

Educator Performance Improvement Cycle (EPIC)

The Platte County School District Teacher Evaluation System



2017-18

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The Platte County R-3 School District is an equal opportunity employer.

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PURPOSE

The purpose of the Platte County EPIC model is to provide a collaborative process for teachers and administrators to have meaningful dialogue to enhance professional growth and to ensure student achievement.

BACKGROUND

As a result of NCLB flexibility waiver, Missouri schools must align to seven essential principals to provide relief from NCLB requirements. Among the most notable difference in the evaluation process is the piece containing student growth measures, which must be included as part of a teacher's overall performance. The state has created a new model for districts to fully adopt or districts can choose to modify the model although districts must assure the seven essential principles are evident.



Committee Members

Members of the committee who created the EPIC model are:

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Guiding Principles

VISION

Building learners of tomorrow...

MISSION

To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.

VALUES

*Integrity • Innovation • Collaboration • Results Oriented
Student-Focused • High Expectations • Visionary Leadership*



PRINCIPLES OF LEARNING

All students can learn.

Student learning is a process.

Each student's personal best looks different.

Students can learn from taking risks and making mistakes.

Students learn at different rates, times, and in different ways.

Timely student feedback is essential for high levels of learning.

Students should set goals and be able to track their own learning.

Positive student-teacher relationships are necessary for student success.

Core Competency

The systematic continuous improvement of teaching and learning.



Seven Essential Principles

These principles will be referenced throughout the Platte County EPIC model.



Board of Education Policy

The Board of Education requires a comprehensive, performance-based evaluation for each staff member it employs to ensure high-quality performance that improves student achievement and enhances the instructional programs of the district. The primary reason for a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching strength and weakness and provide direction for maintaining and improving skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.

The teacher evaluation instrument must minimally reflect the standards listed in Board Policy GCN and meet the Essential Principles of Effective Evaluation as adopted by the State Board.



PILLARS AND QUALITY INDICATORS

Originally the committee examined the nine standards and thirty six indicators provided within the state model. In the end, the committee decided to combine the nine standards into five “Platte County Pillars” that would provide the framework of emphasis within the new system. The Pillars, or themes, that were created were; Classroom Climate, Instructional Design, Instructional Delivery, Student Growth/Data Analysis, and Professionalism. These standards have associated indicators, which provide a clear description of what is expected within each professional pillar. Our committee combined several of the state indicators and reduced the total number to twenty-six, which are spread evenly throughout the five professional pillars.

Differentiated
Performance
Levels



PILLARS AND QUALITY INDICATORS-LIST

Pillars and Quality Indicators		
Pillar	Quality Indicators	Reference Code
Pillar 1: Classroom Climate	Quality Indicator 1: Diverse social and cultural perspectives	P1Q1
	Quality Indicator 2: Classroom management techniques **	P1Q2
	Quality Indicator 3: Management of time, space, transitions, activities and student groupings	P1Q3
	Quality Indicator 4: Classroom, school and community culture	P1Q4
	Quality Indicator 5: Learner expression in speaking, writing and other media	P1Q5
Pillar 2: Instructional Design	Quality Indicator 1: Content knowledge and academic language **	P2Q1
	Quality Indicator 2: Disciplinary research and inquiry methodologies	P2Q2
	Quality Indicator 3: Interdisciplinary instruction	P2Q3
	Quality Indicator 4: Theory of learning	P2Q4
	Quality Indicator 5: Instructional goals and differentiated instructional strategies **	P2Q5
	Quality Indicator 6: Student learning, growth and development	P2Q6
Pillar 3: Instructional Delivery	Quality Indicator 1: Student engagement in subject matter **	P3Q1
	Quality Indicator 2: Implementation of curriculum standards	P3Q2
	Quality Indicator 3: Appropriate use of instructional resources to enhance student learning	P3Q3
	Quality Indicator 4: Technology and media communication tools	P3Q4
Pillar 4: Student Growth / Data Analysis	Quality Indicator 1: Cognitive, social, emotional and physical development **	P4Q1
	Quality Indicator 2: Student goals **	P4Q2
	Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning **	P4Q3
	Quality Indicator 4: Student-led assessment strategies	P4Q4
	Quality Indicator 5: Communication of student progress and maintaining student data	P4Q5
Pillar 5: Professionalism	Quality Indicator 1: Collaborative data analysis	P5Q1
	Quality Indicator 2: Self-assessment and improvement for professional learning	P5Q2
	Quality Indicator 3: Professional commitments responsibilities and ethical practices	P5Q3
	Quality Indicator 4: Induction and collegial activities	P5Q4
	Quality Indicator 5: Collaborating to meet student needs	P5Q5
	Quality Indicator 6: Cooperative partnerships in support of student learning	P5Q6

** indicates Power Quality Indicators (defined in the next section)



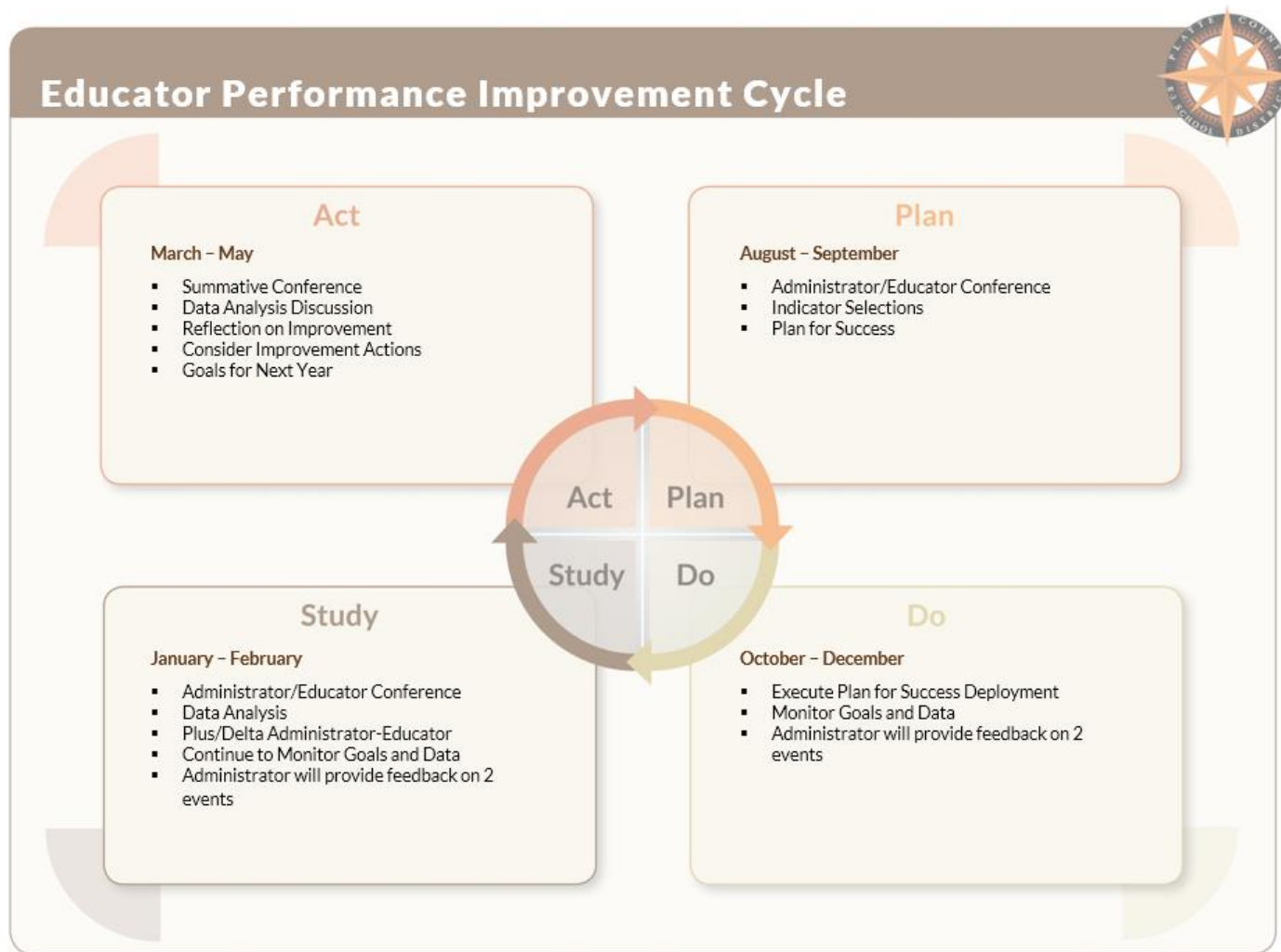
POWER INDICATORS

The following pillars and quality indicators are identified as having the greatest leverage and potential impact in terms of teaching practices leading to high levels of learning. This determination was based on correlation of Missouri Standards and Indicators to the research of Dr. John Hattie and Dr. Robert Marzano.

Power Indicators		
Pillar	Power Indicators	Reference Code
Pillar 1: Classroom Climate	Quality Indicator 2: Classroom management techniques **	P1Q2
Pillar 2: Instructional Design	Quality Indicator 1: Content knowledge and academic language **	P2Q1
	Quality Indicator 5: Instructional goals and differentiated instructional strategies **	P2Q5
Pillar 3: Instructional Delivery	Quality Indicator 1: Student engagement in subject matter **	P3Q1
Pillar 4: Student Growth / Data Analysis	Quality Indicator 1: Cognitive, social, emotional and physical development **	P4Q1
	Quality Indicator 2: Student goals **	P4Q2
	Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning **	P4Q3

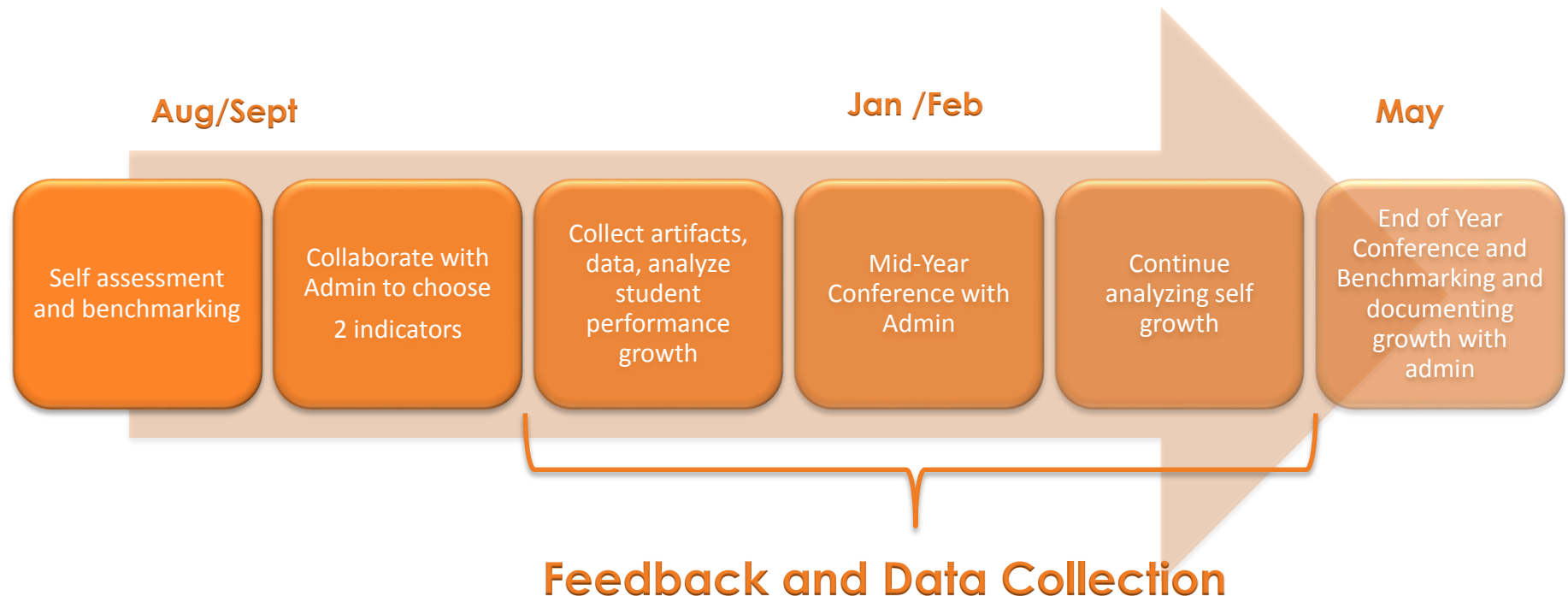


EPIC PROCESS



ESSENTIAL STEPS OF EPIC PROCESS

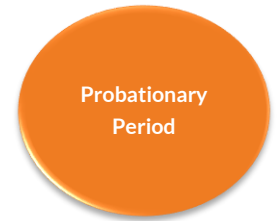
Educators will be asked to select two indicators to work on throughout a given year. Educators will meet with their building administrator(s) to discuss the purpose of the selected indicators and what data they will be collecting to provide evidence of growth throughout a given year. Planned formal observations have been replaced with four learning walks, performed throughout the year by administrators, in hopes of collecting various pieces of information regarding regular classroom practices to use as feedback for their teachers. This model embraces targeted goal setting, data collection, self-reflection and focuses on the improvement of teaching to positively impact student learning.



PROBATIONARY PERIOD FOR NOVICE EDUCATOR

An educator's primary responsibility is the learning of his or her students. Engaging in a process of continual growth and improvement of practice is a professional obligation to ensure the continued growth and improvement of student learning (DESE, 2014)

Missouri statute 168.221 RSMO indicates that the probationary period for all new teachers is the first two years of employment. Certification rule 5 CSR 80-800.360 requires participation in two years of a Beginning Teacher Assistance Program which includes mentoring for beginning teachers (DESE, 2014). The state model highlights the importance of providing intensive support to novice educators throughout the probationary period.



Year 1-5:

The first year teacher might be assigned two standards for evaluation, by their administrator. The following Power Standards can be used if looking for areas of high yield teaching strategies:

- P1Q2: Classroom management techniques
- P2Q1: Content knowledge and academic language
- P2Q5 : Instructional goals and differentiated instructional strategies
- P3Q1: Student engagement in subject matter
- P4Q1: Cognitive, social, emotional and physical development
- P4Q2 : Student goals
- P4Q3: Effective use of assessments to determine instructional impact on individual and class learning
- P5Q4: Induction and collegial activities



EDUCATOR WORKSHEETS

The following are resources to aid in walking an educator through the improvement cycle in one year's time.

- Instructional Feedback
- Meeting Feedback
- General Feedback
- Indicator Feedback

SEE BELOW PLAN FOR SUCCESS EXAMPLE.



PLAN FOR SUCCESS

Teacher: _____

Goal #1: What would you like to improve about your current instructional practices to improve student learning?

Over the course of the last three years, the number of office discipline referrals in my class have increased. Administrative walk-through have also confirmed more instructional is being sacrificed to address student behaviors. When I have discussed this with my building administrator she indicated that the number of referrals were exceed the average number of referrals per teacher in our building.

Indicator #1: 1.2 Classroom Management Techniques

Plan: What does that data tell us about current student performance? (ex. trend data from previous year, pre-test of current year, etc.)

I currently teach 3 sections of ____ Science and 2 sections of Upper level Science. The 3 sections of ____ science were administered a pretest on (Skill) and the pretest results were as follows:

Class 1: 4% proficient

Class 2: 6% proficient

Class 3: 3 % proficient

I would like to use class 2 as the application class because there are ELL, sped and regular ed students in this class. Previous EOC scores indicate states averages are 54% proficient, and our district has traditionally scored around 65% proficient.

Plan: Why did you choose this indicator? How will this indicator impact your classroom?

Increased discipline referrals have led to less instructional time for students. I am spending more time reactively with parents, which distracts me from building relationships and creating meaningful and effective instruction. The application of better classroom management techniques should yield more instructional time for both me and the students. When students are referred to the office, they are not present in my classroom to receive the instruction which puts them at a distinct disadvantage academically.



Do: What action steps will you take to improve student learning?

1. Research techniques published by experts in the field (text, blogs, twitter, etc.)
2. Observe in a compass classroom, noting specific strategies which are working with their students.
3. Develop a feedback questionnaire for my students regarding needed improvements in class format to yield better results
4. Engage a group of students to serve as an advisory group to improve my practices.
5. Monitor assessments and compare the application class to the other classes to see if practices are yielding results.

Do: How will you know that your students have achieved? (ex. What assessment will be used? How will you know they will be proficient?)

Students in class 2 (the application class) will yield a higher percentage of proficiency on the post assessment. Discipline referrals will decrease as compared to other classes or previous years.



Employee and supervisor select appropriate rating based on current practice and description found within the quality indicators of the rubric. They discuss action steps designed to improve score.

Scoring Rubric 1.2							
Evidence of Commitment							
Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Engages in techniques to manage behavior in the classroom			Engages in techniques to manage behavior in the classroom		Engages in techniques to manage behavior in the classroom		Engages in techniques to manage behavior in the classroom
*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment			*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment		*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment		*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Student misbehavior is addressed			Student misbehavior is addressed		Student misbehavior is addressed		Student misbehavior is addressed
*Student responds to teacher prompts *Classroom routines are developing			*Student responds to teacher prompts *Classroom routines are developing		*Student responds to teacher prompts *Classroom routines are developing		*Student responds to teacher prompts *Classroom routines are developing
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7



MIDYEAR EVALUATION – PLUS DELTA

Study

Mid-Year Evaluation – Plus/Delta	
Plus	Delta
I have spent significant time researching and observing other compass classroom teachers this fall noting similarities in strategies. I have had multiple conversations with colleagues as to how to deploy. I am also meeting with a small group of my students to gain insight as to what would improve classroom instruction from their perspective. I am planning on starting to implement strategies for the next 6 weeks.	I am waiting to implement some of the strategies before sending out the feedback questionnaire. It doesn't seem like I have significantly decreased the number of office referrals, but am not sure until I meet with administration.

END OF YEAR EVALUATION

Study: What does your data tell you? Specifically name the data and the results you obtained during the improvement cycle. In addition, you can attach data collection as necessary.

Based on the results of the feedback questionnaire, students have indicated a positive change in my classroom climate and routines. The data suggests there to be more of a proactive environment to developing classroom routines, rules and procedures. Based on my changes and conversations with administration, I found my discipline referrals were 9% below the average referrals per teacher in our building. The administration also mentioned in 3 out of 4 walkthroughs having noticed an increase in additional instructional time due to better student behaviors.



Employee and supervisor select appropriate rating based on current practice and description found within the quality indicators of the rubric. They discuss action steps designed to improve score.

Scoring Rubric 1.2							
Evidence of Commitment							
Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Engages in techniques to manage behavior in the classroom			Engages in techniques to manage behavior in the classroom		Engages in techniques to manage behavior in the classroom		Engages in techniques to manage behavior in the classroom
*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment			*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment		*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment		*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Student misbehavior is addressed			Student misbehavior is addressed		Student misbehavior is addressed		Student misbehavior is addressed
*Student responds to teacher prompts *Classroom routines are developing			*Student responds to teacher prompts *Classroom routines are developing		*Student responds to teacher prompts *Classroom routines are developing		*Student responds to teacher prompts *Classroom routines are developing
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7



END OF YEAR EVALUATION

Act: How will positive results be sustained?

Continue my work observing and meeting with compass classroom teachers to further my growth in classroom management. I specifically want to set up my classroom in the beginning part of the year, to enable a better overall learning experience for students for the duration of the year, instead of just 2nd half of the year like this year. I will continue to meet with administration to discuss discipline referrals in the coming year and possibly survey students and possibly parents to gain additional insight on classroom climate.

Future Indicator Planning: What were you most proud of? What would you do differently next year?

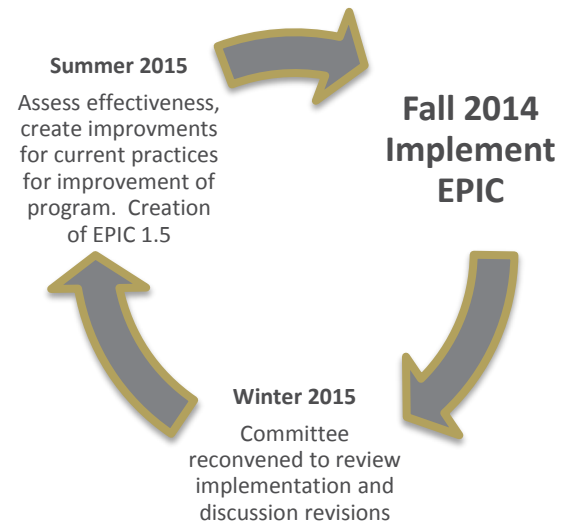
I am most proud of the noticeable difference in my classroom as it relates to student behaviors. I don't feel like I am as frustrated and reactive as I used to be. I am excited about this positive direction and have a better understanding of how to establish positive routines with student input that works for everyone.



PILLAR AND QUALITY INDICATOR RUBRICS

The following rubrics were adapted from the Missouri DESE Model Teacher Evaluation. These documents will be reviewed cyclically to determine if changes need to be made to improve the teacher evaluation process. There are two components to the rubrics: (1) the Defining Rubric (the first page of each Pillar and Standards rubric), and (2) the look-fors and Benchmarking Rubric (the second page of the rubrics). The state proposes the use of the following descriptive language to categorize performance; Emerging, Developing, Proficient and Distinguished. You will find these general descriptors on the first page of each Pillar/Indicator. The following pages contain the look-fors in each of the three frames; Commitment, Practice, and Impact.

Educator Performance Improvement Cycle Revisions



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 1: Diverse social and cultural perspectives

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.</p>	<p>The developing teacher also...</p> <p>Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.</p>	<p>The proficient teacher also...</p> <p>Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.</p>	<p>The distinguished teacher also...</p> <p>Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.</p>

Classroom Climate



Scoring Rubric 1.1

Evidence of Commitment

Reviews lesson plans to identify areas of potential bias			Eliminates bias in lesson designs and learning objectives		Conduct reviews and research to build background knowledge and a variety of perspectives		Lesson designs and learning objectives exhibit a variety of perspectives
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Demonstrates importance and appreciation of a variety of perspectives			Instructional activities include global perspectives and/or critical examination of bias		Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		Instructional strategies and learning activities include students addressing real-world problems
*Awareness for cultural and social perspectives			*Conducts cultural inventory of classroom *Awareness for cultural and social perspectives incorporated with classroom and/or lessons		*Differentiation of instruction based on learners social and cultural perspectives *Flexible grouping is intentional		*Instructional strategies include a variety of tools and relevant resources within the content develop solution to problems *Integrated, interdisciplinary sources, variety of formats *Grouping based on student self-assessment/choice
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Student understanding of local and global issues surrounding disciplinary content expands			Students' ability increases to develop balanced, diverse social and cultural perspectives		Students engage in questioning and challenging of conventional assumptions and standard approaches		Students address real-world problems related to the discipline that improve their community and/or world
*Awareness, without empathy of diversity			*Awareness of diversity with empathy		*Students develop empathetic view based on diverse perspectives of a real-world issue evidenced in artifacts, presentations, etc.		*Students are engaged with their community in solving real world issues.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 2: Classroom management techniques

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</p>	<p>The developing teacher also...</p> <p>Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</p>	<p>The proficient teacher also...</p> <p>Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.</p>	<p>The distinguished teacher also...</p> <p>Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.</p>

Classroom Climate



Scoring Rubric 1.2

Evidence of Commitment

Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7

Evidence of Practice

Engages in techniques to manage behavior in the classroom			Techniques address misbehavior promptly and positively allowing instruction to continue		Demonstrates adaptations to techniques to address unique student behaviors		Serves as a resource to other colleagues on effective classroom management
*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment			*Classroom routines are established, but students lack understanding *Few management tools used *Reactive vs. Proactive *Minimal positive reinforcement used *Works with students to develop some classroom rules and/or procedures		*Classroom routines are established and understood by all students. *Adapts management to meet student needs *Proactive vs. Reactive *Engage students in the development of a positive classroom environment		*Models, coaches, and shares with colleagues' strategy to address student behaviors. *Self reflects on effectiveness *Gathers and implements new research based strategies. *Parent/community feedback is utilized to improve classroom management.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7

Evidence of Impact

Student misbehavior is addressed			Student misbehavior is addressed promptly and positively allowing instruction to continue		Unique misbehaviors are addressed promptly and positively allowing student learning to continue		Colleagues improve their use of classroom management techniques
*Student responds to teacher prompts *Classroom routines are developing			*Students collaborate with teacher to create classroom expectations *Students feel safe and cared for		*Students are encouraged to take risks in their own learning *Students are engaged in instruction with little disruption due to behavior *Student feedback is utilized to improve classroom environment		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7
Average Score:							



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 3: Management of time, space, transitions, activities and student groupings

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Manages time, space, transitions, and activities in their classroom.</p>	<p>The developing teacher also...</p> <p>Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.</p>	<p>The proficient teacher also...</p> <p>Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>	<p>The distinguished teacher also...</p> <p>Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>

Classroom Climate



Scoring Rubric 1.3							
Evidence of Commitment							
Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input share and model for colleagues
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7
Evidence of Practice							
Demonstrates a basic awareness of the value of managing time, space, transitions, student groupings and activities.			Maintains student engagement by effectively managing time, space, transitions, and activities		Engagement data indicates a strong impact from the management of time, space, transitions and activities		Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities
					*Effectively manages time, space, purposeful transitions and student groupings to promote high levels of productivity.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7
Evidence of Impact							
Students are generally engaged with the teacher's classroom management strategies			Students are engaged and respond to the teacher's effective management of time, space, groupings, transitions, and activities		Students are engaged and demonstrate of self-direction and control		Colleagues improve their own management of time, space, transitions, and activities
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7
Average Score:							



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 4: Classroom, school and community culture

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher</p> <p>Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.</p>	<p>The developing teacher also...</p> <p>Develops a positive culture in the classroom and school to positively affect student relationships and learning.</p>	<p>The proficient teacher also...</p> <p>Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.</p>	<p>The distinguished teacher also...</p> <p>Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.</p>



Scoring Rubric 1.4

Evidence of Commitment

Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7

Evidence of Practice

Engages in practices to learn the culture of the school and community			Positively affects student relationships and learning by using strategies that promote a positive classroom culture		Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students		Engages students in participating in forming the classroom environment based on the culture of the school and community
*Basic knowledge of school and community			*Use of specific strategies to positively affect student relationships and learning *Reactive				
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7

Evidence of Impact

The classroom learning environment is structured to build positive student relationships and culture			The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning
							*Students take ownership discuss, evaluate and push for change
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	4	6	7
Average Score:							



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 5: Learner expression in speaking, writing and other media

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.</p>	<p>The developing teacher also...</p> <p>Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.</p>	<p>The proficient teacher also...</p> <p>Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.</p>	<p>The distinguished teacher also...</p> <p>Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.</p>

Classroom Climate



Scoring Rubric 1.5							
Evidence of Commitment							
Non-verbal communication (written, electronic, etc.) is basically effective and correct			Written and electronic communication is effective and correct		Written and electronic communication is effective and correct for all students		Written and electronic school and district-wide communication is exemplary
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Classroom activities include learner expression in speaking, writing, listening and the use of other media			Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)		Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression
*Uses correct grammar in classroom communication *Is aware of and empathy of cultural gender, physical and emotional differences.			*Demonstrates and promotes empathy and sensitivity to differences in culture, gender, physical and emotional issues through various communications		*Students are engaged in activities that develop mutual respect for all areas and in all communications		*Shares impactful strategies with colleagues and models sensitivity to all areas (cultural, gender, physical and emotional)
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Students expand their expression in speaking, writing, listening, and other media adhering to district policy			Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhering to district policy		Students promote respect, safe and free expression in the school and the larger school community adhering to district policy		Communication in the larger school community is respectful, safe and free and adheres to district policy
*Students perceive that teacher is sensitive to their needs			*Student-teacher communications are two-way and characterized by sensitivity		*Students develop and promote respect for differences in cultural, gender, physical and emotional throughout the school community. *Student can effectively use academic vocabulary in her/her writing, speaking and presentations.		*Students self-monitor their own levels of respect and sensitivity *Positive change in the school community occurs as a result of sharing effective strategies and practices.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 1: Content knowledge and academic language

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Knows and can demonstrate depth of content knowledge and communicates the meaning of academic language.</p>	<p>The developing teacher also...</p> <p>Delivers accurate content by using supplemental resources and academic language into learning activities.</p>	<p>The proficient teacher also...</p> <p>Incorporates new information into instructional units and lessons by displaying knowledge of the important concepts of the content</p>	<p>The distinguished teacher also...</p> <p>Has mastery of subject matter and continually incorporates new research-based content knowledge into instruction.</p>

Instructional Design



Scoring Rubric 2.1

Evidence of Commitment

* Group work			Use of supplemental primary sources that are aligned to local standards		Stays current on new content and incorporates it into lessons		Continually expands knowledge base on content and infuses into content
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Instruction reflects accuracy of content knowledge...			Instruction indicates an appreciation of the complexity and ever evolving nature of the content...		Instructional focus is on the most important concepts of the content and includes new content as appropriate...		Continually seeks out new information and applies it to learning in their classroom...
*Group work *Provides academic vocabulary *Limited student engagement			*Purposeful grouping *Reviews academic vocabulary *Majority of students are engaged		*Clear learning expectations for students *Use of academic vocabulary *Encouraging student responsibility *High student engagement *Relevancy of content *Builds on student background knowledge		*Facilitates student actions to address relevant real world issues from various perspectives
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students are generally familiar and can recognize academic language			Students are able to use academic language		Students accurately use academic language related to their discipline		Students communicate effectively using academic language from a variety of sources
* Students are aware of the learning objective			*Students can explain the learning objective		* Student growth data *Student can identify the relevancy of the learning objective		*Student takes initiative to apply to new learning
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 2: Disciplinary research and inquiry methodologies

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher... Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language	The developing teacher also... Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities	The proficient teacher also... Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	The distinguished teacher also... Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.

Instructional Design



Scoring Rubric 2.2

Evidence of Commitment

Is well prepared to guide students to a deeper understanding of content			Stays current on new content and incorporates it into lessons		Use of supplemental primary sources that are aligned to local standards		Continually expands knowledge base on content and infuses into content
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Instruction indicates a basic level of understanding about research and inquiry methodologies			Accepted methods of research in the content area are identifiable in observations of instructional practice		Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline		Student- inquiry instructional approaches are prominent throughout instructional learning in their classroom...
			*Engage students in the process *Use background knowledge *Guide students through the process of gathering the information		*Clear learning expectations for students *Use of academic vocabulary *Encouraging student responsibility *High student engagement *Relevancy of content *Builds on student background knowledge		*Teacher encourages “outside the box” thinking *Students are able to address relevant, real-world topics
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students have a general knowledge of basic inquiry and research strategies			Students begin to use basic methods of inquiry/research methodologies		Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods		Students design and conduct research individually and in teams using standards of evidence in the field
* Teacher led project			* Teacher guided project		*Students analyze the complexities of an issue or question using perspectives from various disciplines *Use multiple sources to support research premise		*Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines *Design a project of real world relevance from a different point of view
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 3: Interdisciplinary instruction

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Demonstrates the ability to make interdisciplinary content connections during instruction.</p>	<p>The developing teacher also...</p> <p>Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.</p>	<p>The proficient teacher also...</p> <p>Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.</p>	<p>The distinguished teacher also...</p> <p>Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real- world partners.</p>

Instructional Design



Scoring Rubric 2.3

Evidence of Commitment

Is well prepared to guide students to a deeper understanding of content			Stays current on new content and incorporates it into lessons		Use of supplemental primary sources that are aligned to local standards		Continually expands knowledge base on content and infuses into content
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Connections between various disciplines are logical and add to overall learning			Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery		Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question Interdisciplinary teaching across subjects		Incorporates current interdisciplinary themes into collaborative classroom learning experiences
*Teacher led instruction			*Implement best research based practices for high student engagement *Encourage student responsibility *Academic vocabulary is used in content area *Teacher builds background knowledge in area		*High student engagement with research based teaching strategies *Draw on student background knowledge *Academic vocabulary used in multiple learning designs *Uses tiered differentiated learning opportunities		*Student directed learning activities where the teacher is in a facilitator role *Students can explain or write about their own learning (self-assessment) *Real world application of interdisciplinary
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students understand the meaning of inter-disciplinary content connections			Students apply disciplinary knowledge to real world problems with interdisciplinary themes		Students analyze the complexities of an issue or question using perspectives from varied disciplines		Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines
*Student identifies general knowledge of content area *Students are told the connections			*Students are given resources that are connected		*Student application through data notebooks, reflections or journals *Students are able to use multiple resources to make connections		*Evidence of growth through multiple resources in interdisciplinary instruction *Students are able to find their own resources for real life connections
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 4: Theory of Learning

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Applies theories of learning to create well-planned and delivered instruction.</p>	<p>The developing teacher also...</p> <p>Implements research-based instruction focused on production of learning for individual students.</p>	<p>The proficient teacher also...</p> <p>Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.</p>	<p>The distinguished teacher also...</p> <p>Continuously modifies instruction based on his/her own emerging research and shares effective practices and modifications with colleagues.</p>

Instructional Design



Scoring Rubric 2.4

Evidence of Commitment

Lesson plans are consistent with best-practice and foundational and current learning theories			Uses best practices and current learning theories to design instruction aimed at fostering learning in every student		Uses emerging research to design instruction likely to produce learning for every student		Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Alignment exists between instruction that is planned and instruction that is delivered			Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		Delivers research based instruction consistently and effectively to produce student learning growth.		Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom
*Lessons are planned and delivered based on pacing guide *Attends required PD			*Lessons are created & determined with research based strategies and individual needs. *PD – District provided *Attends limited PD		*PD – collaborative with team or administration *Uses formative and summative assessment to guide instruction		*Continuously researches and implements new strategies to share with colleagues (i.e. conferences) (PD) – self-selected *Mentor/resources to other staff *Creates new ideas and strategies
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students receive instruction based on effective planning			Students individual learning needs are addressed		Student learning gains increase as a result of the teacher's effective instruction		Student learning increases based on increased knowledge gained by instructor Students teach other students strategies
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 5: Instructional goals and differentiated instructional strategies

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Differentiates instruction strategies and activities to address student learning needs in meeting the objectives of the curriculum.</p>	<p>The developing teacher also...</p> <p>Implements differentiated instructional strategies, activities and content to meet student needs and enhance learning</p>	<p>The proficient teacher also...</p> <p>Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.</p>	<p>The distinguished teacher also...</p> <p>Leads colleagues in collaboration to evaluate the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.</p>

Instructional Design



Scoring Rubric 2.5

Evidence of Commitment

Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards			Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards		Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards		Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

*Utilization of small groups **Differentiates student work *Differentiated levels of teacher support			*Differentiates student work *Differentiated levels of teacher support		*Teacher facilitates flexible groupings based on individual skills or proficiencies		*Facilitates systematic processes that lead to collaborative discussion *Models, observes and provides feedback on differentiated instructional practices.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

*Teacher tracking progress of individual student learning toward the learning objective			*Student tracking individual progress toward learning objective		*Student can articulate strengths and misconceptions in relation to the learning objective *Student identifies strategies to improve		*Students peer coaching to aid in individual growth *Collaboration results in student growth across grade level, content teams, etc.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 6: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs</p>	<p>The developing teacher also...</p> <p>Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.</p>	<p>The proficient teacher also...</p> <p>Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>	<p>The distinguished teacher also...</p> <p>Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.</p>

Instructional Design



Scoring Rubric 2.6

Evidence of Commitment

Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs			Lessons indicate an understanding of individual student traits and prior experiences		Modifies lesson design and learning objectives as needed to help students become more successful learners		Plans instruction that will engage and advance each student in her/her learning and development
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs			Learning activities highlight and build off students individual characteristics traits and prior experiences		Assessment data is maintained to confirm that students are moving forward		Learning activities involve every student in the advancement of his/her own learning
*Lessons acknowledge prior student experience *Learning inventory			*Lessons connect instruction to individual student experiences and needs		*Modify lessons based on student experiences and knowledge *Use students personal experiences to support learning *Allows for choices to foster multiple intelligences *Using the learning inventory results to design lessons and assignments		*Through collaboration acquires, shares & develops strategies to actively involve students and their experiences *Application/student choice
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students know the way they think and learn is considered and addressed			Students can explain connections between their prior knowledge and current instruction		Students use prior knowledge to predict new information and increase their knowledge and skill		Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions
*Students can recall previous knowledge *Teacher led learning experience			*Teacher designs and implements student need-based instruction		*Students understand and can reflect, predict & change their own learning		*Students choose their own platform for showing what they know *Students are able to apply their optimal learning strategies independently.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 3: INSTRUCTIONAL DELIVERY

Quality Indicator 1: Student engagement in subject matter

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Chooses from multiple sources to engage student interest and activity in the content.</p>	<p>The developing teacher also...</p> <p>Uses a variety of differentiated instructional strategies which purposefully engage students in content.</p>	<p>The proficient teacher also...</p> <p>Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.</p>	<p>The distinguished teacher also...</p> <p>Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.</p>

Instructional Delivery



Scoring Rubric 3.1

Evidence of Commitment

Is well prepared to guide students to a deeper understanding of content			Stays current on new content and incorporates it into lessons		Use of supplemental primary sources that are aligned to local standards		Continually expands knowledge base on content and infuses into content
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

					Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.
*Identifies/ uses one/few instructional strategies *Uses one content resource *Research best practices			*Uses multiple instructional and engagement strategies *Uses a variety of content resources *Trying best practices		*Variety of teaching methods and resources used to engage all learners consistently		*Facilitates student action to address relevant real- world issues from global perspective *Facilitates based on student self-evaluation *Sharing knowledge base with colleagues what works
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

			Student engagement causes content knowledge to advance		Individual student's learning increases and students can articulate why learning activities cause them to learn		Students demonstrate deeper content knowledge and understanding such as facilitating a group discussion by teaching others or applying it through personal experience
*Students are interested and engaged in the content			*Students can articulate their learning with evidence. *Students are active in inquiring based learning		*Students understand their learning style/preferences and can apply it.		*Students can facilitate content and group discussion or teach others and apply in own personal life
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 3: INSTRUCTIONAL DELIVERY

Quality Indicator 2: Implementation of curriculum standards

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Makes informed decisions about instructional objects aligned to district mapping and pacing guides.</p>	<p>The developing teacher also...</p> <p>Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.</p>	<p>The proficient teacher also...</p> <p>Uses district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.</p>	<p>The distinguished teacher also...</p> <p>Demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.</p>

Instructional Delivery



Scoring Rubric 3.2

Evidence of Commitment

Selects and creates learning experiences that are appropriate for district curriculum and assessments			Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards		Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction		Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities			Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments		Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction		Facilitating formal and informal collegial support activities including curriculum and review committees
*Makes informed decisions about instructional resources aligned to district mapping and pacing guides *Basic knowledge of content topics			*Makes informed decisions about instructional resources and instructs using multiple delivery methods		*Deepens knowledge of scope and sequence and rigor and relevance framework as applies to curriculum		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

							Through the work of a data team identifying misconceptions and tracking data for targeted student instruction
*Observations/examples of student learning needs being met			*Data trends show student learning needs being met		*Informed decisions being made based on data results and individual growth being shown		*Teach or lead others through data cycles *Apply data cycles in more than what is required
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 3: INSTRUCTIONAL DELIVERY

Quality Indicator 3: Appropriate use of instructional resources to enhance student learning

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Uses a variety of instructional resources to enhance the teaching and learning process.</p>	<p>The developing teacher also...</p> <p>Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.</p>	<p>The proficient teacher also...</p> <p>Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.</p>	<p>The distinguished teacher also...</p> <p>Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.</p>

Instructional Delivery



Scoring Rubric 3.3

Evidence of Commitment

Lesson design includes developmentally appropriate resources			Lesson design includes the use of instructional resources, and available technology		Lesson design includes research-based resources and technology		Lesson design includes resources that promote complex thinking skills and student use of available technology
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Delivered instruction includes resources and technology to enhance the teaching and learning process			Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance		Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills		Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others
*Uses single resource			*Uses a variety of developmentally appropriate instructional resources to enhance academic performance		*Evaluate the effectiveness and make changes as needed. *Gathers information from stakeholders about current instructional practices to enhance student learning.		*Applies research based instructional resources to enhance their own teaching, as well as being a potential resource to others
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

*Students use new information and technology skills to create accurate products			*Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		*Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems		*Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original product
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 3: INSTRUCTIONAL DELIVERY

Quality Indicator 4: Technology and media communication tools

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.

Emerging	Developing	Proficient	Distinguished
The emerging teacher...	The developing teacher also...	The proficient teacher also...	The distinguished teacher also...
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	Facilitates the students' effective use of technology and media communication tools.	Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.

Instructional Delivery



Scoring Rubric 3.4

Evidence of Commitment

Non-verbal communication (written, electronic, etc.) is basically effective and correct			Written and electronic communication is effective and correct		Written and electronic communication is effective and correct for all students		Written and electronic school and district-wide communication is effective
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Infrequent use of technology and media communication tools to enhance the learning process			Delivers instruction and models the use of technology and media communication tools to enhance learning		Uses strategies that engage students in effectively using technology and media communication tools		Is able to act as resource or assist colleagues and students in their use of technology and media communication tools
*Demonstrates limited knowledge and understanding of technology and media communication tools for purposeful instruction			*Implements instruction that encourages technology and media communication tools used for learning and model those techniques		*Facilitates the students effective use of technology and media communication tools		*Resource for colleagues and students in their use of technology and media communication tools. *Explores innovative strategies that enhances student learning and understanding
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students use technology effectively during some instructional activities			Students effectively use technology and media communication tools to learn, as directed by the teacher		Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		Students effectively assist each other in their use of technology and media communication tools
			*Teacher selected use of technology and media (observation, demonstration or work sample)				*Research best practices to advance technology tools utilized
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 1: Cognitive, social, emotional and physical development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Knows how to address developmental factors when making instructional decisions.</p>	<p>The developing teacher also...</p> <p>Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.</p>	<p>The proficient teacher also...</p> <p>Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.</p>	<p>The distinguished teacher also...</p> <p>Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.</p>

Student Growth/Data Analysis



Scoring Rubric 4.1

Evidence of Commitment

Designs instruction with a basic understanding of developmental factors			Knows and can apply theories of learner growth		Monitors and charts learner progress toward goals		Provides resources to assist colleagues in their understanding of developmental theories
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Instructional decisions are based on an understanding of how students develop			Examples or research on models of growth and development are used as a resource to guide instructional decisions		Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities		Is able to act as a resource to other colleagues in using models of growth and development to guide instruction
*Basic knowledge of student goal setting *Knowledge of safe and caring environment			*Modifies instruction based on determined need. *Facilitates student goal setting Creates a safe and caring environment		*Modifies instruction using data to make informed decisions *Students help facilitate safe/caring environment		*Modifies instruction using data to make informed decisions *Students help facilitate safe/caring environment
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Developmental factors specific to students are recognized			Students development increases as a result of teacher's use of theories as a resource		Students' progress to the next level of development as a result of teacher's use of assessment		Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly
*Teacher initiated goal setting *Teacher developed expectations			*Students track own data		*Students track and use data *Students have detailed conversations with teacher(s) about goal setting and formative/summative assessment data *Students developed mission statements, class expectations		*Students use goal setting independently for personal growth
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 2: Student goals

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Facilitates students' understanding of taking personal responsibility for their own learning.</p>	<p>The developing teacher also...</p> <p>Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.</p>	<p>The proficient teacher also...</p> <p>Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.</p>	<p>The distinguished teacher also...</p> <p>Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.</p>



Scoring Rubric 4.2

Evidence of Commitment

Designs instruction with a basic understanding of developmental factors			Knows and can apply theories of child/adolescent growth		Monitors and charts learner progress toward goals		Maintains resources to assist colleagues in their understanding of developmental theories
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Use of classroom routines and procedures highlight student responsibility			Classroom practices, routines and instruction emphasizes students setting goals		Classroom practices and routines emphasize student organization and setting short-and long-term goals		Facilitates learning activities requiring student control of their own learning
*Teacher demonstrates knowledge of student background & academic ability			*Teacher guides student to set goals for their growth & academic learning (i.e. student choice, teacher support)		*Teacher conferences with students to refine their goals		*Students are empowered to change their learning through reflection of goals & evidence (i.e. PDSA)
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students demonstrate basic responsibility based on clear expectations			Students demonstrate responsibility by setting personal learning goals		Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		Students work productively and cooperatively with each other to achieve learning goals
*Teacher gathers information (Pre/Post Assessment Knowledge, etc.)			*Teacher guides student to set goals for their growth & academic learning (i.e. student choice, teacher support)		*Students articulate the reasoning for their outcome		*Students establish a plan to impact their outcomes *Students are able to assist peers in goal setting (i.e. Individual, PDSA/think sheet)
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Demonstrates the use of assessments to determine progress towards specific learning goals.</p>	<p>The developing teacher also...</p> <p>Uses multiple formal and informal student assessments to collect relevant information and data about current instructions to address specific learning goals</p>	<p>The proficient teacher also...</p> <p>Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to advance whole class and individual's learning of instructional objectives through modifications to instructional strategies.</p>	<p>The distinguished teacher also...</p> <p>Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.</p>

Student Growth/Data Analysis



Scoring Rubric 4.3

Evidence of Commitment

Lesson design includes formal and informal assessments			Lesson design includes multiple assessment strategies and approaches to plan for instructions		Lesson design includes multiple assessment data points to advance learner progress		Lesson design includes opportunities to monitor student growth and development
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications			Demonstrates use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction		Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data
*Demonstrates the use of a variety of assessment s to determine progress toward learning goals					*Assessments align to clearly identified knowledge and skills intended for students to acquire *Uses assessment analysis to modify instructional strategies *Consistently uses data and information to reflect on and modify future lessons		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

The teacher participates in the assessment analysis process			The teacher is able to apply the assessment analysis process		Teacher is able to articulate their use of assessment analysis and explain how it impacts classroom instruction		Colleagues improve their use of assessment data to positively impact learning.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 4: Student-led assessment strategies

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Uses assessment strategies and gives feedback to involve learners in some personal- goal setting and self-assessment activities</p>	<p>The developing teacher also...</p> <p>Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.</p>	<p>The proficient teacher also...</p> <p>Adjusts and adapts strategies for teaching students how to use assessment data in tracking their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.</p>	<p>The distinguished teacher also...</p> <p>Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.</p>



Scoring Rubric 4.4

Evidence of Commitment

Lesson design includes formal and informal assessments			Lesson design includes multiple assessment strategies and approaches to plan for instructions		Lesson design includes multiple assessment data points to advance learner progress		Lesson design includes opportunities to monitor student growth and development
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills			Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals		Demonstrates adjustments and adaptations for facilitating students' use of assessment data to impact their own learning		Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others
*Teacher establishes some goals for students			*Teacher assists students in setting learning goal. The whole class		*Teacher assisting students in setting learning goals based on individual needs. *Monitoring and adapting learning goals based off student needs, learning styles. *Teachers assist students in identifying individual strengths and areas of needed growth.		*Teacher can model and use other continuous improvement tools To understand student needs
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students are prepared for the demands of particular assessment formats			Students think about their own learning, including setting personal goals		Students explain and report on their own progress to the teacher, parents, and others		Colleagues improve their capability in facilitating student- led assessment strategies
*Students understand what is expected.			*Student goals are evident and understood		*Students set goals for their learning target		*Students can explain and model goal setting and creating action steps toward achieving goals. (PDSA) Students coaching other students
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 5: Communication of student progress and maintaining student data

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	Distinguished
<p>The emerging teacher...</p> <p>Communicates general information about student progress.</p>	<p>The developing teacher also...</p> <p>Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators. Knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.</p>	<p>The proficient teacher also...</p> <p>Uses holistic evidence from multiple data points in collaboration with the student.</p>	<p>The distinguished teacher also...</p> <p>Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.</p>



Scoring Rubric 4.5

Evidence of Commitment

Student data is organized			Current, accurate data is maintained on each student's status and progress		Data is purposefully collected, maintained and consistently communicated for feedback		Models strategies to communicate keep and purposeful, accurate data
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Maintains confidential records of student work and performance to use when communicating student status and progress			Periodically communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills		Routinely collects, communicates and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth		Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	*Effectively models using data and communicates progress based on data
0	1	2	3	4	5	6	7

Evidence of Impact

Teacher has an organized manner for keeping data			Parents and students are kept up to date regarding student records and data		Students and parents are able to communicate the current status of their applicable data		Colleagues use of modeled assessment and communication improves and positively impacts student learning
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 5: PROFESSIONALISM

Quality Indicator 1: Collaborative data analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.</p>	<p>The developing teacher also...</p> <p>Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.</p>	<p>The proficient teacher also...</p> <p>Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.</p>	

Professionalism



Scoring Rubric 5.1

Evidence of Commitment

Maintains data analysis information			Bases lesson design on data analysis		Can model how lesson design is positively impacted by data analysis		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Attends meetings with other colleagues, participates in continuous improvement training or works with a mentor on data analysis			Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice		Serves a key role in meetings with other colleagues regarding data analysis and assists in follow-up with colleagues on impact of using data on instructional practice		
			*Bases lesson designs on data analysis *Utilizes information from collaborative meetings to change personal practice		*Discuss/share accomplished goals and plans for modification *Actively uses the continuous improvement cycle (trends, comparisons)		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Data Collection occurs, but without a specific purpose			*Data collection occurs with purpose		*Student growth is based on collaborative decisions made from formative and summative assessment data		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Average Score:



PILLAR 5: PROFESSIONALISM

Quality Indicator 2: Self-assessment and improvement for professional learning

The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Aware of and participates in professional learning.</p> <p>Identifies and participate in professional development which has implications for student learning.</p>	<p>The developing teacher also...</p> <p>Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.</p>	<p>The proficient teacher also...</p> <p>Continuously engages in a variety of self-assessment and problem-solving strategies to identify, engage and apply professional development which has implications for student growth and learning, within the classroom and the larger school environment.</p>	

Professionalism



Scoring Rubric 5.2

Evidence of Commitment

Professional development plan documents self-assessment and reflection strategies			Professional development plan documents ongoing self- assessment and reflection strategies		Documents reflections on his/her instructional process and results that impact future planning		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Uses administrator/mentor as a source of information and becomes aware of available professional learning resources. Aware of resources available for professional learning			Observations and conferences indicate attention to reflective practice and professional improvement. Seeks out new knowledge of current effective strategies		Uses reflections to direct future instruction and monitors the progress and evaluates results		
					*Applies new learning from outside of the classroom to impact student performance within their own classroom. Creates & monitors a cycle of improvement.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Limited impact of professional learning within own classroom			*Inconsistent application of professional development strategies		*Consistent application of professional development strategies		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
Average Score:							



PILLAR 5: PROFESSIONALISM

Quality Indicator 3: Professional commitments responsibilities and ethical practices

The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.</p>	<p>The developing teacher also...</p> <p>Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.</p>	<p>The proficient teacher also...</p> <p>Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.</p>	

Professionalism



Scoring Rubric 5.3

Evidence of Commitment

Maintains information on school procedures and policies			Classroom structures and routines comply with school and district policies and procedures		Maintains appropriate mentor and/or peer documentation (where applicable)		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Adheres to all current school procedures and district policies as stated in the school's code of conduct teacher understands and is aware of district policies and procedures			Manages behavior, maintains records, etc. in accordance with district policies and school procedures teachers are able to manage their own behavior in accordance with Platte County principles of learning.		Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures teacher advocates policies within building and beyond in the education profession		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Need for resources and support to implement district policies and procedures *Appropriate management of student and district records			*Appropriate management of student and district records *Adheres to norms of confidentiality		*Evidence of mentorships Serve as a resource, peer observer or mentor		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
Average Score:							



PILLAR 5: PROFESSIONALISM

Quality Indicator 4: Induction and collegial activities

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.</p>	<p>The developing teacher also...</p> <p>Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.</p>	<p>The proficient teacher also...</p> <p>Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.</p>	



Scoring Rubric 5.4

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains growth plan/mentor logs to document support and growth aligned to the state's mentor standards		Professional Growth Plan or documentation of the mentor training		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Meets regularly with a mentor and fully participates in the district/school induction process supports the schools vision, mission, values and goals. Participates in curriculum and staff development and works to strengthen relationships in the school community.			Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice. Actively engages in relationship building efforts in the school district, community. Contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

<ul style="list-style-type: none"> *Attends meeting and activities *Is present in collegial activities. *Performs the tasks identified in the District's mentor/protégé handbook. *Has identified an area of growth 			<ul style="list-style-type: none"> *Positive relationships in the building and school community *Actively seeks help when needed beyond the scope and sequence of the District's mentor protégé timeline *Has identified action steps that support professional growth plan 		<ul style="list-style-type: none"> *Actively collaborates at the building level. *Actively participates in collegial activities and/or mentor protégé program *Artifacts are present and identify evidence of active participation. *A professional growth plan documents improvement in intended indicator 		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
Average Score:							



PILLAR 5: PROFESSIONALISM

Quality Indicator 5: Collaborating to meet student needs

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Identifies ways to work with others across the system to provide needed services to support individual learners.</p>	<p>The developing teacher also...</p> <p>Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs</p>	<p>The proficient teacher also...</p> <p>Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.</p>	



Scoring Rubric 5.5

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains mentor logs document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school Identifies ways to work with other professionals across the school systems			Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success Participates with other professionals at the school level to develop strategic school systems.		Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school Consistently works with other professionals to develop strategic school-based systems to address student needs and monitor effectiveness of those systems.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Attend PLC mtgs. *Grade level mtgs. *Faculty mtgs. *Understanding resources to utilize in school and support students and the community			*Works with other professionals to develop program system		*Develops an effective program with other professionals *Implementing an effective program to meet student needs *Evaluate with student data		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
Average Score:							



PILLAR 5: PROFESSIONALISM

Quality Indicator 6: Cooperative partnerships in support of student learning

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging teacher...</p> <p>Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.</p>	<p>The developing teacher also...</p> <p>With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.</p>	<p>The proficient teacher also...</p> <p>Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.</p>	

Professionalism



Scoring Rubric 5.6

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains mentor logs document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships		Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Contacts family in event of consequences, behavior, at-risk, etc.			*Routine mass communication *Regular 2 way communication *Express strengths and weaknesses		*Develop student learning plans in partnership with students & parents *Alignment of resources within a timeframe of continuous monitoring *Utilize survey data to improve student partnership/relationships of student learning		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Average Score:



TARGETED INTERVENTION PROCESS

While the primary purpose of the *Educator Performance Improvement Cycle* is to identify and capitalize on growth opportunities, the focus of the *Targeted Intervention Process* is on intervention in areas of concern that require immediate attention. Thus, the *Targeted Intervention Plan* focuses on very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the *Targeted Intervention Plan* is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion (DESE, 2014).

It is important to remember that the *Targeted Intervention Process* is a single process within a larger process of evaluation and growth. Therefore, the *Targeted Intervention Plan* could be established after initial benchmarking, a learning walk revealing one or more areas of concern, in response to a letter of warning, or other incident that causes concern. Consequently, the first step of the *Targeted Intervention Plan* is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the process is to complete the form: **Targeted Intervention Plan**. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Targeted Intervention Plan should be completed collaboratively with administrator and educator and copies should be subsequently shared as documentation of the overall plan and areas of concern (DESE, 2014).

After collaborative completion of the *Targeted Intervention Plan*, the evaluator should conduct frequent learning walks to monitor the status of the teacher.

Progress toward successful completion of the intervention action steps should be recorded by the educator and validated by the administrator. Timeline and frequent conferencing should be a priority of both the educator and administrator in an effort to complete the plan successfully. The purpose of the Targeted Intervention is to provide support and guidance for improvement, however; if an educator is not making sufficient progress, results could lead to termination of the educator.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.



TARGETED INTERVENTION PLAN

Targeted Intervention Plan				
Employee Name	Building	Academic Year	Pillar	Indicator

Rationale: Describe why intervention on this performance indicator is required

Improvement Target: State specifically the improvement required based on the performance indicator referenced above.

Specific Strategies: Create a goal statement addressing the improvement target. This goal statement should include essential, measureable qualities.

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Benchmarks and Timelines: Describe the specific benchmarks and/or relevant timelines that will demonstrate acceptable growth or completion of the improvement target.

Measures: Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed.

*Teacher Signature _____ Date_____ Administrator Signature _____ Date_____

**Teacher signature indicates knowledge of the report, not necessarily agreement*

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Follow-up Conference

Date:

Notes on Progress:

Educator Performance Improvement Cycle

Please Check	Recommendation
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, and the current TIP plan will be discontinued for the upcoming year
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, however the TIP plan will continue for the upcoming year
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire based on insufficient progress on current TIP plan
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire



GLOSSARY

Data: Data includes student academic outcomes, survey results, observations, and qualitative feedback.

Delta: A quality term that represents the question, “What are opportunities for improvement?”

EPIC: An acronym for **Educator Performance Improvement Cycle**, Platte County School District’s teacher evaluation process. EPIC was developed by a team of teachers using the state model and essential principles as guides.

Learning Walks: When an administrator or peer observes professional behaviors. Learning walks are experiences that can take place in many venues, but not limited to the classroom, hallways, collaborative meetings, parent conferences, etc.

Plan- Do- Study- Act (PDSA): A PDSA cycle is a four-step model for carrying out change. Just as any circle has no end, the PDSA cycle should be repeated again and again for continuous improvement (Tague, 2005) see PLAN, DO, STUDY and ACT

Plan- Recognize an opportunity that needs improvement and plan the changes that needs to occur, along with the action steps necessary to impact the change.

Do- Carry out the action steps and implement strategies references in the planning stage.

Study- Review the data after strategies have been implemented. Analyze the results, and identify what you have learned.

Act- Take action on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate the learnings from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Plan for Success: This is a process used during the collaborative conferences that take place with the administrator and educator at the beginning of the year, mid –year, and the end of year. This form serves as the performance report for the year.

Plus: A quality term represents the question, “What is going well?”

Process Worksheets: Four lotus charts designed to assist an educator in the steps of the improvement cycle.

Targeted Intervention Process: This process is only used when an educator requires intensive support and performance warrants an area of concern.

Targeted Intervention Plan: The targeted intervention plan is used as one step in the targeted intervention process.



REFERENCES

Department of Elementary and Secondary Education [DESE], 2014. *Teacher Evaluator Protocol*. Retrieved from: <http://dese.mo.gov/eq/documents/01-TeacherEvaluationProtocol.pdf>

Department of Elementary and Secondary Education [DESE], 2014. *Probationary Period for the Novice Educator*. [Link](#)

Tague, N.R. (2005). *The Quality Toolbox*. 2nd ed. Milwaukee, WI: ASQ Quality Press.

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Platte County R-3 School District, Platte City, Missouri

