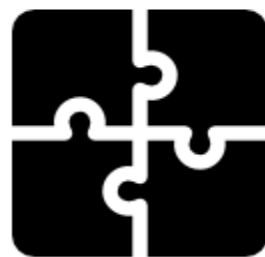


Paterson Public Schools



Teacher Mentor of Data Practice Rubric

Professional Educator Performance Standards

1. Preparation for Data Analysis (x2)

- ❖ **Teacher Mentors of Data utilize data and help teachers plan for quality instruction**

2. Use of Data to Inform Instruction (x2)

- ❖ **Teacher Mentors of Data use assessment data to inform instruction**

3. Delivers Quality Service (x3)

- ❖ **Teacher Mentors of Data deliver quality service to support professional capacity and practice of school personnel.**

4. Interventions to Meet Diverse Needs (x3)

- ❖ **Teacher Mentors of Data increase the probability of advancing individual student achievement.**

5. Develops a Data Responsive Environment (x2)

- ❖ **Teacher Mentors of Data establish a culture that is conducive to student well-being and learning.**

6. Leadership (x2)

- ❖ **Teacher Mentors of Data are responsible for professional growth and positive leadership**

7. Professionalism (x1)

- ❖ **Teacher Mentors of Data have a responsibility to parents, students, the district, the public and to the education profession.**

PERFORMANCE STANDARD #1: Preparation for Data Analysis

Teacher Mentors of Data utilize data and help teachers plan for quality instruction

Service and Support		Level of Performance			
<i>The Teacher Mentor of Data should know and be able to:</i>		The Teacher Mentor of Data performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
1a.	Collaboration	<input type="checkbox"/> Collaboration with the school community reflects a low level of data analysis.	<input type="checkbox"/> The school community supports student improvement by analyzing student data efforts suitable for some students and the teacher outlines the steps to meet student achievement goals.	<input type="checkbox"/> Promotes a community in the school and classroom that challenges <i>most</i> students to continuously improve. Collaborates with all stakeholders a plan to measure progress toward meeting challenging student achievement goals.	<input type="checkbox"/> Collaborates with all stakeholders a community of excellence in the school that focuses on stretching student achievement for <i>all</i> student groups. There is a system in place to continuously measure progress toward goal attainment.
1b.	Culture of Excellence	<input type="checkbox"/> There is little to no evidence that achievement expectations are communicated through the analysis of data.	<input type="checkbox"/> Achievement expectations are not communicated well to staff and building administration through the analysis of data.	<input type="checkbox"/> Achievement expectations are communicated in advance to school and the teacher provides examples of how students can meet challenging achievement goals through the analysis of data.	<input type="checkbox"/> The school community is well prepared to articulate the steps they must take to reach rigorous achievement goals. It is evident that students know where they are in relation to the goals and that data is consistently analyzed, and the analysis is applied to strengthen instruction.
1c.	Expectations	<input type="checkbox"/> Action plans, when available, do not align with data-driven decision making.	<input type="checkbox"/> Action plans are partially aligned with data-driven decision-making.	<input type="checkbox"/> Action plans closely align to data-driven decision-making and district assessments.	<input type="checkbox"/> Action plans are based on a thorough understanding of how to use data to drive instruction and support school administration and teachers.

1d	Ability to understand data	<input type="checkbox"/> Action plans reference outdated content knowledge. Information presented contains calculation errors.	<input type="checkbox"/> Action plans are based on a general understanding of content knowledge. While information presented is accurate, it may not reflect the most current knowledge of the discipline.	<input type="checkbox"/> Action plans are based on solid content knowledge. Information presented is accurate and current.	<input type="checkbox"/> Action plans are based on extensive content knowledge. Information presented is accurate, current and consistent with well-established concepts or sound practices of the discipline.
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Standard #1 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:

