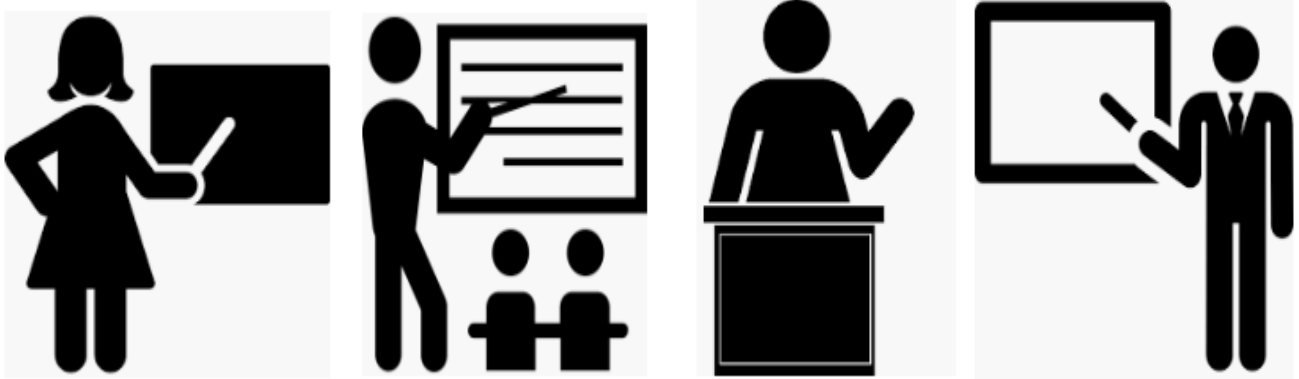# Paterson Public Schools

In-School Suspension Teacher
Practice Rubric

Professional Educator Performance Standards

1. **Preparation to Establish a School Community that supports a safe and orderly equitable learning environment (x2)**
   - ❖ **Professional educators prepare for quality instruction using a comprehensive approach.**

2. **Use of Data to Inform Educational Equities and Condition (x2)**
   - ❖ **Professional educators use assessment data to inform instruction.**

3. **Delivery of Service (x3)**
   - ❖ **Special Service Providers delivers quality service**

4. **Interventions to Meet Diverse Needs (x3)**
   - ❖ **Professional educators increase the probability of advancing individual student achievement.**

5. **Develops a Culturally Respectful Environment (x2)**
   - ❖ **Professional educators deliver quality instruction.**

6. **Leadership (x2)**
   - ❖ **Professional educators are responsible for professional growth and positive leadership.**

7. **Professionalism (x1)**
   - ❖ **Professional educators have a responsibility to parents, students, the district, the public and to the education profession.**

PERFORMANCE STANDARD #1: Preparation to Establish a School Community that Supports a Safe and Orderly Equitable Learning Environment

Professional educators prepare for quality instruction using a comprehensive approach.

Service and Support *The In-School Suspension Teacher should know and be able to:*	Level of Performance The In-School Suspension Teacher performing at this level:			
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*
1a **Outlines clear Expectations**	☐ Maintains the status quo and does not contribute to a school wide culture of high expectations for staff, students and parents.	☐ Acts in ways that demonstrate support of building a positive school climate and culture of high expectations for most staff, students, and parents.	☐ In-School Suspension Teacher practices reinforce and strengthen building a culture of high expectations for *all* students, staff, and parents. Monitor all ISS assignments; provide encouragement and feedback to students, monitor tests, computer work and provide instructional assistance as appropriate.	☐ In-School Suspension Teacher initiates and engages in problem-solving to advance positive climate and culture with high expectations for *all* staff, students and parents. Monitor all ISS assignments; provide encouragement and feedback to students, monitor tests, computer work and provide instructional assistance as appropriate.
1b **Creates a Culture of Excellence**	☐ The school-wide culture reinforces low level learning expectations and/or plans to meet even minimal climate goals that complement the district and school's academic goals are not clear.	☐ The school-wide culture supports student improvement efforts suitable for most students and the In-School Suspension Teacher outlines the steps to meet goals.	☐ Establishes a school-wide culture that challenges *all* students to continuously demonstrate safe and productive learning. Develops a plan to measure the progress toward meeting challenging climate goals that complement the district and school's academic goals.	☐ Creates positive climate and culture goals that complement the district and school's academic goals of excellence. Plans to continuously measure the progress toward attaining and sustaining a positive climate and culture.

1c	**Provides clear Communication**	☐ There is little to no evidence that the importance of positive school climate expectations has been communicated to students, staff, and parents in advance. There is little correlation between the district's climate goals and the school's academic goals.	☐ Positive climate and culture expectations are not communicated well to staff, students, and parents and/or the climate goals that complement the school's academic goals are not high enough for change and sustainability. Review in-school suspension policies, procedures and student expectations with students daily.	☐ Positive climate and culture expectations are communicated in advance to students, staff, and parents and an outline is provided of how the school can meet challenging climate goals that complement the district and school's academic goals. Review in-school suspension policies, procedures and student expectations with students daily.	☐ Staff, students, and parents are well prepared and can articulate the steps that must be taken to reach a positive climate and culture that complement the district and school's academic goals. Review in-school suspension policies, procedures and student expectations with students daily.
1d	**Follows District Policy**	☐ Action plans, when available, do not align with district adopted policies.	☐ Action plans are partially aligned to district adopted policies.	☐ Action plans are closely aligned to district adopted policies.	☐ Action plans are based on a thorough understanding of how to implement a positive climate and culture aligned with district adopted policies.
1e	**Provides Direction**	☐ Supports of action plan are inadequate. The activities and time line do not follow an organized progression and time allocations are unrealistic.	☐ Support of action plans are based on research based activities and resources. Progression and pacing of implementation is sporadic and time allocations are not always reasonable.	☐ Support of action plans are detailed around clearly defined activities and objectives for a positive climate and culture. Progression and pacing of the activities and time line are constant, with reasonable time allocations. Work with students and or other staff members during student reflection period on issues such as behavior management and the prevention of undesirable behaviors that resulted in student being assigned to ISS.	☐ Support of action plans are precisely planned with explicit attention to detail leading to the demonstration of implementing activities that promote a positive climate and culture. The progression and pacing of planned activities and steps are highly coherent. Work with students and or other staff members during student reflection period on issues such as behavior management and the prevention of undesirable behaviors that resulted in student being assigned to ISS.
1f	**Aligns Needs Assessment**	☐ Action plan's objectives, activities, and	☐ Action plan's objectives, activities, and timeline are limited	☐ Action plan's objectives, activities and timeline are aligned with the needs assessment. Research- based	☐ Action plan's objectives, activities, and timeline are aligned with the needs assessment and research based recommendations to

	With Programs	timeline of implementation cannot be found.		recommendations and creates a positive climate and culture.	effectively focus on the implementation of a positive climate and culture.
1g	**Evaluates Program Implementation**	☐There is no evidence to evaluate the plan to improve the climate and culture of the school	☐ The evaluation of implementation is minimally developed and/or may be loosely connected to the action plan's details.	☐ The evaluation of implementation is developed in advance and it is aligned with the details.	☐ The evaluation of implementation is developed in advance, tied closely with the action plan's details and provides multiple ways for staff, students, and parents to demonstrate ways to ensure fairness, equity, and continuous improvement for a positive climate and culture.

1. **PERFORMANCE SCORE**	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**

PERFORMANCE STANDARD #2: Use of Data to Inform Educational Equities and Condition
Professional educators use assessment data to inform instruction.

