RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Instructional Strategist
Professional Practice Rubrics
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING (role of professional development and coaching w/adults)

The Strategist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Knowledge and standards	Is highly knowledgeable about the relevant content area and standards and continues to seek out new research and strategies for relevant content areas and how adult learners acquire knowledge.	Is knowledgeable about the relevant content areas and standards and has a good grasp of the variety of ways adult learners acquire knowledge.	Is somewhat familiar with the relevant content areas and standards and has a few ideas of ways adult learners acquire knowledge.	Has little familiarity with the relevant content areas and standards and needs support with ideas on how adult learners acquire knowledge.
b Planning	Plans the year, considering trends in teacher needs and assessment data; anticipates unforeseen changes impacting teachers, that support curriculum, instructional practices, and assessment.	Plans the year, using data, to set goals that support teachers in curriculum, instructional practices and assessment.	Inconsistently plans the year to set goals that support teachers in curriculum, instructional practices and assessment.	Has no goals that support teachers in curriculum, instructional practices and assessment.
c 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 identify priorities and drive instruction.	Demonstrates limited use of assessment data with colleagues.	Does not participate in assessment selection or analysis with colleagues.
d Anticipation	Anticipates teachers' misconceptions and challenges and develops multiple strategies to overcome them.	Anticipates teachers' misconceptions and challenges and develops plans to address them.	Sometimes considers teachers' misconceptions and challenges.	Proceeds without considering misconceptions or challenges that teachers might have.
e Engagement	Designs highly effective professional learning that engages teachers in acquiring new instructional skills and new areas for growth.	Designs effective professional learning 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 developing new instructional skills.
f Resources	Designs professional learning opportunities that use an effective mix of high-quality resources, with an emphasis on equity and access for all students. Suggests and seeks out new resources to enhance teachers' skills in implementing the district's curriculum.	Designs professional learning opportunities that use an effective mix of high- quality resources, with an emphasis on equity and access for all students. Provides resources to enhance teacher skills when teacher initiated.	Plans professional learning opportunities that involve a mixture of good and mediocre learning materials. Rarely introduces outside resources to support teachers.	Plans professional learning opportunities that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. Does not introduce outside resources to support teachers.
g Professional Learning Environment	Purposefully considers the organization of agenda, physical space and materials to create an inviting climate to maximize professional learning.	Purposefully considers the organization of agenda, physical space, and materials to support the professional learning environment.	Inconsistently considers the organization of agenda, physical space and materials to support the professional learning environment.	Does not consider the organization of agenda, physical space and materials to support the professional learning environment.
h Long term planning	Plans for the year, month, week, and day relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day keeping the highest-leverage activities front and center.	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.	Daily work is frequently disconnected from big goals and time spent on insignificant/ tangential activities,

Overall rating: _____ Comments:

2019, 2022, 2023, 2024, 7.1.25

II. DELIVERY OF INSTRUCTION (role of professional development and coaching w/adults)

The Strategist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Learning Expectations	Consistently delivers professional learning that conveys high expectations, urgency, and determination that all teachers will master the material, and fosters a culture of continuous improvement and growth among educators.	Delivers professional learning that conveys high expectations, urgency, and determination that teachers will master the material.	Inconsistently delivers professional learning that conveys high expectations, urgency, and determination that teachers will master the material.	Rarely delivers professional learning that conveys high expectations, urgency, or determination, failing to engage participants and respond to the needs of educators.
b Teacher Efficacy	Empowers teachers to believe in the connection between their effort and improved student learning, and actively guides them in implementing strategies that lead to academic growth for students.	Provides opportunities for teachers to see evidence of their efficacy and how their efforts lead to improved student learning, and can articulate a plan of specific strategies that lead to academic growth for students.	Inconsistently provides opportunities for teachers to see evidence of their efficacy and how their efforts lead to improved student learning.	Rarely supports teachers in developing a mindset that their effort leads to improved student learning, showing a lack of understanding or commitment to fostering teacher efficacy.
c Collaboration with Teachers	Proactively engages in collaboration with classroom teachers to plan highly effective instruction and share best practices. Intentionally plans collaboration to support transfer of learning for teachers.	Initiates and engages in collaborative planning with classroom teachers to plan highly effective instruction and share best practices.	Collaborates with classroom teachers to plan instruction when asked to do so.	Does not follow through when asked to collaborate with classroom teachers to plan instruction.
d Clarity of instruction	Presents material thoroughly and 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.
e Repertoire	Masterfully designs professional learning that integrates a well-balanced blend of effective learning strategies and diverse resources, including technology.	Consistently designs professional learning that uses an effective, diverse mix of learning strategies and materials, including technology.	Inconsistently plans professional learning that includes effective strategies. Sometimes includes diverse resources and/or technology.	Rarely plans professional learning that includes effective learning strategies. Rarely includes resources and/or technology.
f Engagement	Masterfully plans and implements professional learning that prioritizes teacher engagement, using varied methods of involvement, to enhance participation, collaboration, and application of new skills and new areas of growth.	Effectively plans and implements professional learning that prioritizes teacher engagement to enhance participation and application of new skills.	Inconsistency plans and implements professional learning sessions that prioritize teacher engagement, resulting in limited participation and application of new skills.	Struggles to effectively plan and execute professional learning sessions that prioritize teacher engagement, leading to minimal participation and application of new skills.
g Differentiation	Differentiates and scaffolds professional learning to skillfully meet the learning needs and styles of all teachers by being responsive to the varied needs of the staff being served.	Differentiates and scaffolds professional learning to meet the learning needs of the majority of teachers.	Attempts to differentiate and scaffold professional learning to meet the varied needs of the staff being served with mixed success.	Little evidence that the varied needs of staff being served have been considered in planning & delivery of professional learning.
h Coaching	Masterfully designs and tracks varied goal-specific coaching cycles, matching the coaching techniques to specific needs of the teacher. The planning and implementation demonstrate a commitment to ensuring skill transfer to teachers' repertoire of practice.	Effectively designs and tracks coaching cycles using a variety of techniques to address specific needs of the teacher. The planning and implementation demonstrate a commitment to initiating skill transfer to teachers' repertoire of practice.	Inconsistently designs coaching cycles that address needs of the teacher. Utilizes a narrow range of techniques, demonstrating minimal commitment to fostering skill transfer. Limited planning/implementation may not support the skill transfer to teachers' repertoire of practice.	Rarely designs coaching cycles, and when present, they appear haphazard or inadequately address needs of the teacher. There is minimal evidence of planning, and the lack of coherence often leads to a failure in skill transfer to teachers' repertoire of practice.

i **Reflection**	Proactively encourages teachers to engage in reflecting on their learning and set actionable goals for integrating new learning into their instructional practice. Consistently follows up with teachers on actionable goals and considers next steps for fostering continuous improvement.	Supports teachers to engage in reflecting on their learning and set actionable goals for integrating new learning into their instructional practices. Can articulate a plan for follow up with teachers.	Inconsistently invites teachers to engage in reflecting on their learning. May or may not support teachers in setting actionable goals for integrating new learning into their instructional practices.	Rarely provides opportunities for teachers to engage in reflecting on their learning. There is limited or no evidence of efforts to support application of new learning into their instructional practices.

Overall rating: _____ Comments:

III. MONITORING, REFLECTION, AND FOLLOW-UP (role of professional development and coaching w/adults)

The Strategist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Clarity**	Masterfully conveys the correlation between professional learning and the overarching goals of the district, school, or grade level team. Consistently follows up with teachers on actionable goals and considers next steps.	Consistently conveys the correlation between professional learning and the overarching goals of the district, school, or grade level team.	Inconsistently conveys the correlation between professional learning and the overarching goals of the district, school, or grade level team.	Rarely conveys the correlation between professional learning and the overarching goals of the district, school, or grade level team.
b **Feedback**	Is conscientious in providing specific, constructive, and timely feedback, prioritizing the most high-leverage areas of growth.	Is conscientious in providing specific, constructive, and timely feedback to encourage teacher growth.	Provides general feedback, but is not always constructive or timely.	Does not provide constructive or timely feedback.
c **Tenacity**	Relentlessly follows up with teachers after professional learning, giving personal attention to teachers who struggle with skill transfer to help them maximize student growth.	Consistently supports all teachers, including those who struggle with skill transfer after professional learning, in order to help improve student growth.	Offers teachers extra help after professional learning but with limited follow-through; the onus is on the teacher to initiate support.	Does not offer extra help or support to teachers who struggle with skill transfer after professional learning.
d **Reflection**	Continuously solicits feedback following professional learning opportunities (large group, small group, PLCs and 1-1 coaching). Reflects with colleagues on the effectiveness of learning and plans appropriate follow-up work with colleagues.	Solicits feedback following professional learning opportunities. Reflects with colleagues on the effectiveness of professional learning and works to improve it.	Rarely solicits feedback following professional learning opportunities. May spend some time thinking about the relative effectiveness of professional learning.	Does not solicit feedback following professional learning and draws own conclusions about the success of professional learning.

Overall rating: _____ Comments:

IV. KNOWLEDGE OF STUDENTS (role of professional development and coaching with 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 all students 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:

VI. PROFESSIONAL RESPONSIBILITIES

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet
a Reliability	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b Professionalism	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c Judgment	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d Contributions to the School Community	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long- term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e Leadership	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f Openness	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g Collaboration	Actively seeks out collaboration with colleagues to plan units, share teaching and learning ideas, and analyze data.	Collaborates with colleagues to plan units, share teaching and learning ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas about teaching and learning.	Rarely collaborates with colleagues to share ideas about teaching and learning.
h Professional Development	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.

i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

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. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Monitoring, Reflection, and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Knowledge of Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. 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.)