Pre-2013 Performance Rubrics

(PLEASE NOTE: TPA rubrics were revised in the 2013-14 school year. This version is available for historical purposes as a reference to the previous domains and standards.)

The Teacher Performance Appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice. The Teacher Performance Appraisal is based on seven domains of teaching: knowledge of students (10%); knowledge of content (10%); planning, delivery and assessment of instruction (10%); safe, effective learning environment (10%); communication and collaboration (10%); professionalism (10%); and student academic progress (40%). Each of the domains is comprised of standards that outline foundations and expectations for high-quality teaching and learning. These domains reflect current Virginia Department of Education Standards and Evaluation Criteria for Teachers. Each of the standards is divided into a number of key elements in order to communicate clear expectations for professional practice within the standard. Recognizing that teachers vary in their professional expertise based on training and professional experience, teacher performance is assessed on a continuum ranging from *Applies* to *Integrates* to *Innovates*. Teachers working on these ranges meet the county-wide expectations for acceptable performance. Teachers performing below the *Applies* level will enter into a performance improvement procedure.

Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.
Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.
Applies	Implies that the teacher works at an emerging stage in the identified area. Able to teach independently; internalizes and easily applies what has been learned about teaching.
Integrates	Implies that the teacher works with an advanced degree of competence that sets the standard for the profession. A level of development in which teachers are fully skilled, confident and able to integrate complex elements of instruction, curriculum and professional development into practice. The integrating teacher moves beyond the classroom in her teaching, collegial relationships, and professional growth and is often a leader among peers.
Innovates	Implies that the teacher works at a level that demonstrates a deep understanding and serves as a model for practice. Consistently innovating and creating in all areas of teaching and professional development; a leader in the school, the district and the community. The teacher contributes to the broader educational community through staff development, classroom-based research and articles in professional journals.

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Domains and Standards Summary

Knowledge of Students (10%)

a. Provides learning opportunities that support students' learning style and intellectual, social, and personal development.

Knowledge of Content (10%)

a. Effectively articulates the central concepts and understandings of the discipline(s).
b. Communicates content knowledge and processes used by adults working in the discipline(s).

Planning, Delivery, and Assessment of Instruction (10%)

a. Develops and implements yearlong plans for instruction that reflect division curriculum and SOL.
b. Teaches to planned objectives on a daily basis.
c. Uses appropriate instructional strategies to promote student learning.
d. Differentiates instruction in response to student differences, eliminating gaps in achievement.
e. Uses comprehensive materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills.
f. Sets high standards for student work.
g. Assesses student achievement and monitors learning in the classroom, adjusting instruction accordingly.

Safe, Effective Learning Environment (10%)

a. Creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement in learning, and self-motivation.
b. Sets standards for classroom behavior and follows through consistently.
c. Applies classroom procedures to maximize academic learning time.
d. Establishes and maintains a safe environment for students at all times.

Communication and Collaboration (10%)

a. Maintains effective communication and works collaboratively with students, parents, colleagues, administration, and community to promote student success.

Professionalism (10%)

a. Models professional and ethical standards as well as personal integrity in all interactions.
b. Participates in meaningful and continuous professional growth including self-evaluation.
c. Contributes to the school community.

Student Academic Progress (40%)

a. Sets a Student Academic Progress goal, using the strategic, measurable, attainable, results-oriented, time-bound (SMART) format, based on some combination of patterns, trends, past practices, current research, or data.
b. Implements specific strategies and measurements related to the Student Academic Progress goal(s).

c. Documents and studies progress toward achieving the Student Academic Progress goal(s).

d. Uses Student Academic Progress goal data to adjust, adopt, or abandon specific elements of the goal to better support student academic progress.

Domain: Knowledge of Students (10%)

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Learning Styles	Assignments and tasks are repetitive and mundane with no evidence of addressing multiple learning styles.	There may be evidence of knowledge of multiple learning styles, but there is no purposeful carry-over in assignments and tasks.	Demonstrates some knowledge of multiple learning styles and provides some variety of assignments and tasks.	Demonstrates wide knowledge of multiple learning styles and provides a variety of assignments and tasks.	Provides a variety of assignments and tasks aligned to multiple learning styles; provides students with choice of assignments and tasks.
Cognitive Development	Shows little to no knowledge of typical developmental characteristics of the age group; no attempt to make connections to students' prior experiences and interests.	Displays knowledge of typical developmental characteristics of age group but does not show any significant attempt to make connections to students' prior experiences and interests.	Displays knowledge of typical developmental characteristics of age group; attempts to make connections to students' prior experiences and interests.	Displays knowledge of developmental characteristics of age group, as well as exceptions to general patterns; connects learning to students' prior knowledge, experiences, and interests.	Displays knowledge of typical developmental characteristics of age group, exceptions to the patterns and the extent to which each student follows those patterns; creates environment in which students are encouraged to make and share connections to their prior knowledge, experiences, and interests.
Culture	Shows no real understanding of classroom diversity. No attempt to connect learning to a variety of cultures.	Has minimum recognition/understanding of classroom diversity and seldom attempts to connect learning to a variety of cultures.	Acknowledges classroom diversity; attempts to connect learning to a variety of cultures.	Acknowledges and respects classroom diversity; consistently connects learning to a variety of cultures.	Acknowledges and respects classroom diversity; connects learning to a variety of cultures and motivates students to continue exploring connections independently; fosters an inclusive learning environment.
Learning Dialogue	Rarely states purpose for learning; hardly ever connects content to student; rarely emphasizes concepts; is usually unaware of and	Inconsistently states a purpose for learning; seldom connects content to student; seldom emphasizes concepts; is often unaware	States purpose for learning; connects content to student; emphasizes concepts; is aware of and answers questions related	Provides choices in products and student grouping; contracts with students for outcomes; allows some student	Provides choices in student products and collaboration; contracts with students for outcomes; serves as

Standard a: Provides learning opportunities that support students' learning styles and intellectual, social, and personal development.