PERFORMANCE STANDARD #2: Use of Data to Inform Instruction

Teacher Mentors of Data use assessment data to inform instruction

Service and Support		Level of Performance			
<i>The Teacher Mentor of Data should know and be able to:</i>		The Teacher Mentor of Data performing at this level:			
		Unsatisfactory	Progressing	Proficient	Exemplary
2a.	Use DATA management Tools	<input type="checkbox"/> Relies on someone else to provide student achievement data.	<input type="checkbox"/> Accesses electronic data management tools to view school achievement results.	<input type="checkbox"/> Uses electronic data management tools to access and exhibit achievement results.	<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 and group student achievement results. Analyzes data to identify trends in classrooms, grade levels and content areas.
2b.	Analyze multiple DATA tools	<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, small group and individual student instruction.
2c.	DATA Comprehension	<input type="checkbox"/> No data is considered with which to make changes in instruction.	<input type="checkbox"/> Examines data at the group level and uses these data when planning instruction.	<input type="checkbox"/> Examines data at the item level to find strengths and challenges for disaggregated groups of students which is appropriately used when helping teachers plan instruction for whole and small groups.	<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 help teachers accurately refine and modify instruction for whole groups, small groups and for specific individuals.

2d.	Collaboration	<input type="checkbox"/> Does not contribute to the development of common assessments.	<input type="checkbox"/> Collaborates with colleagues and/or content based supervisors to develop common assessments. Compares results.	<input type="checkbox"/> Engages in data-dialogues with colleagues to guide them to better understand how to use common assessment results to improve future instruction.	<input type="checkbox"/> Collaborates with colleagues and/or content based supervisors to review data. Actively participates in data-dialogues with colleagues to evaluate the results from common assessment tasks and uses that information to make suggestions for the teachers to reteach or improve future lessons.
2e	Provide Suggestions and Support	<input type="checkbox"/> The teacher mentor does not have a system in place to assist teachers to track student data.	<input type="checkbox"/> The teacher mentor encourages teachers to monitor achievement results for students.	<input type="checkbox"/> The teacher mentor has a system in place that supports teachers in monitoring student data frequently.	<input type="checkbox"/> The teacher mentor has established a system that empowers teachers to become active partners in monitoring their student data consistently...
2f	Using data for student achievement	<input type="checkbox"/> Periodically provides anecdotal information to teachers about how students are performing academically.	<input type="checkbox"/> Provides teachers with information about how to understand achievement data.	<input type="checkbox"/> Coaches teachers to understand how to interpret their own achievement data and to set focused, yet realistic goals for improving their performance.	<input type="checkbox"/> The teacher mentor facilitates opportunities for the teachers to analyze their data and support them in setting specific, yet challenging goals to improve student performance.

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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Name: _____ .

Date: _____

PERFORMANCE STANDARD #3: DELIVERS QUALITY SERVICE

Teacher Mentors of Data deliver quality service to support professional capacity and practice of school personnel.

Service and Support <i>The Mentor should know and be able to:</i>		Level of Performance The Mentor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
3a	Use a variety of materials, methods and strategies to remove barriers to learning.	Rarely assists staff members in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.	Adequately assists staff members in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Effectively assists staff members in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Proactively assists staff members 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 to support staff members to increase academic success.	Have ineffective problem-solving techniques to help staff members acquire skills in decision-making, problem solving and goal setting for increased academic success.	Displays a limited repertoire of problem-solving techniques to help staff members acquire skills in decision-making, problem solving and goal setting for increased academic success.	Effectively applies problem solving techniques to help staff members 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 staff members acquire skills in decision making, problem solving and goal setting for increased academic success.

