

Paterson Public Schools



Instructional Supervisor Practice Rubric

Professional Educator Performance Standards

1. Instructional Program Delivery (x3)

- ❖ **Supervisors prepare for quality instructional program support using a comprehensive approach.**

2. Staff Development (x3)

- ❖ **Supervisors develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.**

3. Leadership (x2)

- ❖ **Supervisors deliver quality services to promote *each* student's academic success and well-being.**

4. Effective Management (x1)

- ❖ **Supervisors increase the probability of advancing *each* student's academic success and well-being.**

5. Professional Responsibilities (x1)

- ❖ **Supervisors have a responsibility to parents, students, the district, the public and to the education profession.**

PERFORMANCE STANDARD #1: INSTRUCTIONAL PROGRAM DELIVERY

Supervisors prepare for quality instructional program support using a comprehensive approach.

Service and Support		Level of Performance The Supervisor performing at this level:			
<i>The Supervisor should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
1a	Demonstrate knowledge of current trends in specialty area and professional development.	Has a working knowledge of specialty area, but is ineffective in providing support services that advance the quality of instruction.	Demonstrates knowledge of specialty area and trends in professional development, but is not always skilled in delivery of support services to others.	Demonstrates thorough knowledge of specialty area and knowledgeable about trends in professional development. Promotes improved practice among school professionals in improving the quality of instruction. Remains current in their field so they can serve as resources to colleagues.	Has advanced knowledge, understanding and skill in area of specialty. Supervisor is recognized for expertise and sought after by colleagues for assistance. Incorporates a wide range of professional development activities to meet the needs of diverse audiences.
1b	Collaboratively develop assessment tasks that are aligned with district curriculum.	Does not develop assessment tasks that are aligned with the curriculum.	Uses an assessment approach that proposes to assess some aspects of the curriculum.	Develops assessment tasks, in collaboration with others that are aligned with the curriculum.	Provides leadership for the design of assessment tasks and/or the intervention.
1c	Access resources both within and beyond the school and district.	Demonstrates little or no knowledge of resources available in the school or district for educators or students to advance their skills.	Demonstrates basic knowledge of resources available in the school and district for educators or students to advance their skills.	Consistently accesses resources available in schools, across the district and in the larger professional community for educators to advance their skills.	Actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the district vision.
1d	Use the grade or course aligned curriculum, content knowledge and pre-requisite skills.	Does not use the aligned district adopted curriculum maps or instructional calendars when planning with others. Makes content errors.	Sometimes uses the aligned district adopted curriculum or pacing guides when planning with others. Displays good content knowledge in area of expertise. Information presented is generally accurate, but may not reflect contemporary knowledge.	Consistently uses the aligned district adopted curriculum or pacing guides when planning with others. Displays solid content knowledge in area of expertise. Information presented is accurate and consistent with well-established concepts or sound practices of the discipline.	Consistently uses the aligned district adopted curriculum or pacing guides when planning with educators. Displays extensive content knowledge in area of expertise. Information presented to others is accurate and consistent with well-established concepts or sound practices of the discipline.

1e	Analyze and use results from multiple sources or assessments in decision making.	Does not collect appropriate history or assessment data to inform decision making.	Only collects basic history and assessment data to inform decision making.	Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with PLC/professional forums and/or intervention teams and other school personnel in designing effective student instructional or intervention plans.	Systematically collects data from a variety of sources (social history, achievement trend data, communication, rating scales, evaluation data, discipline history) to inform decision making when coaching regarding comprehensive student instructional or intervention plans. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the PLC/professional forums and/or RTI teams, parents and other school personnel.
1f	Demonstrate flexibility and responsiveness related to the instructional program.	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when the instructional support program is not successful.	Makes modest changes in the instructional support program when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the instructional support program for student success. Works well with support and educational personnel as partners. Makes revisions to the support program when it is needed.	Persists in seeking effective ways to improve the instructional support program for student success. Works collaboratively with a wide range of support and educational personnel as essential partners. Makes changes as needed in response to student, parent, teacher and/or other input.
1g	Use a variety of materials, methods, and strategies to remove barriers to learning.	Provides support that consists of a random collection of unrelated activities lacking coherence or an overall structure. Demonstrates little or no knowledge of the school or district action plans and instructional programs. Delivers one size fits all supports to all teachers, with minimal impact on improving learning for students.	Includes a number of worthwhile activities when supporting educators, but some of them do not fit with the broader goals outlined in building and/or district action plans. Has a basic knowledge of the schools'/school's instructional program and of teacher skill in delivering those programs. Makes suggestions that will provide access to the curriculum for all students.	Uses knowledge of research based interventions to guide the implementation and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Supports educators in monitoring measurable academic interventions. Assists in the design of suggestions that provide access to the curriculum for all students.	Is highly familiar with the school and/or district action plans and works to support educators with the integration of that vision with instructional programs. Seeks information as to the level of teacher skill and effectiveness in implementation of various program components. Is highly coherent in providing support, taking into account the competing demands of making presentations and consulting with educators. Recognizes barriers that prevent advancement of learning within the school and/or district. Works collaboratively with administrators and others to reduce and eliminate these barriers.