	often cannot answer questions related to educational and career opportunities for students for academic and personal goal setting.	and struggles to answer questions related to educational and career opportunities for students for academic and personal goal setting.	to educational and career opportunities for students for academic and personal goal setting.	freedom; engages students in personal and academic goal setting; works with students in recognizing career and educational opportunities and planning.	facilitator for classroom inquiry; ensures that all students engage in personal and academic goal setting; guides and provides opportunities for student choice in career and educational planning. Empowers students to own and understand connections between daily choices and future options.
Social Needs	Rarely structures social time that encourages student responsibility for self.	Inconsistently structures social time that encourages student responsibility for self.	Structures social time that encourages student responsibility for self.	Uses large and small grouping to allow for social development, requiring student responsibility for self.	Uses large and small grouping to allow for social development; integrates learning as a need-fulfilling social activity in and of itself; creates an environment in which students take initiative socially and academically for self.
Individualized Plans	Does not apply initial information regarding all individualized learning plans (Personalized Learning Plans (PLP), 504, Individualized Educational Plan (IEP), etc.) from student records, School-based Intervention Team (SBIT) chair, 504 coordinator, and special education regarding formal, individualized learning plans and rarely consults with appropriate staff as needed.	Inconsistently seeks and applies initial information regarding all individualized learning plans (Personalized Learning Plans (PLP), 504, Individualized Educational Plan (IEP), etc.) from student records, School-based Intervention Team (SBIT) chair, 504 coordinator, and special education regarding formal, individualized learning plans and consults with appropriate staff on occasion.	Seeks and applies initial information regarding all individualized learning plans (Personalized Learning Plans (PLP), 504, Individualized Educational Plan (IEP), etc.) from student records, School-based Intervention Team (SBIT) chair, 504 coordinator, and special education regarding formal, individualized learning plans and consults with appropriate staff as needed.	Seeks and applies initial information regarding all individualized learning plans (PLP, 504, IEP, etc.) from student records and maintains knowledge about student records, SBIT chair, 504 coordinator, and special education regarding formal, individualized learning plans. Works collaboratively with staff to integrate individualized plans and adapt instruction to meet the needs of individual students, advocates for students who have individualized learning plans with all staff to provide appropriate supports, and seeks feedback regarding	Seeks and applies initial information regarding all individualized learning plans (PLP, 504, IEP, etc.) from student records and maintains knowledge about student records, SBIT chair, 504 coordinator, and special education regarding formal, individualized learning plans. Works collaboratively with staff to integrate individualized plans and adapt instruction to meet the needs of individual students, advocates for students who have individualized learning plans with all staff to provide appropriate supports, and seeks feedback regarding

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			effectiveness of interventions. Responds to requests regarding referral and identification processes.	effectiveness of interventions. Initiates and participates actively in the referral and identification processes and assists others in this process as well.

Domain: Knowledge of Content (10%)

Standard a: Effectively articulates the central concepts and understandings of the discipline(s).

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Standards	Shows no knowledge of national, state, and local standards.	Demonstrates minimal knowledge of national, state, and local standards and seldom constructs lessons accordingly.	Knows national, state, and local standards and constructs lessons accordingly.	Knows national, state, and local standards; aligns multiple standards within content area and constructs lessons accordingly; communicates standards as expectations to students.	Knows national, state, and local standards; aligns multiple standards within content area and constructs lessons accordingly; communicates standards as expectations to students; understands and articulates connections among standards.
Concepts	Rarely identifies and articulates central concepts of discipline(s) to students.	Inconsistently identifies and articulates central concepts of discipline(s) to students.	Identifies and articulates central concepts of discipline(s) to students.	Identifies, articulates, and integrates central concepts of discipline(s); constructs lessons centered on central concepts.	Identifies and articulates central concepts of the discipline(s); structures lessons and activities around central concepts; makes concept connections to other disciplines.
Understandings	Rarely identifies and articulates enduring and essential understandings within concepts.	Inconsistently identifies and articulates enduring and essential understandings within concepts.	Identifies and articulates enduring and essential understandings within concepts.	Identifies and articulates enduring and essential understandings within concepts; constructs lessons around desired understandings.	Identifies and articulates enduring and essential understandings within concepts; constructs lessons around desired understandings; uses student-centered strategies to develop

					desired understandings.
Enthusiasm	Rarely conveys enthusiasm for the subject.	Inconsistently shows enthusiasm for the subject.	Conveys some enthusiasm for the subject.	Conveys genuine enthusiasm for the subject.	Conveys high degree of enthusiasm, reflected in students' active participation, curiosity, and attention to detail.

Standard b: Communicates content knowledge and processes used by adults working in the discipline(s).					
Key Element	**Does Not Meet Expectations**		**Meets Expectations**		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Habits of Mind	Rarely articulates core skills and thinking of an adult working in the content area.	Inconsistently articulates core skills and thinking of an adult working in the content area.	Articulates core skills and thinking of an adult working in the content area.	Articulates core skills and thinking of an adult working in the discipline; relates classroom assignments to these skills and thought processes and encourages their development.	Articulates core skills and thinking of an adult working in the discipline; designs and implements classroom lessons that require students to demonstrate similar skills and thinking.
Authentic Opportunities to Practice	Rarely provides opportunities to apply knowledge and skills within the context of authentic problem solving.	Inconsistently provides opportunities to apply knowledge and skills within the context of authentic problem solving.	Occasionally provides opportunities to apply knowledge and skills within the context of authentic problem solving.	Provides regular opportunities for students to apply knowledge and skills within the context of authentic problem solving.	Provides multiple authentic models and regular opportunities for students to apply knowledge and skills in the context of authentic problem solving; provides student choice in selection of problem solving; facilitates students' initiation of further investigation.

Domain: Planning, Delivery, and Assessment of Instruction (10%)

Standard a: Develops and implements yearlong plans for instruction that reflect division curriculum and SOL.					
Key Element	**Does Not Meet Expectations**		**Meets Expectations**		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Objectives and Mapping	Rarely implements state, division, and school objectives; rarely outlines general content; rarely uses curriculum maps and pacing guides that identify concepts and understandings.	Inconsistently implements state, division, and school objectives; inconsistently outlines general content; inconsistently uses curriculum maps and pacing guides that identify concepts and understandings.	Implements state, division, and school objectives; outlines general content; uses curriculum maps and pacing guides that identify concepts and understandings.	Implements state, division, and school objectives; outlines general content; develops and implements appropriate curriculum maps and pacing guides that identify concepts and understandings, revising as needed.	Implements state, division, and school objectives; outlines general content; develops appropriate curriculum maps and pacing guides that identify concepts and understandings and revises as needed based on student achievement.
Curriculum	Rarely uses the division curriculum and Virginia SOL to design instruction around concepts and enduring understandings.	Inconsistently uses the division curriculum and Virginia SOL to design instruction around concepts and enduring understandings.	Uses the division curriculum and Virginia SOL to design instruction around concepts and enduring understandings.	Uses the division curriculum and Virginia SOL to design instruction; uses Virginia curriculum documents to further develop and refine instruction; frequently uses the division's curriculum framework to design unit and lesson plans using essential questions to frame instruction providing some opportunities for inquiry, analysis, and reflection.	Uses the division curriculum and Virginia SOL to design instruction; uses Virginia curriculum documents to further develop and refine instruction; consistently uses the division's curriculum framework for each unit of instruction using essential questions to frame instruction providing students with many opportunities for inquiry, analysis, and reflection; goes beyond the division curriculum and SOL to using student interest to identify further topics for study.