3c	Design and deliver district aligned professional development and support.	Plans Professional development and support that has no clearly defined structure, or structure is chaotic. Activities do not follow an organized progression and time allocations are unrealistic. Professional development and support is not thought-out and planning is inadequate. Professional development and support are unfocused and/or consistently limit engagement.	Plans professional development and support that has a recognizable structure, although the structure is not uniformly maintained throughout. The progression of activities is uneven, with most time allocations reasonable. There is not a general plan for the Professional development and support being delivered. The Professional development and support activities are only loosely tied to concepts and objectives. Professional development and support is not designed to maximize productive time, as activities tend to be strung together.	Designs and delivers district aligned professional development and support that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. Professional development and support are planned in fair detail. Professional development and support are designed to teach concepts thoroughly, with time for follow-up. Professional development and support are designed to maximize productive time and engagement.	Designs and delivers district aligned professional development and support that allows for different pathways according to diverse staff member needs. The progression of activities is highly coherent to the school goals. Professional development and support are fully planned with explicit attention to detail student data. Professional development and support are structured around concepts and objectives and the relevancy of content and skill development of student needs. Professional development and support are designed to maximize productive time, self-reflection 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 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. Action items are shared with timelines at the end of each session.
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 staff mentoring services/activities. Services/activities are not based on need or are evaluated for effectiveness.	Occasionally implements and distributes a yearly calendar of staff mentoring services. Staff members are not properly identified. Makes modest changes in the teacher mentoring services when data indicates ineffectiveness.		Consistently implements and distributes a yearly calendar of staff mentoring services. Makes appropriate revisions in the teacher mentoring services in response to program evaluation data.		Effectively and consistently implements and distributes a yearly calendar of staff mentoring services in conjunction with school leadership and ScIP team. Continually seeks ways to improve mentoring services and makes targeted changes and/or provide feedback to leadership team and ScIP as needed in response to program evaluation data.	
		<div><input type="checkbox"/></div> Unsatisfactory	<div><input type="checkbox"/></div> Progressing I	<div><input type="checkbox"/></div> Progressing II	<div><input type="checkbox"/></div> Proficient I	<div><input type="checkbox"/></div> Proficient II	<div><input type="checkbox"/></div> Proficient III	<div><input type="checkbox"/></div> Exemplary
3. PERFORMANCE SCORE								

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

Teacher Mentors of Data increase the probability of advancing individual student achievement.

Service and Support		Level of Performance			
<i>The Mentor should know and be able to:</i>		The Mentor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
4a	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.
4b	Analyzes Data	Although the surveys and focus group interviews are implemented and the discipline, attendance, and truancy data are 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.

4c	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.
4d	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.

4e	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.	
4f	Intervention Implementation	Makes no effort to support staff member’s implementing interventions or maintaining fidelity to the intervention model for students who have learning differences.	Requires additional skill development in effectively supporting staff member’s implementing selected interventions for students who have learning differences.		Supports staff member’s implementation of interventions for individual students who have learning differences while maintaining fidelity to the intervention model.		Strategically support staff member’s implementation and management of various research-based interventions for multiple students while maintaining fidelity to the intervention model(s).	
4g	Progress Monitoring	Progress monitoring data is not accessed and made available.	Progress monitoring data is recorded.		Records progress monitoring data to determine if interventions are effective. Discuss with staff member’s students who require more intense interventions, the frequency of progress monitoring is increased.		Maintains progress monitoring data and support staff member’s analysis of discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly. Share analysis with staff and school leadership team.	
4. PERFORMANCE SCORE		<div><input type="checkbox"/></div> Unsatisfactory	<div><input type="checkbox"/></div> Progressing I	<div><input type="checkbox"/></div> Progressing II	<div><input type="checkbox"/></div> Proficient I	<div><input type="checkbox"/></div> Proficient II	<div><input type="checkbox"/></div> Proficient III	<div><input type="checkbox"/></div> Exemplary

PERFORMANCE STANDARD #5: Develops a Data Responsive Environment

Teacher Mentors of Data establish a culture that is conducive to student well-being and learning.

Service and Support		Level of Performance The Mentor performing at this level:			
The Mentor should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary
5a	Provides support for positive climate and culture	Provides no support for analyzing data and using data throughout the school.	Provides limited support for data analysis and usage for analyzing data and using data throughout the school.	Supports stakeholders in understanding a data process for analyzing data and using data throughout the school.	Strategically selects from an extensive repertoire of effective focused interventions to support data analysis and usage. Staff members data analysis and usage are evidenced throughout the school to foster a culture of data informed decision making.
5b	Analyze and use results from multiple sources or assessments in decision making.	Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.	Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.
5c	Selects Effective strategies	Provides staff members with no strategies that foster positive communication with students and does not contribute to the learning environment.	Provides staff members with limited strategies that foster positive communication with students and may or may not contribute to the learning environment.	Provides staff members with some strategies that foster positive communication with students which contribute to the learning environment.	Provides staff with various strategies that foster positive communication with students which contribute to the learning c environment.
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	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.			
5f	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.			
5g	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		<div>☐</div> Unsatisfactory	<div>☐</div> Progressing I	<div>☐</div> Progressing II	<div>☐</div> Proficient I	<div>☐</div> Proficient II	<div>☐</div> Proficient III	<div>☐</div> Exemplary

PERFORMANCE STANDARD #6: Leadership

Teacher Mentors of Data are responsible for professional growth and positive leadership

Service and Support		Level of Performance			
<i>The Teacher Mentor of Data should know and be able to:</i>		The Teacher Mentor of Data performing at this level:			
		Unsatisfactory	Progressing	Proficient	Exemplary
6a.	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 through department meetings, grade level meetings and other professional development settings.	<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 through department meetings, grade level meetings and other professional development settings.
6b.	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 contribute 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.
6c.	Focus 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.

6d.	Professional Inquiry	<input type="checkbox"/> No time is devoted to dialogue with colleagues in PLC's (i.e. vertical and horizontal articulation, data meetings) to improve student outcomes. Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's	<input type="checkbox"/> Takes some initial steps to engage in dialogues with colleagues in PLC's (i.e. vertical and horizontal articulation, data meetings). Requires additional skill development and practice for effectively implementing the concepts	<input type="checkbox"/> Actively participates in a culture of professional inquiry with colleagues to improve best practices in PLC's (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 (i.e. vertical and horizontal articulation, data meetings) team to continually improve PLC (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)
6e.	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.	<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"/> 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.	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.	<input type="checkbox"/> Actively reflects on seeking new professional development opportunities to grow professionally.	<input type="checkbox"/> Challenges self to grow professionally providing evidence of life-long learning.
6g.	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 mentorship and/or peer feedback.	<input type="checkbox"/> Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.

6h.	Goal Oriented	<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.
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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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Comments:

PERFORMANCE STANDARD #7: Professionalism

Teacher Mentors of Data have a responsibility to parents, students, the district, the public and to the education profession.

Service and Support		Level of Performance			
<i>The Teacher Mentor of Data should know and be able to:</i>		The Teacher Mentor of Data performing at this level:			
		Unsatisfactory	Progressing	Proficient	Exemplary
7a.	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 mentor acts proactively in seeing that colleagues comply with standards of excellence.
7b.	Compliance	<input type="checkbox"/> Does not comply with district policies and procedures.	<input type="checkbox"/> Inconsistently complies with district policies and procedures.	<input type="checkbox"/> Complies fully with and district policies and procedures.	<input type="checkbox"/> Complies with district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
7c.	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.

7d.	Professionalism	<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/or the community are neutral. Complies with respectful workplace behaviors.	<input type="checkbox"/> Consistently models respect for others when interacting with students, parents, staff and/or 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.
7e.	DATA related duties	<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.
7f.	Communication skills	<input type="checkbox"/> Poorly communicates to staff, families, colleagues and/or the community. Communication is not accurate, understandable or sent in a timely fashion.	<input type="checkbox"/> Often 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.
7g.	Problem Solving skills	<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"/> Promotes and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues.

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: