

Appendix A

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Overview of Essential Attributes

1. Planning and Preparation

- 1a. Develops differentiated lessons
- 1b. Plans for monitoring and assessing student learning
- 1c. Plans for student engagement and rigor
- 1d. Structures lessons to make connections to other content areas and to the real world

2. Instruction

- 2a. Promotes discourse
- 2b. Communicates for learning
- 2c. Implements structured lessons

3. Classroom Climate

- 3a. Creates an environment of mutual respect for all
- 3b. Fosters appropriate standards of behavior
- 3c. Creates a safe, supportive, and orderly environment

4. Professionalism

- 4a. Engages in continuous professional growth
- 4b. Engages in professional collaboration with colleagues
- 4c. Cultivates family engagement in school
- 4d. Demonstrates professionalism

Domain 1: Planning & Preparation				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
1a. Develops differentiated lessons	Utilizes previous data, background knowledge, individual needs and student interests within the planning process.	Utilizes previous data, background knowledge, individual needs and/or student interests within the planning process.	Considers the students' general learning needs throughout the planning process.	Does not utilize previous data, background knowledge, individual needs or student interests within the planning process.
	Uses data to plan multiple strategies that challenge all levels and styles of learners.	Uses data to plan multiple strategies that appropriately challenge students.	Plans few strategies that appropriately challenge students.	Does not plan strategies that appropriately challenge students.
	Plans targeted levels of assignments to meet individual student needs.	Plans targeted levels of assignments to meet group needs.		
	Reflects on professional collaboration to meet the individual needs of students.			
1b. Plans for monitoring and assessing student learning	Designs various, ongoing assessments to measure the learning objectives of the lesson.	Designs ongoing assessments to measure the learning objectives of the lesson.	Attempts to design assessments that measure some of the learning objectives of the lesson.	Does not design assessments that measure the learning objectives of the lesson, or relies solely on district assessments.
	Plans opportunities for student reflection during the learning process.			

Domain 1: Planning & Preparation (continued)				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
1c. Plans for student engagement and rigor	Incorporates relevant resources and strategies to promote creativity, critical thinking and problem-solving.	Incorporates relevant resources and strategies to promote creativity, critical thinking and/or problem-solving.	Incorporates relevant resources and/or strategies.	Incorporates limited resources and/or strategies.
	Considers student strengths to incorporate a student-centered approach that promotes higher-order thinking and discourse for further inquiry.	Incorporates some opportunities for student-centered activities that promote higher-order thinking and discourse.	Incorporates opportunities for student-centered activities that do not support higher-order thinking or discourse.	Plans for limited opportunities for student engagement and active learning.
	Designs lessons that align with district curriculum goals and objectives and District Improvement Plan in order to improve student performance.	Designs lessons that align with district curriculum goals and objectives	Designs lessons that partially align with district curriculum goals and objectives.	Designs lessons that do not align with district curriculum goals and objectives.
1d. Structures lessons to make connections to other content areas and to the real world.	Plans to include multiple resources that support students' learning and helps make connections within and among content areas.	Plans to include multiple resources that support students' learning and helps make connections to other content areas and to the real world.	Plans to provide opportunities for connections to other content areas or to the real world.	Does not plan to provide opportunities for connections to other content areas or to the real world.
	Plans to promote student inquiry of how the content relates to the real world.			

Domain 2: Instruction				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
2a Promotes discourse	Poses questions and prompts to promote higher-order thinking, scaffold learning, and engage all students in active discourse.	Poses questions and prompts to scaffold learning and provide opportunities for engagement of all students.	Poses questions that may lead to student learning and does not provide opportunities for engagement of all students.	Poses questions that require a passive response and fail to scaffold student learning.
	Uses techniques to ensure that all students actively participate in discourse and are continuously engaged.	Uses techniques to engage most students in discourse throughout lessons.	Uses techniques to promote engagement in discourse which are not consistently observed.	Use of techniques that do not allow opportunities for student discourse.
2b. Communicates for learning	Uses multiple methods of communication to provide specific feedback that is constructive and enhances student performance.	Provides feedback that is both constructive and enhances student performance.	Provides general feedback that is not constructive.	Provides little or no feedback for work or performance.
	Communication provides opportunities for reflective learning and self-monitoring.	Communication encourages reflective learning.	Communication does not encourage reflective learning.	Communication causes students to disengage.

