



Clayton County Public Schools: TKES Professional Growth Rubric 2026-2027

Level IV	Level III	Level II	Level I
The <u>teacher leader</u> actively participates in Professional Learning Communities (PLCs) and <u>continually</u> applies the knowledge and/or skills in classroom practice and <u>provides evidence</u> that their experience has been extended to lead others in acquisition and application of the knowledge and skills and the teacher is making <u>appropriate progress</u> toward or <u>has met</u> his/her professional learning goals.	The teacher actively participates in Professional Learning Communities (PLCs) and <u>consistently</u> applies the knowledge and/or skills in classroom practice and the teacher is making <u>appropriate progress</u> toward or <u>has met</u> his/her professional learning goal(s).	The teacher actively participates in Professional Learning Communities (PLCs) and <u>inconsistently</u> applies the knowledge and/or skills in classroom practice and the teacher is making <u>limited progress</u> toward his/her professional learning goal(s).	The teacher participates in Professional Learning Communities (PLCs) but <u>does not apply</u> the knowledge and/or skills in classroom practice or the teacher <u>has not made progress</u> toward his/her professional learning goal(s).

Teacher (print) _____

Evaluator (print) _____

Teacher (signature) _____

Evaluator (signature) _____

Please consider the following definitions when determining each teacher's rating on the professional growth rubric.

Level I

Level I performance is described as “does not” apply or “has not made” progress in the outlined practices. The teacher who receives this rating has displayed a need for support in the listed areas and is not functioning at a basic level.

Level II

Level II performance is described as “inconsistent” and “making limited progress” in the outlined practices. The teacher may start to exhibit desirable traits related to the practices, but due to a variety of reasons, has not yet reached the full level of proficiency expected or the teacher's performance is lacking in a particular area. Suggestions for growth and improvement should be given to teachers who are functioning at this level.

Level III

Level III performance is described as “consistent” and “appropriate” in the outlined practices. This is the expected level of performance for all teachers.

Level IV

Level IV performance is described as “continual” and he/she has surpassed consistent practice in the outlined areas. The teacher leader is able to provide evidence that their experiences have enhanced the acquisition of knowledge/skills of others. The teacher who receives the Level IV rating has also made appropriate progress in the other outlined practices.
