning.</i>   |   |   |   |
| <b>Distinguished</b>   | <b>Accomplished</b>   | <b>Emerging</b>   | <b>Unsatisfactory</b>   |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals</li> <li>collaborates with students and others to clearly define and communicate assessment criteria</li> <li>shares assessment data and provides timely feedback to students and other stakeholders</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>designs and uses formative and summative assessments to monitor student progress and set learning goals</li> <li>clearly defines and communicates assessment criteria</li> <li>shares assessment data and provides timely feedback to students</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>designs and uses formative and summative assessments</li> <li>communicates assessment criteria</li> <li>shares assessment data with students</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not use formative and summative assessments</li> <li>does not communicate assessment criteria</li> <li>does not share assessment data or provide feedback to students</li> </ul>   |

**STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT**

*Element 2.1: The teacher understands and responds to the unique characteristics of learners.*

| Distinguished  | Accomplished   | Emerging  | Unsatisfactory   |
|--|--|---|--|
| <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates extensive knowledge of students' social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities with students</li> <li>helps colleagues understand the unique characteristics of all learners</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates thorough knowledge of students' social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities for students</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates adequate knowledge of students' social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>plans and implements differentiated learning activities for some students</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not demonstrate knowledge of students' social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>does not plan and implement appropriate learning activities</li> </ul> |

*Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.*

| Distinguished   | Accomplished  | Emerging  | Unsatisfactory   |
|---|---|---|--|
| <p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with students to establish an effective classroom management system</li> <li>collaborates with students to ensure appropriate behavior as defined by the code of conduct</li> <li>organizes space and materials in a safe, highly efficient, and well-designed learning environment</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>establishes an effective classroom management system</li> <li>responds appropriately and respectfully to student behavior as defined by the code of conduct</li> <li>organizes space and materials to ensure safety and efficiency</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>establishes a classroom management system</li> <li>responds inadequately to student behavior as defined by the code of conduct</li> <li>organizes space and materials to ensure safety</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not implement an effective classroom management system</li> <li>does not respond to student behavior as defined by the code of conduct</li> <li>does not organize space and materials to ensure safety</li> </ul> |

*Element 2.3: The teacher establishes and maintains a learner-centered culture.*

| Distinguished   | Accomplished   | Emerging  | Unsatisfactory   |
|---|--|---|--|
| <p>The teacher</p> <ul style="list-style-type: none"> <li>establishes, with students, clear criteria for high-quality work</li> <li>collaborates with students to maximize instructional time</li> <li>engages students in active, self-directed learning as part of a community of learners</li> <li>provides extensive opportunities for students to collaborate in learning</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>sets and communicates clear criteria for high-quality work</li> <li>uses instructional time efficiently</li> <li>engages students in active learning</li> <li>provides adequate opportunities for students to collaborate in learning</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>sets criteria for high-quality work</li> <li>uses instructional time with limited efficiency</li> <li>engages students in learning</li> <li>provides limited opportunities for students to collaborate in learning</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>does not establish criteria for quality work</li> <li>does not use instructional time efficiently</li> <li>does not engage students in learning</li> <li>does not provide opportunities for students to collaborate in learning</li> </ul> |

## Professional Teaching Standards

| <b>STANDARD 3: TEACHING</b>  |  |   |  |
|--|--|---|--|
| <i>Element 3.1: The teacher utilizes a variety of research-based instructional strategies.</i>   |  |   |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>   | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates with students to use an extensive variety of effective instructional strategies to deliver content</li> <li>• collaborates with students to provide scaffolding and differentiated instruction</li> <li>• extensively uses appropriate technology to deliver content</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a variety of effective instructional strategies to deliver content</li> <li>• demonstrates adequate use of scaffolding and differentiated instruction</li> <li>• adequately uses technology to deliver content</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a limited variety of effective instructional strategies to deliver content</li> <li>• demonstrates limited use of scaffolding or differentiated instruction</li> <li>• demonstrates limited use of appropriate technology to deliver content</li> </ul>    | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not use effective instructional strategies to deliver content</li> <li>• does not scaffold or differentiate instruction</li> <li>• does not use appropriate technology to deliver content</li> </ul>  |
| <i>Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.</i>   |  |   |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>   | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• facilitates student-led learning activities leading to deep understanding of the content</li> <li>• encourages students to initiate or adapt learning activities to deepen understanding</li> <li>• provides students with extensive opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning</li> </ul>  | <p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding</li> <li>• explains directions and procedures clearly and models them when necessary</li> <li>• provides students with adequate opportunities to collaborate and peer-assess using appropriate technologies to gather information, problem solve and share learning</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content</li> <li>• explains directions and procedures</li> <li>• provides students with limited opportunities to collaborate using appropriate technologies</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not provide learning activities that are relevant to the content</li> <li>• does not provide meaningful activities</li> <li>• does not explain directions and procedures</li> <li>• does not provide students opportunities to collaborate</li> </ul> |
| <i>Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.</i>   |  |   |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>   | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• effectively modifies instruction to meet the needs of all students</li> <li>• extensively monitors student progress using a variety of assessments</li> <li>• collaborates with students and others to make instructional decisions</li> <li>• extensively analyzes and uses student data to make instructional decisions</li> <li>• uses a variety of formative assessments to differentiate instruction and provide effective interventions</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• modifies instruction when need is apparent</li> <li>• consistently monitors student progress using a variety of assessments</li> <li>• uses student feedback to make instructional decisions</li> <li>• analyzes student data to make instructional decisions</li> <li>• uses a variety of formative assessments to differentiate instruction and provide appropriate interventions</li> </ul>                   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• recognizes missed opportunities to modify instruction</li> <li>• inconsistently monitors student progress using a variety of assessments</li> <li>• examines student data</li> <li>• uses formative assessments to provide whole-group interventions</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not modify instruction</li> <li>• does not monitor student progress</li> <li>• does not base instruction on a variety of assessments</li> <li>• does not provide interventions based on student data</li> </ul>                                       |

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**

*Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.*

| <b>Distinguished</b>  | <b>Accomplished</b>   | <b>Emerging</b>  | <b>Unsatisfactory</b>  |
|---|---|--|--|
| The teacher <ul style="list-style-type: none"><li>• initiates the investigation that leads to the development of best practices</li><li>• extensively implements best practices</li><li>• mentors others in the implementation of best practices</li><li>• shares results of investigation at the local, state, or national level</li></ul> | The teacher <ul style="list-style-type: none"><li>• engages in professional learning to investigate best practices</li><li>• consistently implements best practices</li><li>• shares best practices within the school community</li></ul> | The teacher <ul style="list-style-type: none"><li>• participates in opportunities to investigate best practices when invited to do so</li><li>• inconsistently implements best practices</li></ul> | The teacher <ul style="list-style-type: none"><li>• does not participate in professional development of best practices as required for self-renewal</li><li>• does not implement best practices</li><li>• does not implement best practices acquired through professional development to improve unsatisfactory performance rating</li></ul> |

*Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.*

| <b>Distinguished</b>   | <b>Accomplished</b>   | <b>Emerging</b>  | <b>Unsatisfactory</b>  |
|--|---|--|--|
| The teacher <ul style="list-style-type: none"><li>• initiates or advances the development of a collaborative team</li><li>• contributes consistently to group learning</li><li>• mentors others in utilizing knowledge and skills gained</li></ul> | The teacher <ul style="list-style-type: none"><li>• participates actively in and/or facilitates a collaborative team</li><li>• contributes to group learning</li><li>• utilizes the knowledge and skills gained</li></ul> | The teacher <ul style="list-style-type: none"><li>• participates in a collaborative team when invited to do so</li><li>• attempts to utilize the knowledge and skills gained</li></ul> | The teacher <ul style="list-style-type: none"><li>• works in isolation</li><li>• does not contribute productively to work of collaborative teams as required for self-renewal</li><li>• does not utilize knowledge and skills gained</li><li>• does not utilize knowledge and skills gained to improve unsatisfactory performance rating</li></ul> |