Domain 2: Instruction (continued)				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
2c. Implements structured lessons	Communicates and references goals and objectives to students throughout the lesson.	Communicates goals and objectives to students.	Goals and objectives are unclear to students.	Does not communicate goals and objectives to students
	Uses instructional strategies to differentiate, which includes the use of flexible grouping, targeted levels of assignments, and/or modified content and materials.	Uses instructional strategies to differentiate.	Uses instructional strategies for differentiation that are inconsistent or lack specificity.	Does not use strategies for differentiation.
	Uses assessment strategies to monitor and adjust instruction throughout the lesson.	Uses assessment strategies to monitor and adjust instruction.	Attempts to use assessments to adjust instruction.	Does not use assessment to monitor and adjust instruction.
	Implements all essential components of a cohesive lesson from initiation through closure.	Implements some essential components of a cohesive lesson from initiation through closure.	Partially implements components of a cohesive lesson.	Does not implement a cohesive lesson.

Domain 3: Classroom Climate				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
3a. Creates an environment of mutual respect for all	Creates an environment in which sensitivity to cultures, interests and levels of development is consistently evident.	Creates an environment in which sensitivity to cultures and levels of development is evident.	Creates an environment in which sensitivity to cultures and levels of development is somewhat evident.	Does not create an environment that demonstrates sensitivity to cultures and levels of development.
	Establishes a community in which productivity, risk taking and learning are consistently evident and ongoing.	Establishes a community in which productivity, risk taking and learning are evident.	Establishes a community in which productivity, risk taking and learning are inconsistently evident.	Does not establish a community in which productivity, risk taking and learning are evident.
	Establishes a community in which student strengths are identified and fostered			
	Supports students in becoming role models for treating others with respect.			
	Consistently facilitates peer social interactions and relationships			

Domain 3: Classroom Climate (continued)				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
3b. Fosters appropriate standards of behavior	Consistently communicates models and reinforces positive behavioral and high academic expectations for all students.	Communicates and reinforces behavioral and academic expectations for all students.	Inconsistently Communicates behavioral and academic expectations for students	Does not communicate behavioral and academic expectations.
	Redirects student behavior and enforces appropriate consequences consistently and effectively.	Redirects student behavior and enforces appropriate consequences.	Redirects student behavior and enforces appropriate consequences inconsistently.	Does not redirect student behavior or enforce appropriate consequences.
	Consistently and effectively promotes and supports positive behaviors aligned with school-wide PBIS.	Promotes and supports positive behaviors aligned with school-wide PBIS.	Inconsistently promotes and supports positive behaviors aligned with school-wide PBIS.	Does not promote or support positive behaviors aligned with school-wide PBIS.
3c. Creates a safe, supportive, and orderly environment	Consistently manages established routines and transitions to maximize instructional minutes based on student need.	Manages established routines and transitions to maximize instructional minutes.	Inconsistently manages established routines and transitions to maximize instructional minutes.	Does not manage established routines and transitions to maximize instructional minutes.
	Consistently and effectively facilitates student ownership of implementation of routines and procedures.	Facilitates student ownership of implementation of routines and procedures.	Inconsistently facilitates student ownership of implementation of routines and procedures.	Does not facilitate student ownership of implementation of routines and procedures.
	Provides organized materials which are easily accessible to students.	Provides organized and accessible materials.	Provides materials but there are no established procedures for their access or use.	Does not make necessary materials readily available.

Domain 4: Professionalism				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
4a. Engages in continuous professional growth	Consistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Inconsistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	No evidence of reflection on teaching practices.
	Takes active role in the evaluation for instructional improvement and continued professional growth.	Takes active role in the evaluation process for instructional improvement.	Takes a passive role in the evaluation process and is minimally responsive to evaluator feedback.	Takes a passive role in the evaluation process and is non-responsive to evaluator feedback.
	Consistently takes an active role in professional growth, both in learning and sharing with colleagues, to impact instruction and meet the needs of all students.	Takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.	Rarely takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.	Does not take an active role in professional growth.

Domain 4: Professionalism (continued)				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
4b. Engages in professional collaboration with colleagues	Actively works with colleagues to develop and sustain both grade-level/course-level improvements as well as contributes to broader school improvement.	Actively works with colleagues to develop and sustain both grade level/course level improvements.	Minimal effort is made to work with colleagues to develop and sustain improvement.	No effort is made to work with colleagues to develop and sustain improvement.
	Actively promotes and engages in collaboration to meet student needs and contribute to a positive school climate.	Collaborates with colleagues to meet student needs and contribute to a positive school climate.	Participates with colleagues and contributes to school climate as required	Does not collaborate with colleagues to meet student needs.
4c. Fosters family engagement in school	Ongoing communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Minimal communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	No communication occurs with families.
4d. Demonstrates professionalism	Demonstrates and consistently models professional conduct in compliance with the CT Code of Professional Responsibility.	Demonstrates consistent compliance with the CT Code of Professional Responsibility.	Demonstrates minimal compliance with the CT Code of Professional Responsibility.	Does not comply with the CT Code of Professional Responsibility.