

Paterson Public Schools



Self-Contained Special Education Teacher Practice Rubric

Performance Standards

1. Preparation for Instruction (x2)

- ❖ Professional educators prepare for quality instruction using a comprehensive approach.

2. Use of Data to Inform Instruction (x2)

- ❖ Professional educators use data to inform instruction.

3. Delivers Quality Instruction (x3)

- ❖ Professional educators deliver quality instruction.

4. Interventions to Meet Diverse Needs (x3)

- ❖ Professional educators increase the probability of advancing individual student achievement.

5. Classroom Environment (x2)

- ❖ Professional educators establish a culture that is conducive to student well-being and learning.

6. Leadership (x2)

- ❖ Professional educators have a responsibility for professional growth and positive leadership.

7. Professional Responsibilities (x1)

- ❖ Professional educators have a responsibility to the profession, district, parents, students and the public.

Name: _____

Date: _____

PERFORMANCE STANDARD #1: PREPARATION FOR INSTRUCTION

Professional educators prepare for quality instruction using a comprehensive approach.

Educators should know and be able to:

1a. Establish a culture of high expectations for learning and achievement.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Expectations & Inclusion	<input type="checkbox"/> Teaching practices maintain the status quo and do not contribute to the building culture of high expectations for students.	<input type="checkbox"/> Acts in ways that demonstrate support of the building culture as one of inclusion and high expectations for most students.	<input type="checkbox"/> Teaching practices reinforce and strengthen the building culture as one of inclusion and high expectations for <i>all</i> students.	<input type="checkbox"/> Initiates and engages in problem-solving to advance the culture of the building as one of inclusion and high expectations for <i>all</i> students.	
	Culture of Excellence	<input type="checkbox"/> The culture in the classroom reinforces low level learning expectations and/or plans to meet even minimal student achievement goals are not clear.	<input type="checkbox"/> The classroom culture supports student improvement efforts suitable for most students and the teacher outlines the steps to meet student achievement goals.	<input type="checkbox"/> Establishes a culture in the classroom that challenges <i>all</i> students to continuously improve. Develops a plan to measure progress toward meeting challenging student achievement goals.	<input type="checkbox"/> Creates a culture of excellence in the classroom that focuses on stretching student achievement for <i>all</i> student groups. Differentiated plans to meet rigorous student achievement goals are developed and there is a system in place to continuously measure progress toward goal attainment.	
	Communicating Expectations	<input type="checkbox"/> There is little to no evidence that achievement expectations have been communicated to students in advance and/or achievement goals are low.	<input type="checkbox"/> Achievement expectations are not communicated well to students and/or the achievement goals are not high enough for some students.	<input type="checkbox"/> Achievement expectations are communicated in advance to students and the teacher provides example of how students can meet challenging achievement goals.	<input type="checkbox"/> Students are well prepared to articulate and/or demonstrate the steps they must take to reach rigorous achievement goals. It is evident that students know where they are in relation to the goals or . when they have reached the goals.	

1b. Use district adopted curriculum and content knowledge to design coherent lessons.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Curriculum and Assessment Alignment	<input type="checkbox"/> Lesson plans, when available, do not align with the district and/or program adopted curriculum /program and/or district assessments.	<input type="checkbox"/> Lesson plans are partially aligned to the district or program adopted curriculum Lessons are somewhat reflective of individual student goals (as per IEP) and individual learning needs.	<input type="checkbox"/> Lesson plans closely align to the district or program adopted curriculum and district assessments. Lesson plans are reflective of individual student goals (as per IEP) and individual learning needs.	<input type="checkbox"/> Lesson plans are based on a thorough understanding of how to “unpack” the district and/or program adopted curriculum. Lesson plans are explicitly reflective of individual student goals (as per IEP) and individual learning needs.	
	Content Knowledge	<input type="checkbox"/> Lesson plans reference outdated content knowledge. Teacher does not demonstrate knowledge of student’s individual learning needs.	<input type="checkbox"/> Lesson plans are based on a general understanding of content knowledge. Teacher demonstrates some knowledge of student’s developmental learning needs.	<input type="checkbox"/> Lessons plans are based on a thorough understanding of content knowledge. Teacher consistently demonstrates knowledge of student’s developmental learning needs.	<input type="checkbox"/> Lesson plans are based on extensive content knowledge. Teacher consistently demonstrates knowledge of student’s developmental learning needs evidenced through daily routines and instruction.	
	Lesson and/or Unit Design	<input type="checkbox"/> Lesson and unit planning is inadequate. Learning activities do not follow an organized progression or IEP goals and time allocations are unrealistic.	<input type="checkbox"/> Lesson plans or units are based on activities or resources, rather than focused on objectives. Progression and pacing of learning activities is sporadic, and are somewhat based off IEP goals; time allocations are not always reasonable.	<input type="checkbox"/> Lesson or unit is planned in detail around clearly defined lesson objectives. and IEP Goals. Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) is constant, with reasonable time allocations.	<input type="checkbox"/> Lesson or unit is precisely planned with explicit attention to detail leading to the demonstration of learning of the lesson objectives and IEP goals.. The progression and pacing of planned learning time (instructional strategies, accessing materials, use of resources, student activities, and assessment tasks) is highly coherent.	