## Professional Teaching Standards

| <b>STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY</b>  |  |  |  |
|--|--|--|--|
| <i>Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.</i>  |  |  |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>  | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• leads the ongoing development of school-wide initiatives based on school and student data</li> <li>• participates in the design and delivery of professional development for the implementation of school-wide initiatives</li> </ul>  | <p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates in the development of school-wide initiatives based on school and student data</li> <li>• participates in the implementation of school-wide initiatives</li> </ul>  | <p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in school-wide initiatives</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in school-wide initiatives</li> </ul>   |
| <i>Element 5.2: The teacher works with parents, guardians, families, and community entities to support student learning and well-being.</i>  |  |  |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>  | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• develops ongoing opportunities for families to participate in classroom activities based on needs assessment</li> <li>• interacts appropriately with families within the school and community</li> <li>• utilizes theory and current research to facilitate meaningful connections between the school and family</li> <li>• develops and promotes meaningful school activities by utilizing community expertise and resources</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• offers ongoing opportunities for families to participate in classroom activities</li> <li>• interacts appropriately with families within the school setting</li> <li>• seeks relevant knowledge of the family in order to provide meaningful connections between the school and family</li> <li>• creates positive connections between the school and the community</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in school-wide family activities</li> <li>• has minimal interaction with families</li> <li>• responds appropriately to contact from families</li> <li>• occasionally connects school activities with community resources</li> </ul> | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not attend school-wide family activities</li> <li>• does not respond or inappropriately responds to contact from families</li> <li>• does not positively contribute to the relationship between school and community</li> </ul> |
| <i>Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.</i>  |  |  |  |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>  | <b>Unsatisfactory</b>  |
| <p>The teacher</p> <ul style="list-style-type: none"> <li>• involves coaches and others to implement and sustain teacher-identified change</li> <li>• takes a leadership role in growth initiatives that affect practice and policy throughout the school community</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• identifies possible areas of growth within the classroom and school</li> <li>• recommends and facilitates opportunities for change and growth in the classroom and school</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in required initiatives leading to change in practice and policy in the classroom and school</li> </ul>   | <p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in available opportunities for change and growth that affect practice and policy</li> </ul>   |



## *Student Learning*

**Student Learning** is the single most important goal of education. Many things affect students' quality of life and readiness to learn. The quality of teaching, however, is the most important school-related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students' success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

| <b>STANDARD 6: STUDENT LEARNING</b>  |  |  |   |
|--|--|--|---|
| <i>Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.</i>  |  |  |   |
| <b>Distinguished</b>   | <b>Accomplished</b>  | <b>Emerging</b>  | <b>Unsatisfactory</b>   |
| Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student-learning goal that involves collaborative efforts across classrooms. | Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula. | Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. |

## *Professional Conduct*

**Professional Conduct** reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits-of-mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

| <b>STANDARD 7: PROFESSIONAL CONDUCT</b>  |  |  |  |
|--|--|--|--|
| <i>Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.</i> |  |  |  |
|  | <b>Meets Standard</b>  | <b>Below Standard</b>  | <b>Unsatisfactory</b>  |
| <b>Policy and Procedure</b>  | Adheres to state, district and school policy and procedure                           | Adheres to state, district and school policy and procedure with few exceptions                           | Demonstrates a pattern of violating state, district or school policy and procedure   |
| <b>Attendance</b>  | Adheres to state, district and school attendance policy and procedure                | Adheres to state, district and school attendance policy and procedure with few exceptions                | Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure                  |
| <b>Schedule</b>  | Adheres to state, district and school work schedule policy and procedure             | Adheres to state, district and school work schedule policy and procedure with few exceptions             | Demonstrates a pattern of failure to adhere to the work schedule defined by state, district or school policy and procedure |
| <b>Respect</b>   | Interacts professionally with students, parents/ guardians, colleagues and community | Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions | Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional   |







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