Service and Support *The In-School Suspension Teacher should know and be able to:*		Level of Performance The In-School Suspension Teacher performing at this level:			
		Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*
2a	**Accesses Data**	☐ No evidence of the analysis of surveys, focus group interviews, attendance data or discipline data.	☐ Accesses and analyzes the data from surveys, focus group interviews, attendance data and discipline data to identify accomplishments and areas in need of improvement.	☐ Accesses the data from surveys, focus group interviews, attendance data and discipline data to improve achievement results for individuals and groups of students. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.	☐ Regularly accesses and systematically uses data from surveys, focus group interviews, attendance data and discipline data to organize tables and create profiles on multiple measures of culture and climate implementation achievement results. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
2b	**Analyzes Data**	☐ Although the surveys and focus group interviews are implemented and the discipline, attendance, and truancy data is collected, there is no evidence that the information is used to make decisions to create positive climate and culture.	☐ Attempts to make decisions linked to analysis of data may not be complete to create positive climate and culture.	☐ Makes accurate use of data from surveys, focus group interviews, discipline incidents, attendance and truancy when making decisions to create positive climate and culture. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.	☐ Accurately draws inferences from multiple data sources such as surveys, focus group interviews, discipline incidents, attendance and truancy reports to make decisions about next steps and timeline activities for a positive climate and culture. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.

		Unsatisfactory	Progressing I / Progressing II	Proficient I / Proficient II	Proficient III / Exemplary
2c	**Implements an effective feedback system**	☐ A single type of a feedback method is used that is not aligned with the evidence outcomes from the data.	☐ Uses a limited number of feedback methods to assess implementation, which are not clearly aligned with the evidence outcomes from the data.	☐ Appropriately uses a number of feedback methods to assess implementations, which are loosely aligned to the evidence outcomes from the data.	☐ Evidence of a well-balanced feedback system is in place which uses a variety of methods (i.e.: Focus groups, surveys, reflections, agendas, and other feedback methods) that matches the intended purpose of the strategy to promote a positive climate and culture. Strategies are closely aligned with evidence outcomes from the data. Implements Paterson Effective School model.
2d	**Provides quality feedback**	☐ Feedback methods are of poor quality and do not support the development of a positive climate and culture.	☐ Uses feedback methods not Relative to the action plan. Collaborates with most stakeholders, such as students, staff, and parents to implement evaluations to assess the action plan and compare results.	☐ Collaborates with all stakeholders, such as students, staff, and parents to develop and create a variety of feedback methods to assess the relevancy of the action plan to promote a positive climate and culture. Reinforce the concept of discipline as the process of teaching the difference between acceptable and unacceptable behavior.	☐ Designs high-quality feedback methods to accurately measure the success of each objective and activity in the action plan's objectives, activities, timeline and its implementation. Reinforce the concept of discipline as the process of teaching the difference between acceptable and unacceptable behavior. Promote the goal of discipline to help change impulsive, random behavior into controlled, purposeful behavior, and discipline should be reinforced with teaching, firmness, and reminders.

2. PERFORMANCE SCORE	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

PERFORMANCE STANDARD #3: Delivery of Service
Special Services Providers delivers quality of service

Service and Support	Level of Performance The In-School Suspension Teacher performing at this level:			
The In-School Suspension Teacher should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
3a **Use a variety of materials, methods and strategies to remove barriers to learning.**	Rarely assists students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.	Adequately assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Effectively assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Proactively assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.
3b **Use problem solving techniques in individual, group and classroom settings.**	Have ineffective problem solving techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	Displays a limited repertoire of problem solving techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	Effectively applies problem solving techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	Highly skilled with depth and range of effective problem solving techniques to help students acquire skills in decision making, problem solving and goal setting for increased academic success.

3c	**Design and deliver district adopted affective curriculum and/ or career planning programs for students.**	Plans lesson or unit that has no clearly defined structure, or structure is chaotic. Activities do not follow an organized progression and time allocations are unrealistic. Unit is not thought-out and planning is inadequate. Lessons are unfocused and/or lessons consistently limit counselor-student engagement.	Plans lesson or unit that has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. There is not a general plan for the entire unit prior to the first lesson of the unit being delivered. The unit and lessons are only loosely tied to concepts and objectives. Unit is not designed to maximize productive time, as activities tend to be strung together.	Designs and delivers lessons or units that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. Lesson or unit is planned in fair detail. The unit is designed to teach concepts thoroughly, with time for follow-up. Lessons are designed to maximize productive time and engage student thinking.	Designs and delivers lessons or units that have a clearly defined structure that allows for different pathways according to diverse student needs. The progression of activities is highly coherent. Lesson or unit is fully planned with explicit attention to detail. Lesson or unit is structured around concepts and objectives and the relevancy of the instruction is clear to students. Lessons are designed to maximize productive time and critical thinking skills.
3d	**Ensure sessions or meetings are focused and productive while promoting active participation.**	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.

		Unsatisfactory	Progressing	Proficient	Exemplary
3e	**Access building, district and community resources.**	Displays little or no knowledge of building, district and community resources or resources are mismatched with the findings of the identified needs.	Has knowledge of and accesses building and district resources for students.	has knowledge of building, district and community resources. Connects Student/family with resources in a timely manner and does appropriate follow-up.	Has knowledge of existing building, district and community resources and develops additional resources, which are used in prevention efforts with students and their families. Relentless in seeking ways to make resources available to students through the school, district and in the community.
3f	**Implement and evaluate a yearly mentoring program.**	Does not implement and/or distribute a yearly calendar of counseling services/activities. Services/activities are not based on need or are evaluated for effectiveness.	Occasionally implements and distributes a yearly calendar of counseling services reflecting the time spent in the four delivery system areas. Makes modest changes in the counseling program when data indicates ineffectiveness.	Consistently implements and distributes a yearly calendar of counseling services which reflects a balance in the four delivery system areas. Makes appropriate revisions in the counseling program in response to program evaluation data.	Effectively and consistently implements and distributes a yearly calendar of counseling services which reflects a balance in the four delivery system areas. Continually seeks ways to improve the counseling program and makes targeted changes as needed in response to program evaluation data.

3. **PERFORMANCE SCORE**	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Name: _____ .   **Date:**_____

Educators should know and be able to:

4a. Differentiate instruction based on student needs and background

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Differentiation Techniques	☐ Does not differentiate instruction for highly able students.	☐ Experiments with differentiated instructional techniques for highly able students without clearly defining the student's needs that are being addressed by the use of the strategy.	☐ Appropriately implements differentiated instructional techniques to meet the needs of highly able students.	☐ Analyzes student achievement data to effectively design and differentiate instruction to challenge highly able students.
	Differentiates for Learning Styles and Abilities	☐ Does not differentiate instruction to address needs of students with varying learning styles and abilities.	☐ Requires support from others to be able to differentiate instruction for students with varying learning styles and abilities.	☐ Provides evidence of incorporating various differentiated instructional strategies (e.g., tiering or compacting lessons) to meet the needs of students with varying learning styles and abilities.	☐ Efficiently and appropriately differentiates instruction and assessment by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities.
	Student Backgrounds and Interests	☐ Lessons are planned using a "one size fits all" approach, with no variation for addressing diverse student backgrounds or interests.	☐ Although lessons are planned for whole group instruction, there is some "on the spot" adaptations to meet student interests.	☐ Takes into consideration diverse student backgrounds and student interests when designing and implementing instruction.	☐ Effectively designs and implements lessons using culturally responsive teaching strategies that demonstrate consideration of diverse student backgrounds and incorporate individual student interests.

4b. *Implements interventions with fidelity and adjusts interventions based on results*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Response to Intervention	☐ Assumes minimal responsibility in providing academic intervention academic needs and does not collaborate with special service providers to support students with unique learning needs.	☐ Attends meetings to discuss concerns for specific students.	☐ Participates in providing students with academic intervention to provide differentiated instruction and consults with special service providers to support students needs.	☐ Assumes an active role as a member of the team providing academic intervention to provide differentiated instruction and works collaboratively with special service providers to support students with unique needs.
	Intervention Implementation	☐ Makes no effort to implement interventions or maintain fidelity to the intervention model for students who have learning differences.	☐ Requires additional skill development in effectively implementing selected interventions for students who have learning differences.	☐ Implements interventions for individual students who have learning differences while maintaining fidelity to the intervention model.	☐ Strategically implements and manages various research-based interventions for multiple students while maintaining fidelity to the intervention model(s).
	Progress Monitoring	☐ Progress monitoring data is not available.	☐ Progress monitoring data is recorded.	☐ Records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased.	☐ Maintains progress monitoring data, and analyzes discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly.

4c. Adapt and modify instruction for the unique needs of learners

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**Plan for Special Learning Needs**	☐ Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).	☐ Uses student information that is provided by others to plan for learners with special needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) who are in the general education classroom.	☐ Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).	☐ A system is in place for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).
	Individual Student Plans	☐ Fails to implement accommodations and/or modifications as specified in individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) when students are in the general education classroom.	☐ Implements required accommodations and/or modifications outlined in individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) with support from others when students are in the general education classroom.	☐ Appropriately implements accommodations and/or modifications as prescribed by individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) when students are in the general education classroom.	☐ Uses individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) to effectively implement accommodations and/or modifications when students are in the general education classroom.
	Interdependence	☐ Resists or is passive in collaborating with others to implement and monitor individual student plans.	☐ Allows others to take the lead in directing, implementing and monitoring individual student plans.	☐ Collaborates and/or co-teaches with other educators to implement and monitor individual student plans.	☐ Forms partnerships and works interdependently as a team with other educators to continually monitor and adjust individual student plans.

Standard #4 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

PERFORMANCE STANDARD #5: Develops a Culturally Respectful Environment
Professional educators deliver quality instruction.

Service and Support	Level of Performance The In-School Suspension Teacher performing at this level:			
The In-School Suspension Teacher should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
5a **Provides support for positive climate and culture**	☐ The In-School Suspension Teacher provides no support to stakeholders to foster polite and respectful interactions among students, staff and parents.	☐ The In-School Suspension Teacher provides limited support to all stakeholders to foster polite and respectful interactions among students, staff and parents.	☐ The In-School Suspension Teacher supports all stakeholders to foster polite and respectful interactions among students, staff and parents.	☐ Strategically selects from an extensive repertoire of effective focused interventions to decrease students' discipline infractions. The In-School Suspension Teacher supports stakeholders to foster a school-wide culture in which interactions among students, staff and parents are highly respectful. Students have learned to be supportive of one another.
5b **Selects Effective strategies**	☐ The In-School Suspension Teacher provides stakeholders with no strategies that foster positive communication with students and does not contribute to the learning community	☐ The In-School Suspension Teacher provides stakeholders with limited strategies that foster positive communication with students and may or may not contribute to the learning community.	☐ The In-School Suspension Teacher provides stakeholders with some strategies that foster positive communication with students which contribute to the learning community.	☐ The In-School Suspension Teacher provides stakeholders with various strategies that foster positive communication with students which contribute to the learning community.

REV. 9/30/14

5c	**Creates and implements Purposeful strategies**	☐ The In-School Suspension Teacher does not teach or model tolerance strategies. In-School Suspension Teacher actions/words embarrass and/or devalue students.	☐ The In-School Suspension Teacher is beginning to address issues related to tolerance and respect for cultural and other differences, although expectations may not be consistently enforced.	☐ The In-School Suspension Teacher incorporates lessons on teaching tolerance strategies to students fostering respect for all students and staff.	☐ The In-School Suspension Teacher is intentional about teaching tolerance strategies and reinforces school-wide interactions that are respectful of all students and staff.
5d	**Clearly outlines Directions and Expectations**	☐ Allows others to fulfill the goals and priorities outlined in the School Action Plan.	☐ Works collaboratively with leadership to fulfill the goals and priorities outlined in the School Action Plan.	☐ Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the School Action Plan by serving in a building leadership capacity.	☐ Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/School Action Plan.
5e	**Seeks Positive Solutions**	☐ Does not act in ways that reinforce the implementation of school improvement efforts.	☐ Maintains relationships with colleagues to fulfill duties that the school requires.	☐ Provides mutual support and cooperation with colleagues and administrators that contribute to improving the functioning of the school.	☐ Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the programs within the school and/or district.
5f	**Reinforce School Focus**	☐ Engages in disagreements and/or is unsupportive of school improvement efforts.	☐ Supportive of the school's focus on improving the quality of instruction for students.	☐ Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	☐ Works to reinforce ways to promote and protect the school's focus on improving the quality of instruction for all students by proactively addressing potential student discipline issues. Displays a sense of self-efficacy.
5g	**Optimizes relationships with colleagues**	☐ No time is devoted to dialogue with colleagues in collaborative teams to improve student outcomes.	☐ Takes some initial steps to engage in dialogues with colleagues in collaborative teams.	☐ Actively participates in a culture of professional inquiry with colleagues to improve best practices in collaborative teams; stays focused and moves the discussion forward.	☐ Facilitates dialogues that challenge self and others on the collaborative teams to continually improve the team's effectiveness (e.g., engaging in collective inquiry on questions specifically linked to student achievement, use of protocols, engaging in action research and practicing sense-making).

		Unsatisfactory	Progressing I / Progressing II	Proficient I / Proficient II	Proficient III / Exemplary
5h	**Communicates direction and ideas**	☐ Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	☐ Exchanges ideas with other teachers and members of the team regarding discipline strategies, increasing student attendance and other non-academic concerns.	☐ Volunteers to participate in school or district professional learning making an important, contribution to the work of the team.	☐ Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.
5i	**Exhibits a Growth Mindset**	☐ Does not engage in professional development activities other than for licensure renewal.	☐ Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	☐ Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	☐ Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices, enhancing effectiveness.
5j	**Serves as a Mentor**	☐ Does not seek or accept feedback from mentors or peers.	☐ Seeks and accepts support from a mentor and/or peers.	☐ Positively impacts the work of other educators through mentorship and/or peer feedback.	☐ Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.
5k	**Sets clear expectations**	☐ Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	☐ Develops individual performance goals and monitors as required.	☐ Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.	☐ Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.
5. PERFORMANCE SCORE		☐ Unsatisfactory	☐ Progressing I / ☐ Progressing II	☐ Proficient I / ☐ Proficient II	☐ Proficient III / ☐ Exemplary

PERFORMANCE STANDARD #6: Leadership
Professional educators are responsible for professional growth and positive leadership.

Service and Support	Level of Performance — The In-School Suspension Teacher performing at this level:			
The In-School Suspension Teacher should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
6a **Exhibits strong Leadership Skills**	☐ Allows others to fulfill the goals and priorities outlined in the building Action Plan.	☐ Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.	☐ Actively participates in positively contributing to the fulfillment of the goals and priorities outlined in the Building Action Plan by serving in a building leadership capacity.	☐ Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/Building Action Plan
6b **Creates Collegial Partnerships**	☐ Does not act in ways that reinforce the implementation of school improvement efforts.	☐ Maintains relationships with colleagues to fulfill duties that the school requires.	☐ Provides mutual support and cooperation with colleagues and administrators that contribute to improving the functioning of the school.	☐ Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the school and/or programs within the district.
6c **Focuses on quality strategies**	☐ Engages in disagreements in an unprofessional manner and/or is unsupportive of school improvement effort	☐ Supportive of the school's focus on improving the quality of instruction for most students.	☐ Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	☐ Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy.
6d **Displays Professional Inquiry**	☐ No time is devoted to dialogue with colleagues to improve student outcomes.	☐ Takes some initial steps to engage in dialogues with colleagues.	☐ Actively participates in a culture of professional inquiry with colleagues to improve best practices,), stays focused and moves the discussion forward.	☐ Facilitates dialogues that challenge self and others on the team to continually improve effectiveness

6e	**Pursues Professional Learning**	☐ Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	☐ Exchanges ideas with other teachers and members of the team.	☐ Volunteers to participate in school or district professional learning, making an important contribution to the work of the team.	☐ Collaborates with administrative team to promote the sharing of best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.
6f	**Is a Life Long Learner**	☐ Does not engage in professional development activities other than for licensure renewal.	☐ Participates in professional development opportunities to gain new skills.	☐ Actively reflects on seeking new professional development opportunities to grow professionally.	☐ Challenges self to grow professionally, providing evidence of life-long learning.
6g	**Provides Feedback to Peers**	☐ Does not seek or accept feedback from mentors or peers.	☐ Seeks and accepts support from a mentor and/or peers.	☐ Positively impacts the work of other educators through mentorship and/or peer feedback.	☐ Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.
6h	**Sets Performance Goals**	☐ Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	☐ Develops individual performance goals and monitors as required.	☐ Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.	☐ Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.

6. **PERFORMANCE SCORE**	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**

PERFORMANCE STANDARD #7: Professionalism
Professional educators have a responsibility to parents, students, the district, the public and to the education profession.

Service and Support	Level of Performance The In-School Suspension Teacher performing at this level:			
The In-School Suspension Teacher should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
7a **Fulfills Legal and Professional Responsibilities**	☐ Disregards or has no awareness of legal and professional responsibilities pertaining to HIB, attendance, suspension, and other student discipline matters.	☐ Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to. HIB, attendance, suspension, and other student discipline matters.	☐ Understands and abides by the legal and professional responsibilities pertaining to HIB, attendance, suspension, and other student discipline matters.	☐ Fully understands, abides by and supports the legal and professional responsibilities pertaining to HIB, attendance, suspension, and other student discipline matters. The teacher acts proactively in seeing that colleagues understand standards of excellence.
7b **Complies with Federal, State and district regulations**	☐ Does not comply with Federal, State and district policies and procedures.	☐ Inconsistently complies with Federal, State and district policies and procedures.	☐ Consistently complies with Federal, State and district policies and procedures.	☐ Complies with Federal, State and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
7c **Maintains Confidentiality**	☐ Disregards the legal and professional aspects of confidentiality practices.	☐ Seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicate with colleagues about best practice with regard to confidentiality laws.	☐ Maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	☐ Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Reinforces decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.

7d	**Contributes to a Respectful Workplace**	☐ Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	☐ Interactions with students, parents, staff and/or the community are neutral. Complies with respectful workplace behaviors.	☐ Consistently models respect for others when interacting with students, parents, staff and/or the community. Models respectful workplace behaviors.	☐ Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.
7f	**Displays Honesty and Integrity**	☐ Displays unethical or dishonest conduct when interacting with students, parents and/or colleagues.	☐ Uses poor judgment when interacting with students, parents and/or colleagues.	☐ Interacts with students, parents and/or colleagues with honesty and integrity.	☐ Displays the highest level of ethical and professional conduct, acting honestly and with integrity when interacting with students, parents, colleagues and/or the community.
7g	**Fulfills duties to create positive Climate and Culture**	☐ Absent from assignment and assigned duties and/or is habitually late.	☐ Performs assignments and other duties as assigned. Is usually present and on time.	☐ Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is consistently present and on time.	☐ Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.
7h	**Provides clear Communication**	☐ Poorly communicates to students, staff, families, colleagues and/or the community. Communication is frequently inaccurate and unclear and is not sent in a timely fashion.	☐ Communicates information adequately using oral, written and/or electronic methods.	☐ Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	☐ Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the school. Communication serves to advance understanding in challenging situations.

7i	**Has strong Conflict Resolution and Decision Making skills**	☐ Minimal involvement in identifying and seeking solutions to challenges. Solutions may even have an adverse impact.	☐ Makes limited contributions when identifying and seeking solutions to effectively address challenges regarding climate and culture.	☐ Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address challenges regarding climate and culture	☐ Promotes and models strategies for identifying and seeking solutions to challenges regarding climate and culture.		
7j	**Maintains Professional Composure**	☐ Loses composure or becomes defensive when faced with a difficult problem.	☐ Requires reassurance from others to maintain composure in the face of conflict or difficult issues.	☐ Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	☐ Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. Is a calming presence when faced with conflict or challenges?		

7. **PERFORMANCE SCORE**	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**