## Gwinnett County Public Schools Teacher Performance Standards and Rubrics

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

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

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encouraging involvement.