1c. Post aligned lesson objectives and plan for demonstrations of learning.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Posts Lesson Objectives	<input type="checkbox"/> Lesson objectives cannot be found or the teacher simply posts a list of activities. Objectives are not posted in language that the students can understand.	<input type="checkbox"/> Posts lesson objectives that reference grade level and/or course content. The objectives are not used (visually or orally) to refocus students attention to task.	<input type="checkbox"/> Posts lesson objectives that align to the student learning objective in the lesson plan.. The lesson objective effectively focused students at the beginning of the lesson Objective is posted in language or modality that is accessible to most students.	<input type="checkbox"/> Posts lesson objectives that align to cross disciplinary, grade-level or student learning objective and skills as outlined in the lesson plan. The objectives are planned to serve to effectively focus student's attention to learning targets throughout the lesson. Objectives are posted in language or modality that is highly accessible to the students.	
	Student Understanding of Lesson Objectives	<input type="checkbox"/> Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.	<input type="checkbox"/> Although students are aware of where to find the posted lesson objectives, they rely on teacher direction to focus them on what they are expected to know and be able to do. For the varied learners, there is minimal evidence to show steps are being taken to develop skills required for independence.	<input type="checkbox"/> Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson. For the varied learners there is some evidence to support steps are being taken to develop skills required for independence.	<input type="checkbox"/> Students have been well prepared to know that the lesson objective and the demonstration of learning provide direction for them in understanding exactly what they are expected to know and be able to do. This clarity promotes both autonomy and independence in accomplishment of student tasks. For the varied learners there is ample evidence to support steps are being taken to develop skills required for independence.	
	Plans for DOL's	<input type="checkbox"/> The Demonstration of Learning (DOL) is not developed in advance of instruction and/or not aligned with the lesson objective.	<input type="checkbox"/> The Demonstration of Learning (DOL) is minimally developed and/or may be loosely connected to the lesson objective.	<input type="checkbox"/> The Demonstration of Learning (DOL) is developed in advance of instruction and is aligned with the lesson objective.	<input type="checkbox"/> The Demonstrations of Learning (DOL) are designed in advance of instruction, tie closely with the lesson objective and provide multiple ways for students to demonstrate what they have learned.	

Standard #/ Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

Name: _____

Date: _____

PERFORMANCE STANDARD #2: USE OF DATA TO INFORM INSTRUCTION

Professional educators use data to inform instruction.

Educators should know and be able to:

2a. Focus on improving instruction using data.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Use of Electronic Data Management Tools	<input type="checkbox"/> Relies on someone else to provide student achievement data. There is no evidence of data management tools being used.	<input type="checkbox"/> Accesses electronic data management tools including IEP goals and objectives progress o view class achievement results.	<input type="checkbox"/> Uses electronic data management tools to access and exhibit achievement results for individuals and groups of students.	<input type="checkbox"/> Regularly accesses and systematically uses electronic data management tools to retrieve data, organize data tables and create profiles on multiple measures of individual achievement results.	
	Uses Data to Inform Instruction	<input type="checkbox"/> Even when data is provided, there is no evidence that the information is used to make instructional decisions.	<input type="checkbox"/> Attempts to make instructional decisions linked to analysis of data, although inferences about the data may not be complete.	<input type="checkbox"/> Makes accurate use of student achievement data when making instructional decisions.	<input type="checkbox"/> Accurately draws inferences from multiple data sources with which to make decisions about instruction for both whole group and individual student instruction.	
	Uses Disaggregated Data to Refine Instruction	<input type="checkbox"/> No data is considered with which to make changes in instruction. There is no evidence to support the teacher has considered the benefits of taking one particular data over another and these decisions are backed by knowledge of best practices.	<input type="checkbox"/> Examines data at the group level and uses these data when planning instruction.. There is some evidence to support the teacher has considered the benefits of taking one particular data over another and these decisions are backed by knowledge of best practices.	<input type="checkbox"/> Examines data at the item level to find strengths and challenges for disaggregated groups of students which is appropriately used when planning instruction for whole and small groups. There is evidence to support the teacher has considered the benefits of taking one particular data over another and these decisions are backed by knowledge of best practices.	<input type="checkbox"/> Systematically examines data at the item level to find strengths and challenges both for disaggregated groups and for individual students. Uses these data to accurately refine and modify instruction for whole groups, small groups and for specific individuals.	

2b. Use a variety of assessment methods when designing classroom assessments.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Assessment Methods	<input type="checkbox"/> A single type of classroom assessment method is used that is not aligned with the evidence outcomes in the curriculum.	<input type="checkbox"/> Uses a limited number of classroom assessment methods (e.g., end of chapter or selected response tests) to assess all types of learning, which may be loosely aligned to the evidence outcomes in the curriculum.	<input type="checkbox"/> Appropriately matches classroom assessment methods (e.g., personal communication, selected response, constructed response, portfolios and performance tasks) with evidence outcomes in the curriculum.	<input type="checkbox"/> Evidence of a well-balanced classroom assessment system is in place which uses a variety of assessment methods (e.g. personal communication, selected response, constructed response, portfolios and performance tasks) that matches intended purpose and is closely aligned with evidence outcomes in the curriculum.	
	Classroom Assessments	<input type="checkbox"/> Classroom assessments are of poor quality.	<input type="checkbox"/> Uses prepared assessments with multiple choice responses as the main criteria for determining what students know.	<input type="checkbox"/> Creates a variety of classroom assessments that are a good measure student learning of the lesson or unit objectives. Assessment tasks provide varied options for students to demonstrate what they know and are able to do.	<input type="checkbox"/> Designs high-quality classroom assessments that accurately measure student learning of the lesson or unit objectives. Classroom assessments are a function of learning and not time. Assessment tasks may be embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do. Assessments are skillfully aligned with student IEP accommodations and modifications.	
	Common Assessments	<input type="checkbox"/> Does not implement or contribute to the development of the development of common assessments.	<input type="checkbox"/> Cooperates with colleagues to develop common assessments. Compares results.	<input type="checkbox"/> Routinely collaborates with colleagues to develop and implement common assessments. Engages in data-dialogues with colleagues to better understand how to use common assessment results to improve future instruction.	<input type="checkbox"/> Consistently collaborates with colleagues to design and implement common assessments. Actively participates in data-dialogues with colleagues to evaluate the results from common assessment tasks and uses that information to re-teach or improve future lessons.	