Standard b: Teaches to planned objectives on a daily basis.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Lesson Plans	Rarely constructs daily lesson plans based on curriculum maps and pacing guides, specifying objectives to be covered; rarely articulates objectives to students.	Inconsistently constructs daily lesson plans based on curriculum maps and pacing guides, specifying objectives to be covered; inconsistently articulates objectives to students.	Constructs daily lesson plans based on curriculum maps and pacing guides, specifying objectives to be covered; clearly articulates objectives to students.	Constructs daily lesson plans specifying objectives and concepts to be covered based on curriculum maps, pacing guides, and current student performance data that reflect progress toward yearlong goals; students understand and articulate objectives; sequences activities in a logical order, requiring students to use progressively higher thinking skills; lessons organized around key concepts and essential questions.	Constructs daily lesson plans specifying objectives and concepts to be covered based on curriculum and pacing guides, and current student performance data that reflect progress toward yearlong goals and address individual student needs; students understand and articulate objectives; sequences activities in a logical order, building on prior experiences and requiring students to use progressively higher thinking skills; lessons organized around key concepts and essential questions.
Presentation	Rarely includes variety of instructional strategies in the presentation of content.	Inconsistently includes variety of instructional strategies in the presentation of content.	Includes some variety of instructional strategies in the presentation of content.	Consistently includes a variety of strategies and instructional models in the presentation of content.	Consistently includes a variety of strategies and instructional models in the presentation of content, connecting to students' knowledge and experience; reflects on the effectiveness of strategies and models as evidenced by student achievement.
Lesson Adjustment	Rarely attempts to adjust lessons based on student interaction with the content material.	Inconsistently attempts to adjust lessons based on student interaction with the content material.	Attempts to adjust lessons based on student interaction with the content material.	Adjusts lessons to meet the needs of students based on student interaction with the content material.	Automatically and intuitively makes adjustments to lessons to meet the needs of students based on student interaction with the content material.

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Standard c: Uses appropriate instructional strategies that promote student learning.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Learning Activities	Rarely conducts learning activities that are relevant to instructional goals and individual needs of students. Most activities are not connected to concepts and rarely reflect academic standards.	Inconsistently conducts learning activities that are relevant to instructional goals and individual needs of students. Few activities are connected to concepts and reflect academic standards.	Conducts learning activities that are relevant to instructional goals and individual needs of students. Most activities are connected to concepts and reflect academic standards; actively engages students in the learning process in many cases.	Conducts learning activities that are relevant to instructional goals and individual needs of students; progression of activities in a unit is smooth, with activities that are connected to concepts and reflect academic standards; actively engages students in the learning process.	Conducts learning activities that are connected and highly relevant to instructional goals and individual needs of students; activities progress smoothly and coherently, producing a unified unit of instruction that supports concepts and reflects academic standards; actively engages students in the learning process. Reflects best practice in the field.
Independent Practice	Rarely assigns independent practice activities that are related to objectives; practice activities usually do not result in students' progress toward standards.	Inconsistently assigns independent practice activities that are related to objectives; practice activities sometimes result in students' progress toward standards.	Assigns independent practice activities that are related to objectives; practice activities result in students' progress toward standards.	Assigns independent practice activities that are clearly aligned to standards with the student as worker and the teacher as facilitator; activities result in student progress toward standards.	Assigns independent practice activities that are clearly aligned to standards with the student as worker and the teacher as facilitator; choices available to students based on student interest and students' progress toward and beyond standards.
Instructional Groups	Instructional groups are rarely used to accomplish instructional goals.	Inconsistent use of instructional groups that is suitable to the instructional goals, providing some variety.	Use of instructional groups is suitable to the instructional goals, providing some variety.	Use of instructional groups is varied as appropriate to the needs of students; tasks for groups are well organized; students occasionally pick their own work groups.	Use of instructional groups is varied as appropriate to the needs of students; tasks for groups are well organized; there is evidence of student choice in selecting different patterns of instructional groups; time use is flexible in response to student

Key Element					
					needs.
Lesson And Unit Structure	Rarely designs lessons or units that have recognizable structure with reasonable time allocations.	Inconsistently designs lessons or units that have recognizable structure with reasonable time allocations.	Designs lessons or units that have recognizable structure; most time allocations are reasonable.	Designs lessons or units that have clearly defined structure around which activities are organized; time allocations are reasonable, flexible, and allow for student reflection and development of conceptual understanding.	Designs lesson or units that have clear structure; allows for different pathways according to student needs and allows for student reflection; time allocations are reasonable, flexible, and allow for student reflection and development of conceptual understanding.
Professional Research	Rarely attempts to use research-based instructional strategies.	Inconsistently attempts to use research-based instructional strategies.	Attempts to use research-based instructional strategies.	Implements lessons that reflect recent professional research and best practice.	Implements lessons that reflect recent professional research and best practice; action research is used to plan and adjust lessons.

Standard d: Differentiates instruction in response to student differences, eliminating gaps in achievement.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Plans and Carries Out Varied Approaches to Content, Process, and Product	No evidence of an attempt to develop an understanding of differentiation of content; process strategies rarely vary based on teacher perception; rarely attempts to vary product assignments.	Inconsistent evidence of an attempt to develop an understanding of differentiation of content; inconsistently varies process strategies based on teacher perceptions; inconsistently attempts to vary product assignments.	Developing an understanding of differentiation of content; process strategies vary based on teacher perception; class works as a whole on most materials; attempts to vary product assignments.	Differentiates content using major concepts; variety of materials and support mechanisms are used; process strategies vary in response to student needs; process tasks are varied by complexity and student interest; varies pace of study based on learning needs; product assignments provide opportunities for students to solve real and relevant problems; product assignments differ based on individual or group readiness and learning	Differentiates content using major concepts, generalizations, and essential understandings; a variety of materials and support mechanisms are used; organizes content around major concepts and generalizations; process strategies vary in response to student needs; activities extend major concepts and generalizations; higher-order tasks are assigned to all learners where they are asked to apply knowledge to new situations; varies tasks by

			needs; a range of alternatives exists; provides opportunities for students to self-evaluate based on specific criteria, goals and rubrics.		complexity, student interest, and learning profile; varies pace of study – exempts students from material already mastered; product assignments provide opportunities for students to solve real and relevant problems; product assignments differ based on individual or group readiness, learning needs and interest; product assignments balance structure and choice; product assignments have students apply key understandings and skills of the content; allows for a wide range of product alternatives; varies homework assignments; provides opportunities for students to self-evaluate based on specific criteria, goals, and rubrics.
Learning Experiences are Based on Student Readiness, Interest or Learning Profile.	Rarely attempts to use a learning profile inventory; rarely attempts to assess student readiness; rarely attempt to identify and incorporate student interests.	Inconsistently attempts to use a learning profile inventory; inconsistently attempts to assess student readiness; inconsistently attempts to identify and incorporate student interests.	Attempts to use a learning profile inventory; attempts to assess student readiness; attempts to identify and incorporate student interests.	Uses a variety of learning profile inventories; learning experiences are focused on essential understandings; pathways for learning vary according to student readiness, interest and learning profile.	Plans based on student differences; teacher displays knowledge of each student's skills, interest, and learning profile; uses a variety of learning profile inventories; there is evidence of a balance of student choice in selecting pathways for learning; teacher is primarily a coordinator of time, space, and activities; learning experiences are focused on essential understandings; pathways for learning

					vary according to student readiness, interest, and learning profile.
Uses Multiple Data Sources to Inform Instruction	Rarely develops and administers assessments based on clear learning objectives. Instructional interventions are rarely planned based on student performance data.	Inconsistently develops and administers assessments based on clear learning objectives; inconsistently plans instructional interventions based on student performance data.	Develops and administers assessments based on clear learning objectives; instructional interventions are planned based on student performance data.	Assessment data is collected continuously, using a variety of formats; instructional interventions are planned based on formative student performance data and in consultation with colleagues.	Assessment data is collected continuously, using a variety of formats and analyzed to provide insights in to student learning and future assessments. In consultation with colleagues, assessments are adjusted to show students' conceptual understanding of the content.

Standard e: Uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Teaching and Student Resources	Rarely has awareness of and makes use of resources available through the school or division. Rarely adheres to school and Division budget standards and procedures. Rarely plans for the work of paraprofessionals and volunteers as appropriate.	Has little awareness of and seldom makes use of resources available through the school or division. At times adheres to school and Division budget standards and procedures. Inconsistently plans for the work of paraprofessionals and volunteers as appropriate.	Has awareness of and makes use of resources available through the school or division. Adheres to school and Division budget standards and procedures. Plans for the work of paraprofessionals and volunteers as appropriate.	Is fully aware of and makes use of multiple resources available through the school or division to meet individual needs of students including instructional materials and assistance. Use of funds is planned to support student learning. Seeks volunteer support, provides training, and articulates expectations for paraprofessionals and volunteers, monitors the work of paraprofessionals and volunteers as appropriate.	Is fully aware of and makes use of school and division resources and actively seeks a wide variety of materials to enhance instruction in order to meet the needs of students. Seeks out additional funding that includes grants and business partnerships. Monitors and adjusts the work of paraprofessionals and volunteers as appropriate.
Use of Materials and Resources	Does not use a variety of instructional materials; materials and resources selected do not support	Minimal use of a variety of instructional materials; materials and resources selected inconsistently	Uses some variety of instructional materials; materials and resources selected support	Uses a variety of instructional materials; materials and resources support instructional goals	Uses a wide variety of instructional materials; students make material contributions to the

	instructional goals; selected materials are not engaging and do not support critical thinking and problem solving.	support instructional goals; at times selected materials are engaging and support critical thinking and problem solving.	instructional goals; selected materials are engaging and support critical thinking and problem solving.	engaging students in meaningful learning; teacher uses a variety of instructional materials to help target instruction to student learning needs; material choices encourage the academic curiosity and critical thinking of students as well as guide the development of problem solving skills, independent thinking, and performance assessments.	representation of content; materials and resources support instructional goals and engage students in meaningful learning; there is evidence of student participation in selecting or adapting materials; teacher uses a variety of instructional materials to help target instruction to student learning needs; material choices encourage the academic curiosity and critical thinking of students as well as guide the development of problem solving skills, independent thinking, and performance assessments through student inquiry, analysis, and reflection.
Technology	Rarely uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.	Inconsistently uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.	Uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.	Integrates technology for a variety of purposes; provides extensive, appropriate learning opportunities that apply technology; uses technology for communication and demonstration; students use technology in support of student-led inquiry, communication, and publication.	Integrates technology for a wide variety of purposes; provides extensive, appropriate learning opportunities that apply technology in inventive ways; uses technology for communication and demonstration; uses a wide variety of technology to support diverse learner needs; students use technology in support of student-led inquiry, communication, and publication.

Standard f: Sets high standards for student work.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Rigor	Rarely attempts to apply rigorous standards with expectation for student success.	Inconsistently attempts to apply rigorous standards with expectation for student success.	Attempts to apply rigorous standards with expectation for student success.	Consistently applies rigorous standards to all students with high expectations for their success.	Consistently applies rigorous standards and high expectations for student success in all learning activities; communicates expectations on a personal level with individual students as necessary.
Opportunity	Rarely gives students opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.	Inconsistently gives students opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.	Gives students opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.	Gives students multiple opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.	Gives students many opportunities to demonstrate their ability to produce high-quality work involving authentic issues, problems, and essential questions related to unit of study.

Standard g: Assesses student achievement and monitors learning in the classroom, adjusting instruction accordingly.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Monitors Student Progress	Rarely checks for understanding during a lesson; rarely assesses student progress throughout units of instruction.	Inconsistently checks for understanding during a lesson; inconsistently assesses student progress throughout units of instruction.	Checks for understanding during a lesson; assesses student progress periodically throughout units of instruction.	Uses written, oral, and performance assessments to gauge student learning during lessons; uses assessments to guide instruction and monitor progress.	Uses written, verbal, and performance assessments to determine what students know, understand, and are able to do based on specific course objectives and standards during lessons; frequently uses and can articulate how pre-assessments, formative, and summative assessments are used to determine student progress and inform instruction.

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Provides Corrective Feedback	Rarely provides oral and written feedback to students; rarely returns papers and projects to students in a reasonable time frame.	Inconsistently provides oral and written feedback to students on a more consistent basis; inconsistently returns papers and projects to students in timely manner.	Provides oral and written feedback to students; returns papers and projects to students in timely manner.	Provides oral and written feedback to students in a timely manner; corrective and reinforcing feedback is provided frequently to ensure that all students have met course and State standards; students have the opportunity to compare teacher and peer feedback using rubrics.	Provides all students constant feedback to guide their learning and progress based on course objectives and standards; creates multiple opportunities for students to receive feedback including feedback from the teacher and peers; students have the opportunity to compare teacher and peer rubric-based feedback; students self-assess using rubrics.
Alignment of Assessment	Rarely aligns assessment with instructional goals.	Inconsistently aligns assessment with instructional goals.	Aligns assessment with instructional goals.	Aligns assessment with instructional goals, both in content and in process; assessment allows for the demonstration of student thought process in addition to the presentation of knowledge and requires the application of the learning to relevant situations; teacher pre-assesses to determine level of student understanding and need.	Aligns assessment with instructional goals, both in content and in process; uses assessment to redefine instructional goals and increase the rigor of the curriculum; assessment allows for the demonstration of student thought process in addition to the presentation of knowledge; requires the application of the learning to relevant situations; assessments are aligned with individual student needs.
Clarity of Assessment	Rarely communicates assessment criteria and standards to students.	Inconsistently communicates assessment criteria and standards to students.	Communicates assessment criteria and standards to students.	Clearly communicates assessment criteria and standards to all students including applicable scoring rubrics.	Clearly communicates assessment criteria and standards to students including applicable scoring rubrics; students have opportunities to articulate expectations.

Domain: Safe, Effective Learning Environment (10%)

Standard a: Creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement, and self-motivation.					
Key Element	**Does Not Meet Expectations**		**Meets Expectations**		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Encourages student involvement/ Participation	Rarely provides opportunities for students to work together and discuss instructional topics.	Occasionally provides opportunities for students to work together and discuss instructional topics.	Provides some opportunities for students to work together and discuss instructional topics.	Provides many opportunities for students to work together; considers student's choice in working with materials and partners; provides opportunities for student input about content to be studied.	Encourages student cooperation and team effort; provides criteria for student self-assessment of group work; includes student input in determining lesson design and content; students express ideas and take academic risks.
Evidence of trust, dignity, and respect for all	Rarely uses positive tone and manner with students and colleagues; student interactions are often not polite and respectful.	On occasion uses positive tone and manner with students and colleagues; student interactions are sometimes polite and respectful.	Uses positive tone and manner with students and colleagues; student interactions are polite and respectful.	Interacts with students with care, compassion, and understanding; student interactions are polite and respectful.	Interacts with students with compassion and care and understanding; considers individual student needs in instructional planning; student interactions are polite and respectful.
Recognizes and praises achievements of students	Rarely recognizes and praises student achievement in the classroom.	On occasion recognizes and praises student achievement in the classroom.	Recognizes and praises student achievement in the classroom.	Consistently recognizes student achievement in the classroom, praising student progress at all levels; praise specifies accomplishment and rewards attainment of stated goals and objectives.	Consistently recognizes student achievement in the classroom, praising student progress at all levels; praise specifies accomplishment and rewards attainment of stated goals and objectives; recognizes both team and individual successes.
Classroom community	Usually does not acknowledge student comments concerning the classroom; rarely follows through on classroom policies and procedures.	Sometimes acknowledges student comments concerning the classroom; often does not follow through on classroom policies and procedures.	Acknowledges student comments concerning the classroom; establishes classroom policies and procedures.	Structures time for student discussion in the classroom; uses democratic process as appropriate; uses dialogue to create classroom structure.	Encourages discourse; uses democratic process as appropriate; guides the development of respectful expression; participates as partner with students; uses

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| | | | | | dialogue to create classroom structure; creates shared vision of respect. |

Standard b: Sets standards for classroom behavior and follows through consistently.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Expectations	Rarely addresses expectations for student behavior for most situations and hardly ever communicates to students and parents; most students do not seem to understand expectations.	On occasion establishes expectations for student behavior for most situations and sometimes communicates to students and parents; most students often seem to be vague regarding expectations.	Establishes expectations for student behavior for most situations and communicates to students and parents; most students seem to understand expectations, adhering to the ACPS Student Rights and Responsibilities Handbook.	Establishes expectations for student behavior that are agreed upon by students and teacher; expectations are communicated to students and parents; expectations are clear to all students, adhering to the ACPS Student Rights and Responsibilities Handbook; respectful behavior is evident; individual behavior contracts are implemented as necessary.	Establishes expectations for student behavior with student participation; classroom community accepts mutually agreed upon expectations; expectations are clear to all students, adhering to the ACPS Student Rights and Responsibilities Handbook; expectations are communicated to parents; respectful behavior is evident; individual behavior contracts are implemented as necessary.
Monitoring and responding	Is rarely aware of student behavior and usually chooses not to work privately with the student to adjust behavior as needed.	Seldom is aware of student behavior and often chooses not to monitor and work privately with the student to adjust behavior as needed.	Is aware of student behavior and is able to monitor and work privately with the student to adjust behavior as needed.	Analyzes student behaviors and instructional settings, monitors and adjusts based on individual needs; works with students to develop proactive strategies.	Subtle and preventative systematic structures are in place that cause students to monitor their behavior and self-adjust as needed.

Standard c: Applies classroom procedures to maximize academic learning time.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Management of Instructional Groups	Rarely organizes tasks for group work.	Seldom organizes tasks for group work.	Organizes tasks for group work.	Organizes tasks for groups and individuals; groups are managed so that students are engaged at all times.	Organizes tasks for groups such that groups work independently and are productively engaged at all times, with students assuming responsibility for productivity.
Transitions	Rarely follows expected start and stop times according to school schedule; almost never allows for transition time between activities; classroom procedures are usually not defined.	Seldom follows expected start and stop times according to school schedule; often does not allow for transition time between activities; classroom procedures are vaguely defined.	Follows expected start and stop times according to school schedule; allows for transition time between activities; classroom procedures are defined.	Follows expected start and stop times according to school schedule; transitions occur in quick, orderly fashion with small groups of students moving in progression; students have some responsibility for managing transitions; students have a role that is part of the classroom routine; routine is known by all students.	Follows expected start and stop times according to school schedule; students are partners in managing transitions, have "leadership roles" in assuring smooth transitions, and are well practiced in the expectations and procedures; classroom routines are known by all students.
Non-Instructional Duties	There are minimal systems for performing non-instructional duties that are efficient; however, a lack of organization often results in a loss of instructional time.	There are some systems for performing non-instructional duties that are efficient, resulting in little loss of instructional time.	Implements systems for performing non-instructional duties that are efficient, resulting in little loss of instructional time.	Implements effective systems for performing non-instructional duties with students assuming some responsibility with minimal loss of instructional time.	Implements efficient, effective systems for performing non-instructional duties that allow students to remain focused on instruction; students assuming some responsibility for efficient operation resulting in minimal loss of instructional time.
Materials and Supplies	Rarely does one observe routines for handling materials and supplies.	On occasion routines for handling materials and supplies are observed.	Establishes routines for handling materials and supplies.	Establishes routines for handling materials and supplies smoothly with little loss of instructional time.	Establishes routines for handling materials and supplies that are seamless, with students assuming some responsibility for efficient operation.

Standard d: Establishes and maintains a safe environment for students at all times.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Safety Routines	Safety routines are not observed. Students do not seem aware of safety regulations.	There are some safety routines that are known by some students and practiced efficiently (e.g., fire, use of chemicals in science); safety equipment is most times available.	Establishes safety routines that are known by students and practiced efficiently (e.g., fire, use of chemicals in science); safety equipment is available.	Establishes safety routines that are known by students and practiced efficiently with safety equipment readily available; students are aware of their roles.	Establishes safety routines that are known and practiced with safety equipment readily available; teacher has prepared students so that students assume leadership roles when necessary.
Classroom Organization	Usually, the classroom does not seem safe, organized, and conducive to learning.	On occasion the classroom seems safe, organized, and conducive to learning.	Maintains a classroom that is safe, organized, and conducive to learning.	Maintains a classroom that is safe, conducive to learning, and organized for a variety of learning experiences.	Maintains a classroom that is safe, conducive to learning, and organized for a variety of learning experiences; students assume responsibility for maintaining organization of classroom.

Domain: Communication and Collaboration (10%)

Standard a: Maintains effective communication and works collaboratively with students, parents, colleagues, administration, and community to promote student success.					
Key Element	**Does Not Meet Expectations**		**Meets Expectations**		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Written Communication	Rarely uses written communication and it is often inappropriate and grammatically incorrect; written communication is usually not clear and consistent; often does not participate in school scheduled communication requirements such as parent conferences, report cards, and newsletters; avoids addressing problems/conflicts and when they are addressed it is often in an unprofessional manner; records are not accurate and usually are not communicated to students and parents in a timely manner; does not respond to administration requests for information in a timely manner.	Seldom uses written communication and it is sometimes inappropriate and grammatically incorrect; written communication is sometimes not clear; inconsistently participates in school scheduled communication requirements such as parent conferences, report cards, and newsletters; on occasion addresses problems/conflicts in an unprofessional manner; sometimes maintains accurate records but communicates progress to student and parent often in an unreasonable time frame; occasionally responds past deadlines to administration requests for information.	Uses written communication that is appropriate and grammatically correct; written communication is clear and consistent; participates in school scheduled communication requirements such as parent conferences, report cards, and newsletters; addresses problems/conflicts in a professional manner; maintains accurate records and communicates progress to student and parent; responds to administration requests for information in a timely manner.	Uses written communication that is appropriate and grammatically correct; invites parents to visit or participate in classroom activities; invites community groups to participate in school activities; addresses problems/conflicts in a professional manner; maintains accurate records and consistently communicates progress to students and parents; responds to administration requests for information in a timely manner.	Uses written communication that is appropriate and grammatically correct; communicates clear and consistent expectations for learning and behavior; invites parents and community members to participate in school activities; actively engages community involvement; addresses problems/conflicts in a professional manner; checks for student and parent understanding of written communication; maintains accurate records and consistently communicates progress to students and parents; responds to administration requests for information in a timely manner.
Oral Communication	Rarely uses oral communication and when it is articulated, it is often inappropriate and grammatically incorrect; does not respond to administration requests for information in a timely manner.	Seldom uses oral communication and it is sometimes inappropriate and grammatically incorrect; occasionally responds past deadlines to administration requests for information.	Uses oral communication that is appropriate and grammatically correct; responds to administration requests for information in a timely manner.	Uses oral communication that is appropriate and grammatically correct; invites parents to visit or participate in classroom activities; makes reasonable provisions to make self available to students and parents as needed for education-related concerns;	Uses oral communication that is appropriate and grammatically correct; solicits administration feedback about a variety of school issues; reaches out, listens to, and educates parents about student progress and helps put information into perspective; develops

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				addresses problems/conflicts in a professional manner; invites community groups to participate in school activities; responds to administration requests for information in a timely manner; contributes to decisions; shares observations and ideas.	rapport and gains trust; encourages student expression and creates opportunity for listening; engages students in self-monitoring of feedback; models and sets expectations for good communication skills; sensitive to diverse background and special needs of the family and culture; responds to administration requests for information in a timely manner; contributes to decisions; shares observations and ideas.
Timeliness	Rarely responds to requests for information in a timely manner; usually does not update records regularly to meet established deadlines.	Seldom responds to requests for information in a timely manner; often does not update records regularly to meet established deadlines.	Responds to requests for information in a timely manner; updates records regularly meeting established deadlines.	Regularly provides information regarding progress to students and parents; informs community of classroom events; updates records regularly, meeting established deadlines.	Proactively provides information regarding progress to students and parents; informs community of classroom and school events; updates records regularly, meeting established deadlines.
Technology	Rarely uses appropriate technologies to communicate.	Sometimes uses appropriate technologies to communicate.	Uses a variety of appropriate technologies to communicate.	Uses a variety of appropriate technologies to communicate and work collaboratively.	Uses a wide variety of appropriate technologies to communicate, work collaboratively, and promote classroom success to parents and the community.
Collaboration	Rarely establishes a positive working relationship; does not interact to gather resources; does not seek feedback.	Seldom establishes a positive working relationship; sometimes interacts to gather resources; occasionally seeks feedback.	Establishes a positive working relationship; interacts to gather resources; seeks out feedback.	Establishes a positive working relationship; interacts to gather resources; seeks out feedback; works with colleagues to plan instruction and solve problems.	Establishes a positive working relationship; interacts to gather resources; seeks out feedback; works with colleagues to plan instruction and solve problems; provides leadership and contributes to learning of others.

