

## Gwinnett County Public Schools Teacher Performance Standards and Rubrics

| <b>Performance Standard 1: Professional Knowledge</b><br><i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>   |   |   |  |
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| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Needs Development</b>  | <b>Ineffective</b>   |
| The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>   | The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.                                       | The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, <b>or</b> lacks fluidity in using the knowledge in practice.  | The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, <b>or</b> does not use the knowledge in practice.   |
| <b>Performance Standard 2: Instructional Planning</b><br><i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i>  |   |   |  |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Needs Development</b>  | <b>Ineffective</b>   |
| The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>  | The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.                                  | The teacher inconsistently uses state and local school district curricula and standards, <b>or</b> inconsistently uses effective strategies, resources, <b>or</b> data in planning to meet the needs of all students.                           | The teacher does not plan, or plans without adequately using state and local school district curricula and standards, <b>or</b> without using effective strategies, resources, <b>or</b> data to meet the needs of all students.   |
| <b>Performance Standard 3: Instructional Strategies</b><br><i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i>  |   |   |  |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Needs Development</b>  | <b>Ineffective</b>   |
| The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>   | The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills. | The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area <b>or</b> for engaging students in active learning <b>or</b> for the acquisition of key skills. | The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning <b>or</b> acquisition of key skills. |
| <b>Performance Standard 4: Differentiated Instruction</b><br><i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>  |   |   |  |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Needs Development</b>  | <b>Ineffective</b>   |
| The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>   | The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.  | The teacher inconsistently challenges students by providing appropriate content <b>or</b> by developing skills which address individual learning differences.   | The teacher does not challenge students by providing appropriate content <b>or</b> by developing skills which address individual learning differences.   |
| <b>Performance Standard 5: Assessment Strategies</b><br><i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>   |   |   |  |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>  | <b>Needs Development</b>  | <b>Ineffective</b>   |
| The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i> | The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.            | The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies <b>or</b> the instruments are sometimes not appropriate for the content or student population.                                       | The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies <b>or</b> the instruments are not appropriate for the content or student population.                                       |

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| <b>Performance Standard 6: Assessment Uses</b><br><i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>       |  |  |   |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>   | <b>Needs Development</b>   | <b>Ineffective</b>  |
| The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>                     | The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, <b>or</b> inconsistently provides timely or constructive feedback. | The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, <b>or</b> to provide feedback in a constructive or timely manner.                                       |
| <b>Performance Standard 7: Positive Learning Environment</b><br><i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>  |  |  |   |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>   | <b>Needs Development</b>   | <b>Ineffective</b>  |
| The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>  | The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.  | The teacher inconsistently provides a well-managed, safe, <b>and</b> orderly environment that is conducive to learning and encourages respect for all.   | The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, <b>or</b> does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. |
| <b>Performance Standard 8: Academically Challenging Environment</b><br><i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>  |  |  |   |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>   | <b>Needs Development</b>   | <b>Ineffective</b>  |
| The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>                            | The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.   | The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels <b>or</b> where students are self-directed learners.  | The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, <b>or</b> where students are self-directed learners.   |
| <b>Performance Standard 9: Professionalism</b><br><i>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>  |  |  |   |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>   | <b>Needs Development</b>   | <b>Ineffective</b>  |
| The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i> | The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.                                      | The teacher inconsistently supports the school's mission <b>or</b> seldom participates in professional growth opportunities.   | The teacher shows a disregard toward professional ethics <b>or</b> the school's mission <b>or</b> rarely takes advantage of professional growth opportunities.  |
| <b>Performance Standard 10: Communication</b><br><i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>   |  |  |   |
| <b>Exemplary</b><br><i>In addition to meeting the requirements for Proficient...</i>   | <b>Proficient</b><br><i>Proficient is the expected level of performance.</i>   | <b>Needs Development</b>   | <b>Ineffective</b>  |
| The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i>               | The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.  | The teacher inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders <b>or</b> communicates in ways that only partially enhance student learning.                                     | The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.                                |

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