2c. Involve students in assessing their own learning.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Scoring Criteria	<input type="checkbox"/> Students are not made aware of the assessment scoring criteria in advance of the lesson or unit. Students are not familiar with scoring rubrics.	<input type="checkbox"/> Students are provided with the scoring criteria for success too late in the process to allow adequate time for practice prior to taking assessments. Students have a rubric but are unable to utilize correctly due to inconsistent practice.	<input type="checkbox"/> Students have the scoring criteria in advance of the lesson or unit. Based on the scoring criteria, students can identify what they need to do to improve performance. Students have a rubric and can track their progress.	<input type="checkbox"/> Students are very familiar with the scoring criteria provided in advance of the lesson or unit. Based on the scoring criteria, students are able to take responsibility for improvements to their work by focusing on what needs to be done to move to the next performance level. Students utilize rubrics consistently and are able to utilize for self-monitoring.	
	Student Self-Monitoring	<input type="checkbox"/> The teacher does not have a system in place for tracking student achievement results and/or does not have a system set up for students to know how they are doing.	<input type="checkbox"/> The teacher takes responsibility for monitoring achievement results for students. Without active involvement in monitoring their own learning, students wait for the teacher to let them know their level of proficiency.	<input type="checkbox"/> The teacher has a system in place that requires active teacher prompting in order for students to monitor their achievement results over time. Students have opportunities to practice self-monitoring. By using the system, students know their level of proficiency against the achievement criteria.	<input type="checkbox"/> The teacher has established a system that empowers students to become active partners in monitoring their own achievement results over time. Feedback is provided to students on the quality of their self-monitoring. The system includes an organized way for students to keep artifacts that document their level of proficiency against established achievement criteria.	
	Student Goal Setting	<input type="checkbox"/> Periodically provides anecdotal information to students about how they are doing.	<input type="checkbox"/> Provides students with information about how to understand achievement data. The teacher sets goals and monitors progress for students.	<input type="checkbox"/> Coaches students to understand how to interpret their own achievement data and to set focused, yet realistic goals for improving their performance. Students are supported in monitoring their progress.	<input type="checkbox"/> The teacher facilitates opportunities for students to analyze their own achievement data and supports students in setting specific, yet challenging goals to improve performance. Students create a plan to keep track of their progress over time.	

Standard #2 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

Name: _____

Date: _____

PERFORMANCE STANDARD #3: DELIVERS QUALITY INSTRUCTION

Professional educators deliver quality instruction.

Educators should know and be able to:

3a. Instruct bell to bell.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Engages Within 1 Minute	<input type="checkbox"/> The teacher wastes too much time getting the attention of students to begin the lesson. There is no clear transition.	<input type="checkbox"/> The teacher loses instructional time engaging students in the learning after the transition.	<input type="checkbox"/> The teacher engages students within one minute of bell with developmentally appropriate tasks.	<input type="checkbox"/> Students are taught to be self-directed learners who engage in developmentally appropriate learning activities within one minute of the bell.	
	Transitions	<input type="checkbox"/> Transitions are chaotic, with much time lost between lesson segments.	<input type="checkbox"/> Not all transitions are efficient which results in some loss of instructional time. Teacher prompting is required for students to move from one learning segment to the next.	<input type="checkbox"/> The teacher ensures transitions are smooth with no loss of instructional time. Students move efficiently from one learning segment to the next.	<input type="checkbox"/> Transitions are designed as instructional opportunities with very little down-time. Students are able to self-progress from one learning segment to the next through well-established routines.	
	Purposeful Closure	<input type="checkbox"/> The lesson ends abruptly without purposeful closure.	<input type="checkbox"/> Lesson closure engages a limited number of students. Lesson closure is perfunctory in nature and does not effectively prepare all students for follow-up practice and/or to link the lesson to future learning.	<input type="checkbox"/> All students are engaged in purposeful closure to the lesson. Teachers use this time as an opportunity to guide reflection upon the learning accomplished, prepare students for follow-up practice and/or make connections to future learning.	<input type="checkbox"/> All students are engaged in purposeful closure to the lesson. As a result, students leave the classroom with -, are prepared for follow-up practice, can make connections with future learning and are better able to self-start the next lesson.	

3b. Use a variety of instructional strategies to focus instruction.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Selection of Instructional Strategies	<input type="checkbox"/> Lacking instructional focus, classroom time is often filled with activities that merely consume time.	<input type="checkbox"/> Selects instructional strategies specific to the subject matter to support student understanding.	<input type="checkbox"/> Selects multiple instructional strategies that serve to maintain focus and cognitively engage students.	<input type="checkbox"/> Strategically selects from an extensive repertoire of instructional strategies to design meaningful learning experiences that challenge all students to be cognitively engaged throughout lesson.	
	Instructional Delivery	<input type="checkbox"/> Instructional delivery is poorly executed and significantly lacks learning experiences that engage students.	<input type="checkbox"/> Instructional delivery (activities, groupings of students, materials, and resources) engages some, but not all, of the students in the learning of content and skills.	<input type="checkbox"/> Instructional delivery (activities, groupings of students, materials and resources) is effective in engaging students in important learning of content and skills.	<input type="checkbox"/> Instructional delivery is well executed (activities, groupings of students, materials and resources) and effectively leads to student engagement in significant learning of content and skills.	
	Directions and Expectations	<input type="checkbox"/> The teacher's written, gestural, and/or oral directions are confusing to the students, leaving them with questions about what they are supposed to do.	<input type="checkbox"/> The teacher's written, gestural, and/or oral directions are sometimes unclear, causing students to frequently ask the teacher to repeat the directions. Explanations of content do not prepare all students to engage in classroom experiences without further guidance.	<input type="checkbox"/> The teacher's written, gestural, and/or oral directions contain an appropriate level of detail and are clear to students. Explanations of content and pre-teaching important vocabulary effectively prepare students to engage in appropriate classroom experiences.	<input type="checkbox"/> The teacher's written, gestural, and/or oral directions anticipate possible student misunderstanding and plans accordingly. The teacher prepares students well for understanding content by pre-teaching important vocabulary, scaffolding of more complex ideas and insuring that classroom experiences are appropriate, yet challenging.	