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Domain: Professionalism (10%)

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Professionalism	Often does not maintain a professional demeanor and appearance; rarely represents school program favorably.	Inconsistently displays professional demeanor and appearance; occasionally represents school program favorably.	Maintains a professional demeanor and appearance; represents school program favorably.	Maintains a professional demeanor and appearance; advocates for the school program favorably in the community; seeks to increase knowledge and use of best instructional practices.	Maintains a professional demeanor and appearance; represents the school program favorably in the community without avoiding the needs for improvement; is viewed as a leader or role model within the school community and the division in the knowledge and use of best instructional practices.
Ethical Standards	Often does not relate to colleagues, parents, and others in an ethical and professional manner; rarely addresses concerns and problems; deals with confidential information in an unprofessional manner.	At times relates to colleagues, parents, and others in an ethical and professional manner; seldom addresses concerns and problems; on occasion deals with confidential information in an unprofessional manner.	Relates to colleagues, parents, and others in an ethical and professional manner; addresses concerns and problems; deals with confidential information in a professional manner.	Relates to colleagues, parents, and others in an ethical and professional manner; is a resource for other colleagues and parents; plays an active and constructive role in resolving concerns and problems for teachers; deals with confidential information in a professional manner.	Relates to colleagues, parents, and others in an ethical and professional manner; is a model for other teachers and parents in addressing difficult concerns in a tactful manner, placing the needs of the student first; deals with confidential information in a professional manner.
Professional Responsibility	Rarely accepts any responsibility for the success of students.	Accepts responsibility for the success of most students.	Accepts responsibility for the success of all students.	Accepts responsibility for student success; demonstrates efficacy and commitment to the learning of all students.	Accepts responsibility for student success; demonstrates efficacy and commitment to the learning of all students; persists in seeking effective approaches for students who need help; uses an extensive repertoire of strategies and solicits additional resources from school

Standard a: Models professionalism and ethical standards as well as personal integrity in all interactions.

					and division.
Professional Standards*	Rarely Identifies and articulates appropriate professional standards.	Has trouble identifying and articulating appropriate professional standards.	Identifies and articulates appropriate professional standards.	Identifies, articulates, and integrates appropriate professional standards.	Identifies and articulates appropriate professional standards; structures work around central concepts addressed in professional standards.

External professional standards exist for all educators based on job assignments and school roles. These standards include but are not limited to National Council for Teachers of English, National Council for Teachers of Mathematics, American Library Association, etc. Please refer to **External Professional Standards for additional information.*

Standard b: Participates in meaningful and continuous professional growth including self-evaluation.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Identifies Need for Continued Development	Rarely engages in some professional development directly related to student learning; does not recognize the purpose/need for professional growth in meeting the needs of all learners.	Seldom engages in professional development directly related to student learning; seldom recognizes the purpose/need for professional growth in meeting the needs of all learners.	Engages in some professional development directly related to student learning; recognizes the purpose/need for professional growth in meeting the needs of all learners.	Seeks out opportunities for professional growth; recognizes the purpose and sees the need for professional development; recognizes the purpose/need for professional development independently; sees professional development as an integrated piece of his/her professional practice.	Seeks out opportunities for professional growth and uses research-based best practices in the classroom; recognizes the purpose/need for professional development independently; sees professional development as an integrated piece of his/her profession; develops a personal vision for ones' own teaching practices; seeks professional development to become more focused and to develop a deeper sense of purpose and meaning in their own teaching and learning.
Engages in Self-Evaluation	Rarely reflects on teaching practice and is most often not open to new ideas based on student learning.	Seldom reflects on teaching practices and is at times open to new ideas based on student learning.	Reflects on teaching practice and is open to new ideas based on student learning.	Engages in reflection and problem solving to meet the needs of all learners; self-reflects on teaching and student outcomes; identifies priorities for	Independently seeks out information through research, conferences, curriculum specialists, etc. and immediately applies this new

				professional growth based on student learning.	knowledge to his/her teaching.
Participates in Community of Learners	Often does not maintain collaborative relationships with colleagues; rarely participates in team-oriented tasks where cooperation is necessary for task completion and rarely engages in interactions with other professionals, which result in learning; does not work with colleagues to identify/support target area(s) for school or division improvement.	Has difficulty maintaining collaborative relationships with colleagues; at times participates in team-oriented tasks where cooperation is necessary for task completion and seldom engages in interactions with other professionals, which result in learning; inconsistently works cooperatively with colleagues to identify/support target area(s) for school or division improvement.	Maintains collaborative relationships with colleagues; participates in team-oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals, which result in learning; works cooperatively with colleagues to identify/support target area(s) for school or division improvement.	Supports and works collaboratively with colleagues; engagement in collaborative activities results in mutual learning, articulates the purpose and outcome of his/her collaboration, uses feedback to modify instructional practices; actively participates in school-wide committees and functions; seeks out opportunities to coach and share best practices with colleagues (e.g., professional study groups, peer coaching).	Supports and works collaboratively with colleagues in a leadership role; can identify/recognize situations when and where collaboration with others will not only enhance his/her own learning but also has the capacity to improve student performance; collaborations are broadened to include diverse resources such as research findings, community resources, outside specialists etc.; solicits and uses feedback to modify instructional practices; shares insights and experiences resulting from professional growth activities with colleagues; assumes formal role in providing leadership and training for colleagues (e.g., professional study groups, peer coaching).
Participates in the Work of a Professional Learning Community (PLC)	Does not know key points of the Professional Learning Community model and rarely meets with colleagues on a regular basis to discuss and modify instructional practice to eliminate all gaps in student achievement.	Has a general idea regarding points of the Professional Learning Community model and meets with colleagues sporadically to discuss and modify instructional practice to eliminate all gaps in student achievement.	Knows key points of the Professional Learning Community model and meets with colleagues on a regular basis to discuss and modify instructional practice to eliminate all gaps in student achievement.	Consistently collaborates to reflect on the implementation of the Professional Learning Community model to improve professional practice across the team and ensure mastery of content for all students within the team.	Models reflection on and implementation of the Professional Learning Community model to improve professional practice across the school and ensure mastery of content for all students within the school.
Researches Best Practices	Rarely displays basic pedagogical understanding of issues involved in student learning; rarely observes other classes; does not	At times displays basic pedagogical understanding of issues involved in student learning; seldom observes other classes; occasionally	Displays basic pedagogical understanding of issues involved in student learning; may observe	Uses accepted best practices within the discipline; seeks out knowledge regarding new developments and	Searches for best practices within the discipline; maintains a high-level of personal knowledge regarding new

usually seek feedback from others.	seeks feedback from others.	other classes; seeks some feedback from others.	techniques; applies this knowledge to improve his/her instructional practices and overall student outcomes with support from colleagues; may observe other classes to inform practice; participates in planning and sharing with others at the school, district, or state level.	developments and techniques; routinely applies this knowledge to improve his/her own instructional practices and overall student outcomes; observes other classes, and invites others to observe his/her classroom in order to get additional feedback regarding instruction; participates and leads in planning and sharing with others at the school, district or state level.

Standard c: Contributes to the school community.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
School Goals	Has very little knowledge of school goals.	Has some knowledge of school goals.	Has knowledge of school goals.	Provides input to school improvement process.	Provides leadership in the school improvement process.
School Activities	Rarely participates in activities (e.g., PTO, Parent Nights, Extended Activities).	Participates in few activities (e.g., PTO, Parent Nights, Extended Activities).	Participates in some activities (e.g., PTO, Parent Nights, Extended Activities).	Participates in many activities, assuming some leadership.	Organizes and provides leadership for school activities.
School Committees	Often does not honor commitments.	Inconsistent in attendance.	Serves as requested.	Seeks opportunities to serve on school committees; takes active role in planning.	Initiates ideas; leads at school level; participates at division level.

Domain: Student Academic Progress (40%)

Standard a: Sets a Student Academic Progress goal(s), using the strategic, measurable, attainable, results-oriented, time-bound (SMART) format, based on some combination of patterns, trends, past practices, current research, or data.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Student Academic Progress Goal	No goal is written.	One or two goals are described but are missing one or more of the five SMART elements.	One or two goals are described, have all five SMART elements, and aligns with one or more student Lifelong Learner competencies.	One or two goals are aligned to and support one or more PLC, SIP, or Division-level goals. The goal(s) may be met without the direct involvement of others.	One or two goals inform the work of others within or across the PLCs, departments or subject areas. Goal(s) establishes positive interdependence among colleagues.
Using data to inform goal setting	Goal(s) has no relationship to some combination of patterns, trends, past practices, current research, or data.	Goal(s) references some combination of patterns, trends, past practices, current research, or data but is not influenced by it directly.	Goal(s) for student academic progress is based on some combination of patterns, trends, past practices, current research, or data.	Goal(s) for student academic progress is informed by some combination of patterns, trends, past practices, current research, or data.	Goal(s) for student academic progress reflects informed analysis of some combination of patterns, trends, past practices, current research or data.

Standard b: Implements specific strategies and measurements related to the Student Academic Progress goal(s).

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Assessment Strategies	Assessment strategies are not included in the Student Academic Progress goal(s) documentation.	Implements assessment strategies that are chosen and used without consideration of quality or relevance.	Implements assessment strategies that are appropriate to measure student outcomes related to the Student Academic Progress goal(s).	Implements assessment strategies that are best instructional practices.	Collaboratively plans (with PLC, students, Instructional Coaches, etc.) and implements assessment strategies based on innovative measurement tools.
Measurement Tools	Measurement tools are not included in the Student Academic Progress goal(s) documentation.	Utilizes measurements that are chosen and used without consideration of quality or relevance.	Uses measurement tools that are content-valid in order to measure student outcomes.	Uses measurement tools that reflect research-based evidence of content and construct validity.	Collaboratively creates (with PLC, students, Instructional Coaches, etc.) measurement tools

| | | | | | that include content and construct validity. |

Standard c: Documents and studies progress toward achieving the Student Academic Progress goal(s).

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Document	Neither documents (e.g. does not score student work) nor communicates progress toward Student Academic Progress goal(s). Student growth is not evidenced.	Inconsistently gathers and communicates progress of students toward Student Academic Progress goal(s).	Documents and communicates progress toward the Student Academic Progress goal(s) with appraiser. Includes documentation on the students' academic growth over time	Seeks and provides continuous feedback (e.g. appraiser, PLC, etc.) on documentation of student progress toward achieving Student Academic Progress goal(s). Documentation includes reflection on students' academic growth over time.	Enrolls students in the documentation process (e.g. co-constructing evidence of progress) and builds shared ownership when documenting and reflecting on student academic progress.
Study	Does not study progress toward achieving Student Academic Progress goal(s).	Inconsistently studies data relative to Student Academic Progress goal(s).	Accurately studies student assessment data relative to Student Academic progress goal(s) and identifies trends across data points.	Accurately analyzes trends across data points and synthesizes assessment data with PLC.	Involves students in the study of student academic progress.

Standard d: Uses Student Academic Progress goal data to adjust, adopt, or abandon specific elements of the goal(s) to better support student academic progress.

Key Element	Does Not Meet Expectations		Meets Expectations		
	Unacceptable	**Needs Improvement**	**Applies**	**Integrates**	**Innovates**
Decision-making	Student Academic Progress goal-related data is not used to adjust, adopt, or abandon strategies and measurements.	References Student Academic Progress goal-related data to adjust, adopt, or abandon strategies and measurements.	Decisions to adjust, adopt or abandon strategies and measurements cited in Standard B of this Domain are made based on basic or isolated analysis of student academic progress.	Decisions to adjust, adopt or abandon strategies and measurements cited in Standard B of this Domain are made based on systematic and continual analysis of student academic progress.	Decisions are informed by the work of others (PLC, students, etc.), they transcend work related to student academic progress goal(s) and work is evident in other areas of student academic progress.

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