



RSU5

Durham – Freeport – Pownal
Growth & Evaluation

Math and Literacy Strategists
Professional Practice Rubric
and Evaluation Summary

I. PLANNING AND PREPARATION FOR LEARNING

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
The Strategist:				
a Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c Supporting Teachers	Set goals using data to support teachers in planning almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Set goals using data to support teachers in planning most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Set goals using data to support teachers in planning lessons with some thought to larger goals and objectives and higher-order thinking skills.	Has no goals for the instructional support, or sets goals that are inappropriate to either the situation or the needs of the students and staff.
d Assessments	Orchestrates a continuous cycle of identification, analysis, and response to formative and summative priorities.	Works with colleagues to identify, analyze, and use formative and summative assessment data to fine-tune teaching and identify priorities.	Demonstrates limited use of assessment data with colleagues.	Does not participate in assessment selection or analysis with colleagues.
e Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f Engagement	Designs highly effective professional development that engages teachers in acquiring new instructional skills and new areas for growth.	Designs effective professional development that engages teachers in acquiring new instructional skills and new areas for growth.	Inconsistently engages teachers in acquiring new instructional skills and new areas for growth.	Is not successful in engaging teachers in new instructional skills.
g Resources	Designs lessons that use an effective mix of high quality, multicultural learning materials and technology. Suggests and seeks out new resources to enhance teachers' skills in implementing the districts' curriculum.	Designs lessons that use an appropriate, multicultural mix of materials and technology. Provides resources to enhance teacher skills when teacher initiated.	Plans lessons that involve a mixture of good and mediocre learning materials. Is not aware of outside resources to support teachers.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. Is not aware of outside resources to support teachers.

<p>h Environment</p>	<p>Builds a common school-wide understanding of ways to use room arrangement, materials, and displays to create an inviting climate to maximize student learning.</p>	<p>Consistently supports teachers in organization of furniture and materials to support the lesson, with regular results.</p>	<p>Initiates support to teachers in organization of furniture and materials to support the lesson, with inconsistent results.</p>	<p>Does not address with teachers the conventional furniture arrangement, hard-to-access materials, and few wall displays.</p>
<p>i Long term planning</p>	<p>Plans for the year, month, week, and day relentlessly getting the highest-leverage activities done.</p>	<p>Plans for the year, month, week, and day keeping the highest-leverage activities front and center.</p>	<p>Comes to work with a list of tasks that need to be accomplished that day to meet long term goals, but daily interruptions often distract from working toward long term goals.</p>	<p>Daily work is frequently disconnected from big goals and time spent on insignificant/ tangential activities,</p>

Overall rating: _____

Comments:

II. KNOWLEDGE OF STUDENTS

The Strategist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Expectations	Is direct, specific, consistent and tenacious in communicating and enforcing high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces expectations but follow through is inconsistent.	Limited or articulation of expectations with no follow through.
b Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d Engagement	Gets students highly involved in focused work in which they are active learners, risk takers, and problem-solvers.	Has students actively think about, discuss and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Does not actively involve students in lessons and materials used are of low quality.
e Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
f Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
g Understanding Learners	Has a good grasp of current child development theories as to how students learn and actively seeks new ideas.	Has a grasp of: child development, theories as to how students learn and is open to new ideas.	Has a few ideas of ways students develop and learn.	Has few ideas on how to teach developmentally appropriate lessons and how students learn.

Overall rating: _____

Comments:

III. DELIVERY OF INSTRUCTION

The Strategist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Learning Expectations	Provides professional staff development of uniformly high quality and responsive to the varied needs of the staff being served.	Provides professional development that is of high quality and appropriate to the needs of most of the staff being served.	Provides professional development that are of mixed quality with some of them being appropriate to the needs of the staff being served.	Provides professional development that is of poor quality or is not appropriate to the needs of the staff being served.
b Mindset	Actively inculcates a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn’t counteract students’ misconceptions about innate ability	Communicates a “fixed” mindset about ability: some students have it, some don’t.
c Goals	Shows teachers exactly what’s expected by posting essential questions, goals, rubrics and exemplars; virtually all teachers can articulate them.	Gives teachers a clear sense of purpose by posting the unit’s essential questions and the lesson’s goals.	Tells teachers the main learning expectations of each lesson.	Begins lessons without giving teachers a sense of where instruction is headed.
d Collaboration with Teachers	Initiates and responds to collaboration with classroom teachers to design/plan highly effective instructional units and lessons, and share best practices. Carefully ensuring that teachers can transfer these skills independently to future lessons.	Initiates and responds to collaboration with classroom teachers to design/plan highly effective instructional units and lessons, and share best practices.	Collaborates with classroom teachers in the planning/design of instructional units and lessons when asked to do so.	Does not follow through when asked to collaborate with classroom teachers in the design of instructional lessons and units.
e Clarity of instruction	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f Repertoire	Designs staff development that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs staff development that uses an effective, diverse mix of learning strategies and materials including technology.	Plans staff development that involves an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans staff development that relies mainly on ineffective learning strategies and materials including technology

g Engagement	Is highly effective in engaging teachers to acquire new instructional skills and new areas for growth.	Is effective in engaging teachers to acquire new instructional skills and new areas for growth.	Is partially successful in engaging teachers in acquiring new instructional skills and new areas for growth.	Is not successful in engaging teachers in new instructional skills.
h Differentiation	Differentiates and scaffolds professional development to skillfully meet the learning needs and styles of all teachers.	Differentiates and scaffolds professional development to meet the learning needs of most teachers.	Attempts to meet the learning needs and styles of teachers, with mixed success.	Little evidence of differentiation is included in professional development.
i Coaching	Masterfully designs and tracks varied goal-specific coaching cycles and initiates techniques to ensure skills transfer to teachers' repertoire of practice.	Effectively designs coaching cycles and initiates technique to meet the specific need addressed	Sometimes designs coaching cycles and uses techniques to address needs. Coaching may not result in teachers gaining new skills.	Coaching cycles are haphazard or not well matched to need and often do not result in transfer of strategies or understanding.
j Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____

Comments:

IV. MONITORING, ASSESSMENT AND FOLLOW-UP

4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards	
The Strategist:				
a Criteria	Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars.	Posts clear criteria for proficiency and provides rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades or skill acquisition.
b Formal Assessments	Facilitates and models for teachers the purposeful use of pre-, formative and summative assessments to support teachers in the evaluation of student skill levels and inform instruction. Differentiation for staff members is evidenced.	Facilitates and models for teachers the purposeful use of pre-, formative and summative assessments to support teachers in the evaluation of student skill levels and inform instruction.	Uses formative and summative assessments, but depth and quality are inconsistent and/or does not provide scaffolding for the teacher.	Little or no evidence of engaging teachers in conversations about assessments.
c Feedback	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote teacher growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage teacher growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
d Tenacity	Relentlessly follows up with/gives personal attention to teachers with students who are not progressing to help them maximize student growth.	Supports teachers with students who are not progressing.	Offers extra help but with limited follow-through; the onus is on the teacher to initiate support.	Does not offer extra help or support to teachers with students who are not progressing.
e Reflection	Continuously reflects with colleagues on the effectiveness of professional development and anticipates and plans appropriate follows-up work with staff.	Reflects with colleagues on the effectiveness of professional development and continuously works to improve it.	May spend some time thinking about the relative effectiveness of professional development but similar roadblocks re-occur from session to session.	Does not draw conclusions for future professional development when difficulties arise.

Overall rating: _____

Comments:

V. FAMILY AND COMMUNITY OUTREACH

	4	3	2	1
	Highly Effective	Effective	Improvement Needed	Does Not Meet Standards

The Strategist:

a Respect	Shows great sensitivity and respect for family and community culture, values and beliefs.	Communicates respectfully with parents; is sensitive to different families' culture and values.	Tries to be sensitive to culture and beliefs of students' families but sometimes show lack of sensitivity.	Is insensitive to the culture and beliefs of students' families.
b Communication	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about student and immediately flags problems.	Updates parents on good news and learning or behavioral concerns attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning concerns but rarely mentions positive news.	Makes little or no effort to communicate with parents.
c Involving	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
d Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.

Overall rating: _____

Comments:

VI. PROFESSIONAL RESPONSIBILITIES

The Strategist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standard
a Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
b Reliability	Carries out assignments conscientiously and punctually; keeps meticulous records and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments; is late or sometimes makes errors in records.	Frequently skips assignments, is late,; makes errors in records and misses deadlines.
c Professionalism	Presents as a consummate professional in words, action and appearance and observes appropriate boundaries.	Usually demonstrates professional demeanor in words, actions and appearance and maintains appropriate boundaries.	Occasionally acts and/or Dresses in an unprofessional manner in words, action and/or appearance and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
d Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential student information.
e Above and Beyond	Is an important member of teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
f Leadership	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
g Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change.
h Growth	Actively pursues new ideas and engages in action research to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and teaching institutes and implements them well.	Can occasionally be persuaded to try out new classroom practices	Is not open to new ideas for improving teaching and learning.

Overall rating: _____

Comments:

Evaluation Summary Page

Strategist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Knowledge of Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth:

Student Growth Discussion reflected in educator e-portfolio: Yes No

Goal Setting will include student growth component: Required Optional

Evaluator comments including goal progress:

Educator's Comments:

Evaluator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

(The educator's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)