3c. Engages students in learning.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Active Engagement	<input type="checkbox"/> Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences.	<input type="checkbox"/> Although learning experiences are primarily teacher-directed, the teacher experiments with engagement strategies.	<input type="checkbox"/> Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration and/or choices for all students.	<input type="checkbox"/> Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote collaboration, independent learning and choice for all students.	
	Multiple Response Techniques	<input type="checkbox"/> Calls on one student at a time to respond.	<input type="checkbox"/> Frequently attributes the correct responses of a few students to the entire class.	<input type="checkbox"/> Solicits responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) to show they are understanding.	<input type="checkbox"/> Expects thoughtful responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) that show they are deepening their understanding of the lesson.	
	Class Discussions	<input type="checkbox"/> The teacher monopolizes class discussions. Teacher does not offer any alternative methods for students to use in making responses.	<input type="checkbox"/> The teacher has limited success in engaging all students in class discussions and/or a few students dominate discussions. Gives students infrequent opportunities to provide responses. May offer one alternative method for making responses.	<input type="checkbox"/> The teacher successfully engages all students in class discussions. Gives students infrequent opportunities to provide responses. Offers frequent opportunities for alternative methods for making responses.	<input type="checkbox"/> The teacher organizes the classroom and skillfully prepares students to effectively contribute to class discussions. The teacher skillfully offers frequent opportunities for alternate methods of responding.	

3d. Continually checks for understanding.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Lesson Sequence and Pacing	<input type="checkbox"/> The teacher does not use checks for understanding during the lesson. Without checks for understanding no adjustments are made to the lesson sequence or pacing when students are confused.	<input type="checkbox"/> The teacher does not incorporate enough checks for understanding during the lesson. However, the teacher may adjust future lessons based on student response data at the conclusion of the lesson.	<input type="checkbox"/> The teacher uses a variety of checks for understanding during the lesson. Based on classroom response data the teacher adjusts the lesson sequence and pacing during the lesson.	<input type="checkbox"/> The teacher plans for a variety of checks for understanding during strategic points in the lesson. The teacher quickly adjusts the lesson sequence and pacing based on student response data to support individual student success.	
	Questioning Strategies	<input type="checkbox"/> Teacher questioning is of poor quality presenting low cognitive challenge to students.	<input type="checkbox"/> Only some teacher questioning strategies invite a thoughtful response.	<input type="checkbox"/> Teacher questioning strategies require students to extend their thinking and elaborate their answers.	<input type="checkbox"/> Strategic teacher questioning strategies require students to think critically and defend or justify their answers. Thoughtful questions serve to deepen the discussion.	
	Implementation of DOL's	<input type="checkbox"/> There is no Demonstration of Learning (DOL) or the lesson simply ends abruptly.	<input type="checkbox"/> The Demonstration of Learning (DOL) is cumbersome, and difficult to gain quick information from.	<input type="checkbox"/> The Demonstration of Learning (DOL) is completed in a short period of time and is easy to understand.	<input type="checkbox"/> The Demonstration of Learning (DOL) is completed in five to ten minutes and is quickly reviewed by the teacher to assess learning. The DOL is easy to understand and is achievable by most students,	

3e. Deliver rigorous and relevant content.						
INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Rigorous and Relevant Curriculum	<input type="checkbox"/> Lessons and/or units are too easy for the majority of students and/or class time is spent on busy work with low intellectual engagement.	<input type="checkbox"/> Lessons and/or units spend the majority of class time on knowledge level tasks that may require only some intellectual engagement.	<input type="checkbox"/> Lessons and/or units are designed to provide students with rigorous curriculum that is intellectually engaging.	<input type="checkbox"/> Lessons and/or units are designed that maximize productive time focused on high levels of rigor and relevance that challenge students to be intellectually engaged throughout.	
	Prior Knowledge and Making Connections	<input type="checkbox"/> Presentation of new content is either inappropriate for the grade level, poorly presented and/or does not connect with prior learning and knowledge. The teacher does not explain or leaves out information that would help students understand the relevancy of the concepts to their lives.	<input type="checkbox"/> Assumes that students are able to make the link to prior learning and knowledge when presenting new content. The teacher spends very little time helping students understand the relevance of concepts to their lives.	<input type="checkbox"/> Presentation of new content is grade level appropriate and students are able to connect prior knowledge and experiences with the new material being introduced. The teacher uses current examples and prerequisite knowledge known to students to illustrate concepts and make the content relevant for student's lives.	<input type="checkbox"/> Presentation of new content is challenging, appropriate and links well with students' prior knowledge and experiences. The teacher adeptly uses prerequisite knowledge known to students to illustrate concepts and skillfully bridges connections regarding the relevancy of the learning to student's lives.	
	Relevance for Students	<input type="checkbox"/> Presentation of lesson is not interesting. Students are bored and uninvolved in learning.	<input type="checkbox"/> Whether or not they find it interesting, the students follow the teacher's directions and do what is asked of them.	<input type="checkbox"/> Students are interested and engaged in the lesson and can state how the subject being studied is relevant to their own learning.	<input type="checkbox"/> Students find the lesson engaging and can explain how the subject being studied is relevant to other disciplines.	

