

How Teachers Are Evaluated in Cincinnati: A Sample (Table 1)

Standard 3.4: The teacher engages students in discourse and uses thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

	Distinguished	Proficient	Basic	Unsatisfactory
Discourse	Teacher structures and facilitates discourse at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge.	Teacher initiates and leads discourse at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge.	Teacher frames content-related discussion that is limited to a question and answer session.	Teacher permits off-topic discussions, or does not elicit student responses.
Thought-Provoking Questions	Teacher routinely asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification and elaboration through additional questions. Teacher provides appropriate wait time.	Teacher asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification through additional questions. Teacher provides appropriate wait time.	Teacher asks questions that are relevant to the objectives of the lesson. Teacher asks follow-up questions. Teacher is inconsistent in providing appropriate wait time.	Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not provide appropriate wait time.

SOURCE: Cincinnati Public Schools Teacher Evaluation System 2005. The complete rubric is available at <http://www.cps-k12.org/employment/teachers/standardsrubric.pdf>.

Comments For Teacher Performance Evaluations

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