

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**Reduction In Force (RIF) Rubric**  
**Certified Teaching Staff**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

**PUSD Mission: Our mission in collaboration with families and communities is to educate students by providing a safe and engaging learning environment.**

**PUSD Vision: Confident students prepared for tomorrow's challenges and opportunities.**

**This RIF rubric is comprehensive in nature. It is not reflective of one classroom observation or one single year- the information gathered is a broad spectrum of the teacher's overall performance and experiences in the last three years.**

**Section 1: Teacher Evaluation and Instruction (75% of rubric)**

Points possible: Ineffective = 0pts Developing = 1 - 4pts Effective 5 - 8 pts Highly Effective = 9-10pts

**DOMAIN I. Planning and Preparation (60 points possible)**

1A. Demonstrates knowledge of content and pedagogy

- \*knowledge of the content and the structure of the discipline
- \*knowledge of prerequisite relationships
- \*knowledge of content related pedagogy

1B. Demonstrating knowledge of students

- \*knowledge of child and adolescent development
- \*knowledge of the learning process
- \*knowledge of students' skills, knowledge of language proficiency
- \*knowledge of students' interests and cultural heritage
- \*knowledge of students' special needs

1C. Setting instructional outcomes

- \*value, sequence, and alignment
- \*clarity
- \*balance
- \*suitability for diverse learners

1D. Demonstrating knowledge of resources

- \*resources for classroom use
- \*resources to extend content knowledge and pedagogy
- \*resources for students

1E. Designing coherent instruction

- \*learning activities
- \*instructional resources and materials
- \*instructional groups
- \*lesson and unit structure

1F. Designing student assessments

- \*congruence with instructional outcomes
- \*criteria and standards
- \*design of formative assessments

**II. Classroom Environment (50 Points possible)**

2A. Creating an environment of respect and rapport

- \*teacher interactions with students
- \*students interactions with one another

2B. Establish a culture of learning

- \*importance of the content
- \*expectations of learning and achievement
- \*student pride in work

2C. Managing classroom procedures	
*management of instructional groups	
*management of transitions	
*management of materials and supplies	
*performance of non-instructional duties	
*supervision of paraprofessionals and volunteers	
2D. Managing student behavior	
*expectations	
*monitoring of student behavior	
*responses to student behavior	
2E. Organizing physical space	
*safety and accessibility	
*arrangement of furniture and use of physical resources	
<b>DOMAIN III. Instruction (50 Points Possible)</b>	
3A. Communication with students	
*expectations for learning	
*directions and procedures	
*explanations of content	
*use of oral and written language	
3B. Using questioning and discussion techniques	
*quality of questions	
*discussion techniques	
*student participation	
3C. Engaging students in learning	
*activities and assignments	
*grouping of students	
*instructional materials and resources	
*structure and pacing	
3D. Using assessment in instruction	
*assessment criteria	
*monitoring of student learning	
*feedback to students	
*student self-assessment and monitoring of progress	
3E. Demonstrating flexibility and responsiveness	
*lesson adjustment	
*response to students	
*persistence	
<b>DOMAIN IV. Professional Responsibilities (60 Points Total)</b>	
4A. Reflection on teaching	
*accuracy	
*use in future teaching	
4B. Maintaining accurate records	
*student completion of assignments	
*student progress in learning	
*non-instructional records	
4C. Communicating with families	
*information about the instructional program	
*information about individual students	
*engagement of families in the instructional program	
4D. Participation in a professional community	
*relationships with colleagues	
*involvement in a culture of professional inquiry	
*service to school	
*participation in school and district projects	

4E. Growing and developing professionally	
*enhancement of content knowledge and pedological skill	
*receptivity to feedback from colleagues	
*service to profession	
4F. Showing professionalism	
*integrity and ethical conduct	
*service to students	
*advocacy	
*decision making	
<b>Section 1 Sub-Total</b>	0
<b>1.5 multiplier</b>	
<b>Section 1 Total Points</b>	

**Section 2: Leadership, Contribution and Service (14% of rubric)**

(Current year only. All require administrative or district approval)

A. Committee participant at site and/or district level (5 points per committee - 10 max)	
B. Clubs, coaching and extra curricular (5 points per item - 10 max)	
C. Presentations to staff (from workshops, individuals research, individual experience) (5 points each - 10 max)	
D. Hosting student teacher/practicums (1 point per week - 10 max)	
E. Leadership role in school site committees, teams, departments (5 points each - 10 max)	
F. Other significant contributions (administrative evidence - 10 max)	
<b>Section 2 Total Points</b>	0

**Section 3: Certification (11% of rubric) Documentation Required**

A. Highly Qualified (5 points per HQ area - 15 pts max) Must attach attestations	
B. Endorsements not including SEI (5 points per area - 10 pts max)	
C. Level of education: (15 point max)	
Masters (5 points each)	
PhD (5 points)	
National Board (5 Points)	
D. Years of teaching experience (include current contract year) (1-5 yrs = 3 pts, 6-10 yrs = 6 pts, 11 + yrs = 10 pts)	
<b>Section 3 Total Points</b>	0

**Section 4: Deductions (dated within the last 3 years)**

A. Final* Memo of Concern (subtract 10 points per memo)	
B. Final* Letter of Direction in school file (subtract 20 points per letter)	
C. Final* Letter of Repremand in District file (subtract 40 points per letter)**	
D. Suspension without pay (5 points per day)	

\*A "Final" disciplinary Letter is one for which all appeals, if any, have been completed pursuant to Governing Board Policy GCQF.

\*\*If a teacher receives both a letter at school level and district level for the same offense, the point deduction will be based on the district deduction.

**Section 4 Total Points**

0
---

**GRAND TOTAL All Sections**

0
---

---

Signature of Administrator

---

Signature of Teacher

If two or more teachers are tied in rubric points, the following tie breaker criteria will be applied:

1. Highest Points in Section 1.
2. If tied for points in Section 1, lowest number of points deducted in section 4.
3. If tied for points in Section 4, highest points in section 2.
4. If tied for points in Section 2, highest total points in section 3.

rev 3.6.12