3f. Integrate 21st Century Skills in instruction.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Skills of a 21 st Century Learner	<input type="checkbox"/> Lesson and/or unit design does not help to prepare or teach students to develop 21 st Century Skills (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	<input type="checkbox"/> Lesson and/or unit design helps students to develop skills in using at least one 21 st Century Skill (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	<input type="checkbox"/> Lesson and/or unit design includes strategies for teaching 21 st Century Skills (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	<input type="checkbox"/> Lesson and/or unit design strategically provides opportunities for students to demonstrate 21 st Century Skills (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	
	Materials and Resources	<input type="checkbox"/> Instructional materials and resources are inappropriate for the grade level or course and/or are used ineffectively.	<input type="checkbox"/> Instructional materials and resources limit student access to different perspectives.	<input type="checkbox"/> Selects a variety of appropriate instructional materials and resources that provide students with different perspectives.	<input type="checkbox"/> Exposes students to a variety of materials and resources to enhance and extend instructional experiences reflective of diverse perspectives and issues.	
	Technology Integration	<input type="checkbox"/> Technology is not used to promote organizational efficiency, support instruction, and/or is used inappropriately.	<input type="checkbox"/> The teacher experiments with technology to promote organizational efficiency or support the subject matter. However, the technology <i>may</i> serve as a distraction from accomplishing the lesson or unit objectives.	<input type="checkbox"/> When technology is used, it promotes organizational efficiency, students' understanding of content, and is appropriate to accomplishing the lesson or unit objectives.	<input type="checkbox"/> Integrates technology into the classroom which serves to maximize organizational efficiency, extend students' expertise of both content and available technology, and is always appropriate to accomplishing the lesson or unit objectives.	

3g. Provides feedback about student proficiency.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Timely Feedback	<input type="checkbox"/> When feedback is given, it is too little, too late.	<input type="checkbox"/> Feedback is provided at the end of units of study. This level of feedback generally does not provide information for students to make error corrections soon enough to improve performance for the next assigned task.	<input type="checkbox"/> Feedback on assignments is provided in a timely manner. Students are clear on what areas need improvement for the next assigned task.	<input type="checkbox"/> Feedback on assignments, assessments and major activities is timely and reinforces what students did well. Further, the feedback outlines specific strategies for students to practice in order for them to improve upon their performance for the next assigned task.	
	Homework	<input type="checkbox"/> Homework expectations are not clear to students. Homework assigned as busywork and/or may be confusing to students. There is not a system in place for assigning and managing homework.	<input type="checkbox"/> Homework is planned as part of the lesson, although there is not always a clear connection between the concepts and skills taught in the lesson and the homework. Student may have difficulty understanding what is expected of them. Assigning and managing homework is time consuming.	<input type="checkbox"/> Homework is designed to reinforce and practice key concepts and skills from the lesson. Students know the expectations for homework completion and how it will be evaluated. Students know the system that is in place to assign and manage homework.	<input type="checkbox"/> Homework is designed as an extension of the lesson to reinforce and expand the most important learning concepts and skills. The scoring criteria for successful completion of homework are provided in advance. An efficient system is in place for assigning and managing homework with shared responsibility by the teacher and students.	
	Grading and Reporting Student Learning	<input type="checkbox"/> Grading is inconsistent, <i>may</i> be subjective, and students generally do not know what their cumulative grade will be until the end of the quarter or semester. Grading of assignments is incomplete.	<input type="checkbox"/> Grading and reporting student learning is completed at the end of the unit. Grades and progress reports are completed per the school schedule.	<input type="checkbox"/> The teacher has designed a grading and reporting system for documenting student learning. This is shared with students and parents in advance. Grades and progress reports are completed and updated regularly to allow students to check their own progress.	<input type="checkbox"/> The teacher is proactive in establishing and clearly communicating the system used for grading and reporting student learning. The grading system is weighted to reflect proficiency of learning targets on the most recent and the most important evidence of student proficiency. Grades and progress reports are completed and updated regularly to allow students to monitor their own proficiency.	

Standard #3 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

Name: _____

Date: _____

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

Professional educators increase the probability of advancing individual student achievement.

Educators should know and be able to:

4a. Differentiate instruction based on student needs and background

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Differentiation Techniques	<input type="checkbox"/> Does not differentiate instruction for each student.	<input type="checkbox"/> Experiments with differentiated instructional techniques for each student without clearly defining the student's needs that are being addressed by the use of the strategy.	<input type="checkbox"/> Appropriately implements differentiated instructional techniques to meet the needs of each student.	<input type="checkbox"/> Analyzes student achievement data to effectively design and differentiate instruction to challenge each student.	
	Differentiates for Learning Styles and Abilities	<input type="checkbox"/> Does not differentiate instruction to address needs of students with varying learning styles and abilities.	<input type="checkbox"/> Requires support from others to be able to differentiate instruction for students with varying learning styles and abilities.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> Lessons are planned using a "one size fits all" approach, with no variation for addressing diverse student backgrounds or interests.	<input type="checkbox"/> Although lessons are planned for whole group instruction, there is some "on the spot" adaptations to meet student interests.	<input type="checkbox"/> Takes into consideration diverse student backgrounds and student interests when designing and implementing instruction.	<input type="checkbox"/> 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

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Response to Intervention	<input type="checkbox"/> Assumes minimal responsibility in providing academic intervention academic needs and does not collaborate with special service providers to support students with unique learning needs.	<input type="checkbox"/> Attends meetings to discuss concerns for specific students.	<input type="checkbox"/> Participates in providing students with academic intervention to provide differentiated instruction and consults with special service providers to support student's needs.	<input type="checkbox"/> 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	<input type="checkbox"/> Makes no effort to implement interventions or maintain fidelity to the intervention model for students who have learning differences.	<input type="checkbox"/> Requires additional skill development in effectively implementing selected interventions for students who have learning differences.	<input type="checkbox"/> Implements interventions for individual students who have learning differences while maintaining fidelity to the intervention model.	<input type="checkbox"/> Strategically implements and manages various research-based interventions for multiple students while maintaining fidelity to the intervention model(s).	
	Progress Monitoring	<input type="checkbox"/> Progress monitoring data is not available.	<input type="checkbox"/> Progress monitoring data is recorded.	<input type="checkbox"/> Records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased.	<input type="checkbox"/> Maintains progress monitoring data, and analyzes discrete 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