1h	Recommend, implement or monitor academic interventions.	Does not participate in the design, implementation or monitoring of academic interventions.	Provides some recommendations, monitoring and follow-up of academic interventions.	Demonstrates thorough knowledge of researched based interventions. Supports educators in progress monitoring systems of these interventions.	Demonstrates extensive knowledge of research-based interventions by including these principles in the implementation and evaluation of academic interventions. Supports educators by ensuring progress monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust accommodations or modifications when progress-monitoring data suggests the need to do so.			
1i	Help staff learn what quality instruction looks like.	Helping staff visualize what great instruction looks like is not purposeful or is an afterthought. The supervisor neither trains staff to recognize “quality instruction” nor sets high expectations for teaching and learning.	The supervisor trains staff to recognize “quality instruction,” and uses the teacher evaluation instrument to help explain what highly effective teaching looks like. However, the supervisor does not provides models and exemplars for teaching and learning about what quality instruction looks like. He/she does not set high expectations .	The supervisor trains staff to recognize and implement quality instruction. In multiple ways, the supervisor helps staff understand what highly effective or distinguished teaching looks like. Models and exemplars are provided for teachers. High expectations for teaching and learning are established.	The supervisor trains staff to recognize and implement quality instruction. In multiple ways, staff is helped to visualize quality instruction and what highly effective or distinguished teaching looks like. Models and exemplars are provided for teachers. High expectations are established and steps are outlined for staff members to reach the vision of a highly effective school.			
1j	Prepare teachers for success.	Fails to provide opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching.	Inconsistently provides opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching.	Consistently provides opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching.	Actively solicits teacher input and involvement in providing ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching.			
1k	Provide feedback and planning for growth.	Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric. Fails to use trends in evaluation and student learning data to guide targeted professional development.	Allows some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric. Inadequately identifies trends in evaluation and student learning data to guide targeted professional development.	Observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric. Identifies trends in evaluation and student learning data to guide targeted professional development.	Observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric. Analyzes trends in evaluation and student learning data to guide targeted professional development.			
Standard #1 Overall 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 #2: STAFF DEVELOPMENT

Supervisors develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Service and Support <i>The Supervisor should know and be able to:</i>		Level of Performance The Supervisor performing at this level:			
		Unsatisfactory	Progressing	Proficient	Exemplary
2a	Establish clear procedures for educators to gain access to instructional support.	Has not created or communicated the procedures for accessing instructional support. When teachers want to access assistance from the Supervisor, they are not sure how to go about it.	Has some procedures (e.g. setting up after school workshops) that are clear to teachers, whereas others (e.g. receiving informal support) are not.	Has established clear procedures for teachers to use in gaining access to support and/or professional development from the Supervisor to advance their skills.	Has a procedure for accessing support that is clear to all teachers and has been developed following consultation with administrators and educators.
2b	Coach teachers to plan interventions, accommodations & modifications to maximize likelihood of student success.	Demonstrates minimal knowledge of curriculum, instructional strategies, assessment and/or special programs resulting in plans that are not suitable for students, or interventions are mismatched with the findings of the identified needs. Provides minimal suggestions for improving student achievement.	Demonstrates basic knowledge of curriculum, instructional strategies, assessment and/or special programs which is reflected in plans for students that are partially suitable for them or are sporadically aligned with identified needs. Provides input when working with educators.	Uses thorough knowledge of curriculum, instructional strategies, assessment and/or special programs when recommending comprehensive instructional and/or intervention plans for students. Instruction and/or interventions are both suitable and aligned with identified needs. Plans, developed in collaboration with other educators, are appropriate for the situation and are geared toward maximizing the likelihood of student success.	Demonstrates extensive knowledge in the field of curriculum, instructional strategies, assessment and/or special programs and is adept at recommending the most suitable interventions for the students and the situation. Considers results from multiple assessments and sources when working collaboratively with educators to develop comprehensive student plans.
2c	Model strategies for adjusting instruction and/or interventions based on progress monitoring results.	Provides progress reports at the end of a unit of study which do not assist educators or students in error correction toward achievement of learning goals, as it is often too little too late.	Uses assessments to measure outcomes at the end of a unit of study. General assessment monitoring is used to assist educators in identifying students' status and does not advance the use of progress monitoring to guide instruction.	Shares many forms of progress monitoring assessment tools with educators. Demonstrates how to use data when making instructional and/or behavioral decisions throughout the year. Uses descriptive feedback, verbally and visually, to help educators monitor progress toward learning or behavior goals on an on-going basis.	Provides support in how to use ongoing progress monitoring tools to refine and modify student instruction in reference to the learning targets. Guides teachers in understanding that remediation, instruction, or enrichment is based on the diagnosis of status relative to the learning objectives. Helps to create academic and/or behavioral achievement reports for students on a regular basis.

					Is able to articulate how students who require particular assistance, also require an increase in the frequency of progress monitoring reporting.
2d	Provide appropriate feedback.	Poorly communicates information regarding the academic and/or social needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with school Personnel regarding recommendation effectiveness.	Communicates individual academic needs of students to appropriate school personnel. Written reports meet expectations. Occasionally follows-up with school personnel regarding effectiveness of recommendations.	Conveys information from assessments in a meaningful manner to PLC/professional forums and/or intervention teams and other school personnel. Interprets assessment results for others in developing instructional or intervention plans for students. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with school personnel regarding the effectiveness of recommendations.	Communicates with other professionals in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating assessment results to teach others about using assessment results to design comprehensive instructional or intervention plans for students. Written reports are accurate, well organized and well written. Provides consistent follow-up with school personnel to determine effectiveness of recommendations.
2e	Utilize technology to gather data and enhance the learning environment.	Does not use available technology. Unaware of how to access or use electronic data management systems to store and retrieve student information to monitor progress or generate reports.	Demonstrates some technology skills that support instruction and/or interventions. Has a working knowledge of how to access student information, achievement results, track progress monitoring and is able to generate reports.	Uses computer programs that assist with effectiveness of using data to drive instruction. Uses district electronic data management tools to access student information, track progress monitoring and analyze achievement results to generate reports.	Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in using data to drive instruction or interventions. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data
2f	Establish session goals or meeting outcomes.	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the teacher, student or situation.	Appears to know what they want to accomplish by the end of a session with teachers, students or meeting with educators, although it may be unclear to others.	Establishes a clear purpose appropriate to the situation when working with teachers, students and/or educators. Outcomes for sessions with teachers, students and/or meetings with educators are stated in advance.	Facilitates teacher, student and/or educator understanding of the purpose for each session or meeting. Session goals and/or meeting outcomes are clarified in advance and participants know what is expected of them.
2g	Model lessons and provide professional development.	Delivers poor quality professional development that is inappropriate to the needs of the educators being served. Model lessons or workshops contribute little to the advancement of skills for educators.	Delivers professional development sessions with mixed reviews. Some of the material is appropriate to the needs of the educators being served. Partially successful in engaging educators in acquiring new skills.	Provides high quality professional development that aligns with the District or Building Action Plans. The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the educators being served. Evaluates the	Consistently provides uniformly high and appropriate professional development that aligns with the District or Building Action Plans. Provides high quality model lessons and demonstration workshops that extend and enhance educator expertise.

				effectiveness of the professional development workshop.		Professional Development sessions are highly engaging and appropriate to the needs of the teachers being served. Conducts extensive follow-up work with educators.		
2h	Provide effective professional development.	Teachers find the staff development program a waste of time. The supervisor designs a program that is disjointed and lacks a strong connection to the school's goals and improvement plan.	The supervisor creates a staff development program based on the latest pedagogical findings or current issues in education. The program, however, may not be tightly aligned with the school's goals or areas of improvement. Much of the staff development program is not engaging.		Staff development is purposeful. The supervisor identifies and addresses areas for improvement. He creates a staff development program that supports the school's goals and action plan. The program is engaging. The supervisor takes advantage of the staff's strengths and also uses outside resources to provide professional development.		Staff development is continual and purposeful. The supervisor identifies and addresses areas for improvement. Staff development is focused and is tied to the school's goals and action plan. Staff development is engaging and allows the staff to exert some influence over it. The supervisor takes advantage of staff's strengths and also uses outside resources to provide professional development. Staff development includes significant job-embedded coaching.	
2	Facilitate individual growth of teachers.	The supervisor discourages staff from reasonable professional development opportunities.	The supervisor suggests reasonable professional development activities, but does not provide opportunities for teachers to share their learning.		The supervisor provides opportunities for and encourages staff members to grow professionally – attend workshops, speak at conferences, contribute to staff development training, etc.		The supervisor works with individual staff members to set improvement goals, and provides opportunities for staff members to improve instructionally, providing aligned professional development and establishing effective PLCs (i.e. vertical and horizontal articulation, data meetings). The actions of the supervisor help teachers grow professionally – attend workshops, speak at conferences, contribute to staff development training, etc. The supervisor harnesses the unique skills and leadership abilities of individuals and offers responsibilities and assigns tasks commensurate with those abilities and in ways that will promote the individual's sense of worth.	
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

PERFORMANCE STANDARD #3: LEADERSHIP

Supervisors deliver quality services to promote each student's academic success and well-being.

Service and Support <i>The Supervisors should know and be able to:</i>		Level of Performance The Supervisor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
3a	Ensure sessions or meetings are focused and productive while promoting active participation.	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.
3b	Collaborate with educators in the design of instruction.	Declines to collaborate with classroom teachers in the design of instructional lessons and units or interventions for specific students. Is often too busy with tasks to work with others.	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. Generally available to meet with others.	Initiates collaboration with classroom teachers in the design of instructional lessons and units. Schedules time to be able to work with educators to improve the quality of instructions.	Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources within or outside the school or District, when necessary. Aligns schedule to the highest priority; working with educators to improve the quality of instruction.
3c	Establish a culture or ongoing instructional improvement.	Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Offers support for educators interested in improving their skills.	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Has established a culture of professional inquiry in which teachers share in the ongoing instructional improvement of the building.
3d	Maximize potential.	The supervisor removes most decision-making from the classroom. Rules and requirements stifle creativity. Expectations for performance are low and staff members are not challenged to grow.	The supervisor allows workers some control over their work activities. However, employees feel that they have to get permission to do anything out of the ordinary. Some rules and requirements stifle creativity. Expectations for performance are low and staff members do not feel challenged.	The supervisor creates an environment in which workers are able to exert influence and have reasonable control over work events. The supervisor provides clear direction and sets parameters, but staff members have wide latitude to accomplish operational objectives. The supervisor provides opportunities for growth and sets expectations to maximize effectiveness.	The supervisor creates an environment in which workers are able to exert influence and have reasonable control over work events. The right people are put in the right places in the organization. Opportunities for growth are provided by the supervisor and expectations set to maximize effectiveness. Staff members challenge themselves, are not afraid to take risks, and take advantage of growth opportunities.

3e	Inspire change.	The supervisor has a negative attitude or is pessimistic about the work of the school. The supervisor does not know how to rally the staff.	The supervisor shows a positive attitude and belief that the organization can be successful. While the supervisor models having a positive attitude, few deliberate steps are taken to motivate the staff and rally them to reach shared aspirations.	The supervisor takes deliberate actions to motivate the staff and rallies them to reach shared aspirations. The supervisor demonstrates personal conviction toward the success of students and employees of the organization. The supervisor shows enthusiasm for what the school is doing and is a cheerleader. The supervisor recognizes others for good performance and leadership.	The supervisor continually motivates the staff to reach higher goals. Staff members feel supported and challenged and strive to do their best work. As a leader, the supervisor models the way and demonstrates personal conviction toward the success of the employees and the school. The supervisor shows enthusiasm for what the school is doing and is a cheerleader. The supervisor helps people realize their best hopes and moves them away from their worst fears.
3f	Assure high quality Student Growth Objectives (SGOs) for respective content area.	Fails to make oneself available to work with teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals. Fails to support that SGOs are recorded, monitored, and assessed accurately.	Meets with a minimum number of teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals. Inconsistently supports that SGOs are recorded, monitored, and assessed accurately.	Meets with a majority of teachers to create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals. Supports that SGOs are recorded, monitored, and assessed accurately	Makes certain all teachers create rigorous, curriculum-aligned SGOs with specified methods of assessing achievement of goals. Supports that SGOs are recorded, monitored, and assessed accurately while enabling real-time learning from pursuit of objectives.
3g	Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.	Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.
3h	Promote the concept of Professional Learning Communities through purposeful involvement.	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's/professional forums.	Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's/professional forums.	Actively participates in PLCs/professional forums to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC/professional forum team.	Assumes a leadership role for the effective implementation of PLCs/professional forums teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLCs effectiveness.

3i	Support collaborative partnerships.	Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.	Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.		
	Standard #3 Overall 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

PERFORMANCE STANDARD #4 EFFECTIVE MANAGEMENT

Supervisors increase the probability of advancing each student's academic success and well-being.

Service and Support <i>The Supervisor should know and be able to:</i>		Level of Performance The Supervisor performing at this level:							
		<i>Unsatisfactory</i>		<i>Progressing</i>		<i>Proficient</i>		<i>Exemplary</i>	
4a	Recommend, implement or monitor academic interventions.	Does not participate in the design, implementation or monitoring of academic interventions.	Provide some recommendations, monitoring and follow-up of academic interventions.		Uses knowledge of research based interventions to guide the implementation and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Supports educators in monitoring measurable academic interventions.		Demonstrates extensive knowledge of research-based interventions by including these principles in the implementation and evaluation of academic interventions. Supports educators by ensuring progress monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust as necessary.		
4b	Manage his/her individual time well.	The supervisor does not prioritize his/her use of time. Time for observing and monitoring the academic program is not sufficient to do the work well. Less important issues are allowed to consume the time.	The supervisor makes time to observe instruction. Tasks and authority are delegated where feasible. However, the supervisor does not attend to priorities, allowing less important issues to consume the time.		The supervisor does firsts things first—prioritizes the goals and allocates time accordingly. Time is allocated to keep instruction the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time.		The supervisor does firsts things first—prioritizes the goals and allocates his time accordingly. Time is allocated to keep instruction the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time. Although efficient, but the time spent is adequate to get the job done. Time is managed in a way that enables others to work effectively and to manage their time well.		
Standard #4 Overall 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: PROFESSIONAL RESPONSIBILITIES

Supervisors have a responsibility to parents, students, the district, the public and to the education profession.

Service and Support		Level of Performance The Supervisor performing at this level:			
<i>The Supervisor should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
5a	Model positive and respectful rapport.	Demonstrates little to no appreciation of the students and/or teachers as individuals and, at times, embarrasses and/or devalues students and/or teachers through words or actions.	Shows an awareness of student and/or teacher individuality, but lacks skill in strongly supporting and honoring them. Rapport is impersonal.	Recognizes teacher individuality and the dignity of each teacher are consistently maintained. The supervisors interact positively with teachers and respectful rapport is demonstrated.	Encourages teacher individuality and the dignity of each teachers is consistently maintained and honored. Supervisor interactions consistently demonstrate positive and respectful rapport. Is someone who teachers seek out; reflecting a high degree of comfort and trust in the relationship.
5b	Respect diversity among others.	Demonstrates a lack of respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. May even be discriminatory in actions or words.	Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse school community are only minimally effective	Demonstrates tolerance of others' values and viewpoints. Shows concern, respect and sensitivity for the needs of all educators and student, including those from diverse cultural and linguistic backgrounds. Implements educational strategies that meet the needs of a diverse audience and culturally responsive teaching.	Takes the lead on providing professional development on meeting diverse student needs. Initiates programs for educators to meet the needs of diverse students and culturally responsive teaching.
5c	Demonstrate flexibility and responsive.	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when the instructional support program is not successful.	Suggests modest changes in the instructional support program when confronted with evidence of the need for change. Works with others to find solutions.	Seeks ways to improve the instructional support program for student success. Works well with support and educational personnel as partners. Makes revisions to the support program when it is needed.	Continually seeks effective ways to improve the instructional support program for student success. Works collaboratively with a wide range of support and educational personnel as essential partners. Makes changes as needed in response to student, parent, teacher and/or other input.
5d	Access resources	Demonstrates little or no	Demonstrates basic knowledge of	Consistently accesses	Actively seeks out new

	both within and beyond the school and district.	knowledge of resources available in the school or district for educators and/or students to advance their instructional practice	resources available in the school and district for educators and/or students to advance their skills.	resources available in schools, across the district and in the larger professional community for educators to advance their skills.	resources from a wide range of sources to enrich educators' skills in implementing the district vision.
5e	Continue professional growth.	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve leadership practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving leadership practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school/district.	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.
5f	Maintain positive relations with district and community.	The supervisor's cooperation is given begrudgingly. Little concern is shown for the overall success of the District. The supervisor does little to help other schools and is not a team player.	The supervisor works collaboratively with colleagues, but does not demonstrate a commitment to their success. The supervisor effectively communicates the school's/schools' needs to the District. The supervisor fulfills District requirements, but does not exert any energy in the overall success of the District. The supervisor is not a District team player.	The supervisor works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The supervisor effectively communicates and coordinates with Central Office staff, supports the District's goals and contributes to the overall success of the District. The supervisor is a team player.	The supervisor works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The supervisor communicates and coordinates with Central Office staff, supports the District's goals and contributes to the overall success of the District. The supervisor is a team player who understands Board, local, and state educational policies and political dynamics and uses that understanding to help the schools and District achieve their goals.
5g	Maintain personal professional development.	The supervisor does not attempt to keep pedagogical skills current. The supervisor does not try to improve his/her ability to lead or manage. The supervisor's expectations for his/her own performance are low.	The supervisor tries to improve his/her knowledge of education and takes advantage of professional development opportunities. However, the supervisor does not reflect on his/her practice to improve his/her performance.	The supervisor is reflective and challenges him/herself to grow professionally. The supervisor models life-long learning. He/she tries to improve overall knowledge of education and takes advantage of professional development opportunities. The supervisor remains current in the field, staying abreast of education research.	The supervisor is reflective and challenges him/herself to grow professionally. The supervisor sees work as a "craft," continually trying to improve knowledge of education and while taking advantage of professional development opportunities. Invites feedback from those who work for and around him. The supervisor remains current in the field, staying abreast of legislation, policy changes, and current education research.
5h	Contribute to the	The supervisor is focused on	The supervisor shares work and	The supervisor shares work and	The supervisor collaborates with

	profession.	his/her own schools, but contributes little to the success of any other school or person.	ideas with colleagues. The supervisor collaborates with colleagues or serves on committees. However, contributions have minimal impact with regard to improving educational practices or policies.	ideas with colleagues. He/she helps to advance the goals of the District. The supervisor contributes to the professional development and growth of others in the District or State. Formally teaches other professionals in the District or State (i.e., presents at workshops, provides professional development at other schools, etc.).	others to improve or influence educational practices or policies that have an impact beyond the school or district. He/she helps to develop materials or resources that help others improve teaching or expand capacity. The supervisor shares ideas and materials or teaches other professionals outside of the school or District. The supervisor initiates important activities or programs to solve a significant problem or to improve professional practice among teachers.
5	Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and the school rules.	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
5j	Build collaboration.	Fails to share aggregate data with principal. Fails to communicate observation feedback.	Inconsistently shares aggregate data with principal. Provides limited communication about observation feedback.	Shares aggregate evaluation data with principal. Provides regular communication about observation feedback.	Enables shared learning from aggregate evaluation data. Contributes to evaluation process with transparent, regular communication.
5k	Demonstrate professionalism.	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.
5	Effectively communicate.	Inconsistently communicates to students, staff, colleagues, administrators and the community. Communication is not accurate, understandable	Communicates information in a timely manner with multiple audiences (students, colleagues, administrators, community and others) using oral, written and electronic methods of	Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a	Effectively communicates and collaborates with students, colleagues, administrators and the community in a manner that supports the welfare and success

		nor is it sent in a timely fashion.	communication.	variety of communication methods.	of students and the organization.			
5m	Fulfill requirements of the evaluation system.	Fails to complete observations with fidelity to district and state requirements. Fails to coordinate or conduct “walkthroughs” of classrooms.	Usually completes observations with fidelity to district and state requirements. Rarely coordinates and/or conducts “walkthroughs” of classrooms.	Always completes observations with fidelity to district and state requirements. Regularly coordinates and/or conducts “walkthroughs” of classrooms of struggling teachers.	Always completes observations with fidelity to district and state requirements. Regularly coordinates and/or conducts “walkthroughs” of all classrooms in building.			
5n	Perform assigned and related duties.	Is absent from assignment s and/or is habitually late.	Performs assignment and is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment. Is present and on time.			
5o	Maintain confidentiality.	Disregards the legal and professional aspects of confidentiality practices.	Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual’s initiative to do research, ask questions, and communicate with colleagues about best practice.	Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.			
5p	Solve problems.	Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	Makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.	Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.	Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.			
Standard #5 Overall Score		<div><div></div></div> Unsatisfactory	<div><div></div></div> Progressing I	<div><div></div></div> Progressing II	<div><div></div></div> Proficient I	<div><div></div></div> Proficient II	<div><div></div></div> Proficient III	<div><div></div></div> Exemplary