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Plan for Special Learning Needs	<input type="checkbox"/> Student information is not used to plan instruction for learners in the general education classroom who have special needs.	<input type="checkbox"/> Uses student information that is provided by CST/IEP and data sources to plan for learners with special needs.	<input type="checkbox"/> Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs	<input type="checkbox"/> A system is in place for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs.	
	Individual Student Plans	<input type="checkbox"/> Fails to implement accommodations and/or modifications as specified in individual student plans.	<input type="checkbox"/> Implements required accommodations and/or modifications outlined in individual student plans	<input type="checkbox"/> Appropriately implements accommodations and/or modifications as prescribed by individual student plans.	<input type="checkbox"/> Uses individual student plans (e.g., English Language Learners, Gifted and Talented,	
	Interdependence	<input type="checkbox"/> Resists or is passive in collaborating with others to implement and monitor individual student plans.	<input type="checkbox"/> Allows others to take the lead in directing, implementing and monitoring individual student plans.	<input type="checkbox"/> Collaborates with other educators to implement and monitor individual student plans.	<input type="checkbox"/> Forms partnerships and works interdependently as a team with other educators to continually monitor and adjust individual student plans.	

Standard #4 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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PERFORMANCE STANDARD #5: CLASSROOM ENVIRONMENT

Professional educators establish a culture that is conducive to student well-being and learning.

Educators should know and be able to:

5a. Contribute to a safe and orderly learning environment.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Rules and Regulations	<input type="checkbox"/> Disregards, defies, or ignores school behavioral rules and regulations. Student safety is compromised by teacher's lack of compliance with emergency procedures. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.	<input type="checkbox"/> Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Supervision of students inside and outside the classroom lacks an appropriate level of attention.	<input type="checkbox"/> Complies with school behavioral rules and regulations and established emergency procedures to insure student safety needs are met. The supervision of students both inside and outside the classroom is at an appropriate level of attention.	<input type="checkbox"/> Implements and continually reinforces all school behavioral rules and regulations and established emergency procedures to insure student safety needs are consistently met. Is fully engaged at all times with active supervision of students both inside and outside the classroom setting. There is evidence of students as active partners in assuming responsibility for enforcement of school rules.	
	Safe & Organized Environment	<input type="checkbox"/> The classroom arrangement is either unsafe or the use of space impedes learning.	<input type="checkbox"/> Creates an environment that is safe, but has a "neutral" feel to it. Limited attention has been given to use of space. The classroom arrangement, while not causing significant management problems, does not contribute to varied learning possibilities.	<input type="checkbox"/> The classroom environment is safe, organized and designed to support a student focus on learning purposes. Makes efficient use of available space.	<input type="checkbox"/> Establishes a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. Maximizes efficient use of all available space to support a variety of instructional purposes.	
	Physical Resources	<input type="checkbox"/> Uses physical resources (e.g., furniture arrangement, technology, learning stations) poorly and/or learning is not accessible to some students.	<input type="checkbox"/> The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students.	<input type="checkbox"/> The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities.	<input type="checkbox"/> Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Takes into account individual needs of students when arranging the classroom environment.	

5b. Use effective classroom management procedures.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Routines and Procedures	<input type="checkbox"/> There are no established classroom routines and /or procedures are not reinforced. Students do not know classroom procedures resulting in confusion and a significant loss of wasted learning time characterized by student time off-task.	<input type="checkbox"/> Procedures to manage classroom routines are outlined, although they are inconsistently followed by the students and/or teacher. The teacher spends too much instructional time redirecting student behavior.	<input type="checkbox"/> Procedures to manage routine tasks and materials are in place resulting in efficient practices that do not interfere with learning time. Routines and responsibilities for management of tasks is known to students and accomplished efficiently and in ways that do not contribute to “down time.”	<input type="checkbox"/> Procedures to facilitate student management for carrying out routine tasks and materials management are in place resulting in highly efficient practices that maximize time for learning. Procedures and routines are efficiently managed by self-directed learners.	
	Learning Experiences and Activities	<input type="checkbox"/> Learning experiences and activities are disorganized and poorly managed.	<input type="checkbox"/> Learning experiences and activities are primarily managed by the teacher resulting in loss of learning time for some students who must wait for teacher directions. There are some inefficiencies in managing routine tasks that take time away from learning.	<input type="checkbox"/> Learning experiences and activities are routinely organized by the teacher in such a way that students can maximize time for learning.	<input type="checkbox"/> Learning experiences and activities are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning.	
	Independent and Cooperative Work	<input type="checkbox"/> Procedures for independent and/or cooperative group work are not established and/or not reinforced - resulting in considerable “down-time” where students are not productively engaged in learning.	<input type="checkbox"/> In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.	<input type="checkbox"/> Procedures for independent and/or cooperative group work are known in advance and most students are engaged throughout the lesson in purposeful learning.	<input type="checkbox"/> Students consistently assume responsibility for following procedures for independent and/or cooperative group work and hold themselves accountable for contributing productively to their own learning.	

5c. Effectively manage student behavior.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Discipline Plan	<input type="checkbox"/> Has not established classroom rules and/or procedures. Standards of conduct are unclear to students. Visual supports are not posted.	<input type="checkbox"/> Most students seem to understand the classroom rules and standards of conduct. Visual supports are posted but not followed.	<input type="checkbox"/> Visual supports are posted and students can follow. Students can prepare and transition to the next activity with minimal prompting.	<input type="checkbox"/> Visual supports are clearly posted and students can follow. Students can transition with minimal to no prompting.	
	Re-direction Techniques	<input type="checkbox"/> Lessons have numerous disruptions. There is no evidence that the teacher works with educational team members to manage student behaviors.	<input type="checkbox"/> The teacher's repertoire of techniques to manage student behavior is limited; resulting in too much time spent redirecting student misbehavior. Teacher inconsistently works with the education team members to manage student behaviors.	<input type="checkbox"/> The teacher is skilled at using a variety of techniques to redirect students back to the task of learning. The teacher works alongside educational team members.	<input type="checkbox"/> The teacher consistently works alongside the educational team. The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn.	
	Circulation During Instruction	<input type="checkbox"/> Remains basically stationary and is often inaccessible to many students.	<input type="checkbox"/> Utilizes proximity to students during learning activities to prevent disruptive behavior.	<input type="checkbox"/> Circulates during instruction and learning activities to support engagement, interact with students and monitor behavior and learning.	<input type="checkbox"/> Circulates during instruction and learning activities to interact with students, prompt student thinking and assess progress. Exhibits a heightened awareness of the learning that occurs in all areas of the classroom.	

5d. Foster collaboration and self-regulation in students.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Fosters Self-Regulation in Students	<input type="checkbox"/> Uses a one dimensional approach to directing student learning. Students are passive learners.	<input type="checkbox"/> Primary responsibility for the students staying on task and focused on learning rests with the teacher. The emphasis is more on the “teacher as worker.”	<input type="checkbox"/> Fosters self-regulation in students so that they are able to take responsibility for staying on task and focusing on improving their performance. There is an emphasis on the “student as learner.”	<input type="checkbox"/> Develops self-regulating students who acknowledge they are being challenged academically and they assume responsibility for staying on task and focused on moving from one performance level to the next. There is a strong emphasis on the “student as producer.”	
	Collaborative Decision Making	<input type="checkbox"/> Does not promote student collaboration or decision making.	<input type="checkbox"/> Uses a few strategies to engage students in collaborative activities that promote cooperation of students within the class.	<input type="checkbox"/> Engages all students in collaborative activities that promote communication, decision making and group responsibility to the classroom community.	<input type="checkbox"/> Facilitates the conditions under which students demonstrate strategies for collaboratively solving problems and engaging in decision making in the classroom and/or school community.	
	Student Leadership	<input type="checkbox"/> There is no evidence that student leadership opportunities are fostered.	<input type="checkbox"/> The teacher creates opportunities for individual students to have classroom responsibilities.	<input type="checkbox"/> Students are given opportunities for leadership in the classroom.	<input type="checkbox"/> There is strong evidence that the teacher fosters student leadership within the classroom and/or the school community.	

5e. Promote positive and respectful rapport.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Student-to-Student Interactions	<input type="checkbox"/> The teacher allows student-to-student interactions characterized by conflict, sarcasm or put-downs. Student interactions in the classroom are disrespectful.	<input type="checkbox"/> The teacher reinforces student-to-student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students.	<input type="checkbox"/> The teacher fosters student-to-student interactions that are polite and respectful. Student individuality and the dignity of each student is consistently maintained.	<input type="checkbox"/> The teacher fosters a classroom culture in which student-to-student interactions are highly respectful. As a class, students have learned to be supportive of one another's individuality and developmental levels. The dignity of each student is consistently maintained and honored.	
	Teacher-to-Student Interactions	<input type="checkbox"/> Teacher-student interactions reflect a lack of rapport between the teacher and students.	<input type="checkbox"/> Teacher-student interactions are cordial, but may not transfer to positive teacher-student relationships.	<input type="checkbox"/> Teacher-student interactions are positive and respectful rapport is demonstrated. Positive teacher-student relationships serve as a model for student learning and practicing of behaviors that contribute to a learning community.	<input type="checkbox"/> Teacher-student interactions serve as a model of positive and respectful rapport. Positive teacher-student relationships promote the development of socially competent students who are able to demonstrate behaviors that contribute to a learning community.	
	Tolerance and Respect for Diversity	<input type="checkbox"/> The teacher does not teach or model tolerance strategies. Teacher actions/words embarrass and/or devalue students.	<input type="checkbox"/> The teacher is beginning to address issues related to tolerance and respect for cultural differences, although expectations may not be consistently enforced.	<input type="checkbox"/> The teacher incorporates lessons on teaching tolerance strategies to students fostering respect for multicultural students. The teacher reinforces high expectations for demonstrations of civility among members of the class.	<input type="checkbox"/> The teacher is intentional about teaching tolerance strategies and reinforces classroom interactions that are respectful of multicultural students. Students -demonstrate responsibility for ensuring high levels of civility among members of the class.	

Standard #5 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

Name: _____

Date: _____

PERFORMANCE STANDARD #6: LEADERSHIP

Professional educators have a responsibility for professional growth and positive leadership.

Educators should know and be able to:

6a. Understand their role and responsibility in implementing the District and/or Building Action Plan.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Leadership Skills	<input type="checkbox"/> Allows others to fulfill the goals and priorities outlined in the Building Action Plan.	<input type="checkbox"/> Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.	<input type="checkbox"/> Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the Building Action Plan by serving in a building leadership capacity (e.g., Department Chair, Grade Level Leader, Content Collaborator, Building Leadership Team, BAAC and/or building committees), and demonstrates Level I Leadership Skills.	<input type="checkbox"/> 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 (e.g., member of the Building Leadership Team, may be a Department Chair, Grade Level Leader and/or serves on building or district level committees), and demonstrates Level II Leadership Skills.	
	Collegial Partnerships	<input type="checkbox"/> Does not act in ways that reinforce the implementation of school improvement efforts.	<input type="checkbox"/> Maintains relationships with colleagues to fulfill duties that the school requires.	<input type="checkbox"/> Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school.	<input type="checkbox"/> 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.	
	Focuses on Quality Instruction	<input type="checkbox"/> Engages in disagreements and/or is unsupportive of school improvement efforts.	<input type="checkbox"/> Supportive of the school's focus on improving the quality of instruction for students.	<input type="checkbox"/> Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	<input type="checkbox"/> 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.	

6b. Promote the concept of Professional Learning Communities/Professional Forums through collaboration and purposeful involvement.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	PLC Participation	<input type="checkbox"/> Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	<input type="checkbox"/> Requires additional skill development and practice for effectively implementing the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	<input type="checkbox"/> Actively participates in a PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) to articulate the essential curriculum, design and gather relevant assessment data to inform instruction and implement and monitor effectiveness of intervention strategies.	<input type="checkbox"/> Exhibits highly collaborative skills that support the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) members in working interdependently to achieve common goals, develop strategies to achieve those goals, gather and use relevant data and continuously learn from one another.	
	Professional Inquiry	<input type="checkbox"/> No time is devoted to dialogue with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings) to improve student outcomes.	<input type="checkbox"/> Takes some initial steps to engage in dialogues with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	<input type="checkbox"/> Actively participates in a culture of professional inquiry with colleagues to improve best practices in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings), stays focused and moves the discussion forward.	<input type="checkbox"/> Facilitates dialogues that challenge self and others on the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) team to continually improve PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) 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).	
	Professional Learning	<input type="checkbox"/> Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	<input type="checkbox"/> Exchanges ideas with other teachers and members of the team regarding such things as instructional materials and teaching strategies.	<input type="checkbox"/> Volunteers to participate in school or district professional learning making an important contribution to the work of the team.	<input type="checkbox"/> Shares best practice strategies with others through informal conversations modeling or conducting professional development both inside and outside the school and/or district.	

6c. Continue professional growth.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Life-long Learning	<input type="checkbox"/> Does not engage in professional development activities other than for licensure renewal.	<input type="checkbox"/> Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	<input type="checkbox"/> Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	<input type="checkbox"/> Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices enhancing effectiveness.	
	Mentorship and Peer Feedback	<input type="checkbox"/> Does not seek or accept feedback from mentors or peers.	<input type="checkbox"/> Seeks and accepts support from a mentor and/or peers.	<input type="checkbox"/> Positively impacts the work of other educators through - peer feedback.	<input type="checkbox"/> Serves as a skilled mentor for other educators, at principal discretion. Takes leadership role -by giving peer feedback and/or establishing- opportunities to be observed on practices that are used with students	
	Performance Goal Setting	<input type="checkbox"/> Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	<input type="checkbox"/> Develops individual performance goals and monitors as required.	<input type="checkbox"/> Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.	<input type="checkbox"/> 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.	

Standard #6 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

Professional educators have a responsibility to the profession, district, parents, students and the public.

Educators should know and be able to:

7a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and school rules

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Legal and Professional Responsibilities	<input type="checkbox"/> Disregards or has no awareness of legal and professional responsibilities pertaining to education.	<input type="checkbox"/> Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education.	<input type="checkbox"/> Understands and abides by the legal and professional responsibilities pertaining to education.	<input type="checkbox"/> Fully understands, abides by and supports the legal and professional responsibilities pertaining to education. The teacher acts proactively in seeing that colleagues comply with standards of excellence.	
	Compliance	<input type="checkbox"/> Does not comply with school rules and district policies and procedures.	<input type="checkbox"/> Inconsistently complies with school rules and district policies and procedures.	<input type="checkbox"/> Complies fully with school rules and district policies and procedures.	<input type="checkbox"/> Complies with school rules and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
	Confidentiality	<input type="checkbox"/> Disregards the legal and professional aspects of confidentiality practices.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Acts in reinforcing ways to support decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	

7b. Demonstrate professionalism

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Respectful Workplace	<input type="checkbox"/> Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	<input type="checkbox"/> Interactions with students, parents, staff and the community are neutral. Complies with respectful workplace behaviors.	<input type="checkbox"/> Consistently models respect for others when interacting with students, parents, staff and the community. Models respectful workplace behaviors.	<input type="checkbox"/> Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.	
	Honesty and Integrity	<input type="checkbox"/> Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.	<input type="checkbox"/> Uses poor judgment when dealing with students, parents and/or colleagues.	<input type="checkbox"/> Deals with students, parents and/or colleagues with honesty and integrity.	<input type="checkbox"/> Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community.	
	Other Duties as Assigned	<input type="checkbox"/> Absent from assignment and assigned duties and/or is habitually late.	<input type="checkbox"/> Performs assignment and other duties as assigned. Is usually present and on time.	<input type="checkbox"/> Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is present and on time.	<input type="checkbox"/> Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.	

7c. Effectively communicates and solves problems.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Communication	<input type="checkbox"/> Poorly communicates to students, staff, families, colleagues and/or the community. Communication neither is accurate, understandable nor is it sent in a timely fashion.	<input type="checkbox"/> Communicates information adequately using oral, written and/or electronic methods.	<input type="checkbox"/> Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	<input type="checkbox"/> Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the organization. Communication serves to advance understanding in challenging situations.	
	Conflict Resolution and Decision Making	<input type="checkbox"/> Minimal involvement in identifying and seeking solutions to issues. Solutions may even have an adverse impact.	<input type="checkbox"/> Makes limited contributions when identifying and seeking solutions to effectively address building or academic issues.	<input type="checkbox"/> Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building or academic issues.	<input type="checkbox"/> Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues.	
	Professional Composure	<input type="checkbox"/> Loses composure or becomes defensive when faced with a difficult problem.	<input type="checkbox"/> Requires reassurance from others to maintain composure in the face of conflict or difficult issues.	<input type="checkbox"/> Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	<input type="checkbox"/> 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.	

Standard #7 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments: