



## Teacher Professional Competencies' Rubric Draft 3/01/04

Teacher: \_\_\_\_\_ Position: \_\_\_\_\_ # Yrs Teaching: \_\_\_\_\_ # Yrs Teaching at CSMH: \_\_\_\_\_

Teacher Professional Level in September \_\_\_\_\_ Teacher Professional Level in March \_\_\_\_\_

### Project Based Learning

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
KNOWLEDGE & UNDERSTANDING	<p>Acquiring information about PBL through reading, observing others, attending workshops, and dialogue with colleagues. Can explain the difference between hands-on learning and PBL.</p> <p><u>Response log of required reading/viewing provided by CSMH</u>  <u>List books</u>  <u>List observations made</u>  <u>List Workshops</u>  <u>List interviews</u></p>	<p>Beginning to show understanding of PBL: rationale, components and implementation in the classroom on a regular basis. Self evaluates lessons and asks others for feedback.</p> <p><u>Annotated lesson plans</u>  <u>Self evaluation form comments</u>  <u>Response log to peer feedback</u>  <u>Reflection on personal lesson video</u>  <u>Reflection on observed peer lesson</u></p>	<p>Demonstrates understanding of PBL and its components and how to implement it in the classroom. Able to be a mentor to other teachers and to do demonstration lessons for other staff members.</p> <p><u>Observation</u>  <u>List of mentoring provided to peers</u>  <u>Demonstration lesson log for peers</u>  <u>Peer feedback</u></p>	<p>Has deep understanding of PBL and its components and how to implement it in the classroom. Provides demonstration lessons and gives workshops for others. Conducts, peer, community and/or parent workshops.</p> <p><u>List workshops given and support materials provided during workshop</u>  <u>Peer feedback</u></p>
FREQUENCY OF PBL IN CLASSROOM	<p>Attempts to do all schoolwide PBL lessons or a minimum of two other major PBL units.</p> <p><u>Unit and daily lesson plans</u>  <u>Exhibitions</u>  <u>Observations</u>  <u>Samples of student final projects</u></p>	<p>Develops and implements a minimum of three PBL units. Develops and presents a minimum of one additional PBL unit per year.</p> <p><u>Unit and daily lesson plans</u>  <u>PBL chronicles</u>  <u>Interview</u>  <u>Samples of student final projects</u>  <u>Rubrics developed for PBL project</u>  <u>Teacher-developed project surveys</u>  <u>Peer feedback</u></p>	<p>Devotes 60% of class instructional time to some aspect of major PBL unit. Has developed a minimum of 10 PBL units in one or more grade levels.</p> <p><u>Unit and daily lesson plans</u>  <u>PBL chronicles</u>  <u>Interview</u>  <u>Samples of student final projects</u>  <u>Rubrics developed for PBL project</u>  <u>Teacher-developed project surveys</u>  <u>Peer feedback</u></p>	<p>Devotes 60-80% of daily class instructional time to some aspect of major PBL unit. Has developed a repertoire of at least 15 PBL units in one or more grade levels.</p> <p><u>Unit and daily lesson plans</u>  <u>PBL chronicles</u>  <u>Interview</u>  <u>Samples of student final projects</u>  <u>Rubrics developed for PBL project</u>  <u>Teacher-developed project surveys</u>  <u>Peer feedback</u></p>

CROSS CURRICULUM & DIFFERENTIATION	<p>Beginning to differentiate instruction. Can list and describe the various key elements of PBL instruction. Beginning understanding of the different elements of PBL and attempts to incorporate them in lesson plans.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Observations</u></p>	<p>Differentiated instruction is evident in some lessons. Projects encompass at least one core curricular area. Projects incorporate some of the required elements of PBL.</p> <p><u>Unit and daily lesson plans that show required PBL elements</u> <u>PBL Chronicles</u> <u>Interview</u> <u>Observations</u> <u>Reflection on personal lesson video</u> <u>Student work samples</u></p>	<p>Differentiated instruction is part of PBL units. Projects encompass a minimum of 2 core curricular areas. Projects incorporate most of the required elements of PBL.</p> <p><u>Unit and daily lesson plans that show required PBL elements</u> <u>PBL Chronicles</u> <u>Interview</u> <u>Observations</u> <u>Reflection on personal lesson video</u> <u>Student work samples</u></p>	<p>Differentiated instruction is part of PBL units. Projects encompass a minimum of 3 core curricular areas. Projects incorporate all the required elements of PBL.</p> <p><u>Unit and daily lesson plans that show required PBL elements</u> <u>PBL Chronicles</u> <u>Interview</u> <u>Observations</u> <u>Reflection on personal lesson video</u> <u>Student work samples</u></p>
STUDENT PRODUCTS	<p>Students produce products that begin to show that they understand the lesson objectives and state standards.</p> <p><u>Unit and daily lesson plans</u> <u>Observations</u> <u>Exhibitions</u> <u>Interviews</u></p>	<p>Students' projects usually demonstrate understanding of lesson objectives / state standards. Beginning to create rubrics for assessment of lessons and units.</p> <p><u>Unit and daily lesson plans</u> <u>Observations</u> <u>Exhibitions</u> <u>Interviews</u> <u>PBL Chronicles</u> <u>Student PBL portfolios</u> <u>Student work samples</u> <u>Rubrics</u> <u>Pre/post assessments specific to standards and lesson objectives</u></p>	<p>Students' projects demonstrate understanding of lesson objectives / appropriate state standards. Develops clearly defined rubrics with students.</p> <p><u>Unit and daily lesson plans</u> <u>Observations</u> <u>Exhibitions</u> <u>Interviews</u> <u>PBL Chronicles</u> <u>Student PBL portfolios</u> <u>Student work samples</u> <u>Rubrics</u> <u>Pre/post assessments specific to standards and lesson objectives</u></p>	<p>Students' projects demonstrate understanding of lesson objectives / appropriate state standards. Rubrics are well developed with students and clearly communicated to students and parents.</p> <p><u>Unit and daily lesson plans</u> <u>Observations</u> <u>Exhibitions</u> <u>Interviews</u> <u>PBL Chronicles</u> <u>Student PBL portfolios</u> <u>Student work samples</u> <u>Rubrics sent home</u> <u>Pre/post assessments specific to standards and lesson objectives</u> <u>Parent interview or survey feedback</u></p>

"PBL PLUS"	<p>Can articulate other aspects of the charter's vision.</p> <p><u>Interviews</u> <u>Newsletters</u> <u>Parent interviews or surveys</u> <u>Read and reflect on Charter</u> <u>Reflection on books, research</u> <u>articles, and conferences</u></p>	<p>Incorporates the other aspects of the charter's vision into PBL lessons and units on an occasional basis.</p> <p><u>Newsletters</u> <u>Unit and daily lesson plans</u> <u>Observation</u> <u>PBL log</u> <u>Portfolios</u> <u>Interviews</u></p>	<p>Usually incorporates several of the aspects of the charter's vision into PBL lessons and units.</p> <p><u>Newsletters</u> <u>Unit and daily lesson plans</u> <u>Observation</u> <u>PBL log</u> <u>Portfolios</u> <u>Interviews</u></p>	<p>Other aspects of the vision such as technology, parent participation, community involvement are clearly incorporated into the PBL units.</p> <p><u>Newsletters</u> <u>Unit and daily lesson plans</u> <u>Observation</u> <u>PBL log</u> <u>Portfolios</u> <u>Interviews</u> <u>Student work</u> <u>SS/teacher surveys</u></p>
------------	---	---	---	--

### Parent Partnership and Communication

1

2

3

4

PARENT INVOLVEMENT	<p>Uses parents to drive on field trips and for other miscellaneous tasks.</p> <p><u>Interview</u> <u>Observation</u> <u>Field trip request forms</u> <u>Field trip vehicle assignment log</u></p>	<p>Uses parents to drive on field trips and for other miscellaneous tasks. Parent volunteers are in the classroom working with students a minimum of one time per week or five times a month.</p> <p><u>Interview</u> <u>Observation</u> <u>Field trip request forms</u> <u>Field trip vehicle assignment log</u> <u>Posted volunteer schedule</u> <u>Volunteer log</u> <u>Office visitor log</u></p>	<p>Develops a list of effective ways to use parents in the teaching and learning process. Parents are regularly seen in the classroom working with children. Teacher communicates expectations to volunteers and provides appropriate training.</p> <p><u>Volunteer log</u> <u>Parent reflection on time in class</u> <u>Teacher reflection on use of parents and ways to increase effectiveness</u> <u>List of topics and training dates</u> <u>Parent reflection on training given</u></p>	<p>Uses parents in creative ways to assist in the teaching and learning process of students. Children, teachers, and parents clearly benefit from volunteer participation in the classroom. Teacher communicates volunteer expectations, provides appropriate training, and gathers feedback from parents on effectiveness of training.</p> <p><u>Parent reflection on time in class</u> <u>Teacher reflection on use of parents and ways to increase effectiveness</u> <u>List of topics and training dates</u> <u>Parent reflection on training given</u> <u>Teacher prepared parent survey</u> <u>Teacher prepared student survey</u> <u>School surveys</u></p>
--------------------	--	---	--	--

PARENT EDUCATION	<p>Reads articles and discusses with colleagues ways to help parents support students at home and at school.</p> <p><u>Interviews</u> <u>Article log and reflections</u></p>	<p>Begins to develop a plan for educating parents about how they can assist their child at home and at school.</p> <p><u>Interviews</u> <u>Newsletters</u> <u>Article and book list for parents</u></p>	<p>Takes advantage of opportunities to educate parents about how they can assist their child and provides the parents with the appropriate tools.</p> <p><u>Interviews</u> <u>Newsletters</u> <u>Parent/teacher conferences</u> <u>Back-to-School packet</u> <u>Books/tools used</u> <u>Communication log</u></p>	<p>Continually takes advantage of opportunities to educate parents (parents of own class and parents of students in other classes) about how they can assist their child and provides parents with the appropriate tools. Also, educates parents about the vision of the charter school.</p> <p><u>Interviews</u> <u>Newsletters</u> <u>Parent/teacher conferences</u> <u>Back-to-School packet</u> <u>Books/tools used</u> <u>Communication log</u> <u>Agendas or handouts provided from workshops given</u></p>
PERSONAL PARENT COMMUNICATION	<p>Teacher positively interfaces with parents and communicates with them at regularly scheduled times.</p> <p><u>Interviews</u> <u>Parent/teacher conferences</u> <u>Parent/teacher conference evaluation form (check list format)</u> <u>Copies of notes and emails</u> <u>Parent interviews or surveys</u> <u>Reflective communication log and diary</u></p>	<p>Teacher establishes positive rapport with parents and initiates communication with families and support personnel at regularly scheduled times and when needed.</p> <p><u>Interviews</u> <u>Parent/teacher conferences</u> <u>Parent/teacher conference evaluation form (check list format)</u> <u>Copies of notes and emails</u> <u>Parent interviews or surveys</u> <u>Reflective communication log and diary</u></p>	<p>Communicates with parents on a regular basis, using a variety of effective communication tools.</p> <p><u>Interviews</u> <u>Parent/teacher conferences</u> <u>Parent/teacher conference evaluation form (check list format)</u> <u>Copies of notes and emails</u> <u>Parent interviews or surveys</u> <u>Reflective communication log and diary</u></p>	<p>Communicates with parents on a regular basis – uses a variety of communication tools (i.e. technology, classroom events, etc.) Students have an opportunity to be active participants in student-led conferences when appropriate and in other home communication.</p> <p><u>Interviews</u> <u>Parent/teacher conferences</u> <u>Parent/teacher conference evaluation form (check list format)</u> <u>Copies of notes and emails</u> <u>Parent interviews or surveys</u> <u>Reflective communication log and diary</u> <u>Peer reference and citing examples observed</u> <u>Principal input or evaluation from observation</u></p>

KNOWLEDGE OF FAMILY	<p>Gets to know each of his/her students – their interests, needs, <b>family background</b>, etc. Teacher begins to use this information when referring to the school, parent, and child-participation contract.</p> <p><u>Interview</u> <u>Observation</u></p>	<p>Begins to get to know each of his/her students’ families – their interests, needs, <b>family background</b> etc. Teacher begins to use this information to maximize the school, parent, and child- participation contract. <b>Teacher is also aware of school demographic information.</b></p> <p><u>Observation</u> <u>Interview</u> <u>Parent interview or survey</u> <u>Student interview or survey</u></p>	<p>Knows most students’ families – their interests, needs, <b>family background</b>, etc. Teacher uses information to maximize the school, parent, and child-participation contract. <b>Teacher is also aware of school demographic information and how those factors may impact implementation of the contract.</b></p> <p><u>Personal peer reference</u> <u>Self reflection</u> <u>Family diary entries</u> <u>Student interest list or surveys</u> <u>Teacher self reflections or notes</u> <u>Parent participation contracts</u></p>	<p>Knows each student’s family – their interests, needs, <b>family background</b>, etc. Teacher uses information to maximize the school, parent, and child-participation contract <b>and to enhance achievement of curricular goals. Teacher is also aware of school demographic information and how those factors may impact implementation of the contract.</b></p> <p><u>Personal peer reference</u> <u>Self reflection</u> <u>Family diary entries</u> <u>Student interest list or surveys</u> <u>Teacher self reflections or notes</u> <u>Parent participation contracts</u></p>
WRITTEN COMMUNICATION	<p>Sends home a weekly newsletter that informs parents of upcoming events and assignments.</p> <p><u>Newsletters</u></p>	<p>Sends home a weekly newsletter that communicates what is happening in the classroom and informs parents about upcoming events, dates, assignments, etc.</p> <p><u>Newsletters</u></p>	<p>Sends home weekly communication (newsletter, or electronic mail) that communicates what standards are being covered and that contains pertinent classroom and school information.</p> <p><u>Newsletters</u> <u>Email</u> <u>Specific questions in survey</u> <u>Parent reference</u> <u>Peer review of newsletter</u> <u>Self reflections</u></p>	<p><b>Makes use of current technology in communicating with parent community.</b> Sends home weekly communication (newsletter or electronic mail) that communicates what standards are being covered and how instruction and learning link to the school’s vision. Contains pertinent classroom and school information. Encourages a dialogue between students and their parents.</p> <p><u>Newsletters</u> <u>Email</u> <u>Specific questions in survey</u> <u>Parent reference</u> <u>Peer review of newsletter</u> <u>Self reflections</u> <u>Class web page</u></p>

## Community Partnership

1

2

3

4

	1	2	3	4
SERVICE LEARNING	<p>Begins to examine ways that community service learning can be incorporated into the classroom.</p> <p><u>Interview</u> <u>List of resources</u> <u>Self reflection</u></p>	<p>Has developed a plan to implement the community service learning into the classroom. Is minimally involved in community service learning project and/or occasionally brings members of the community into the classroom.</p> <p><u>Unit and lesson plans</u> <u>Interview</u> <u>Field trip request forms</u> <u>Photos</u> <u>Feedback from community member</u></p>	<p>Students are involved in service learning projects and/or community members participate in classroom activities.</p> <p><u>Observation</u> <u>Unit and lesson plans</u> <u>Interview</u> <u>Parent and student feedback</u> <u>Community interaction log</u></p>	<p>Students are actively involved in community service learning projects on a regular basis and community members actively participate in classroom projects.</p> <p><u>Observation</u> <u>Unit and lesson plans</u> <u>Interview</u> <u>Parent and student feedback</u> <u>Community interaction log</u></p>
SERVICE LEARNING AND STANDARDS	<p>Begins to examine ways that the community service learning can be tied to the standards.</p> <p><u>Interview</u> <u>Self reflection</u></p>	<p>Links community service learning to the standards.</p> <p><u>Interview</u> <u>Newsletters</u> <u>Unit and lesson plans</u></p>	<p>Community service learning projects support the standards and the charter's vision and are incorporated into PBL projects.</p> <p><u>Interview</u> <u>Newsletters</u> <u>Unit and lesson plans</u> <u>Observation</u></p>	<p>Community service learning projects support the standards and the charter's vision and are integrated with the other aspects of the school's vision (PBL, parent participation, technology).</p> <p><u>Interview</u> <u>Newsletters</u> <u>Unit and lesson plans</u> <u>Observation</u></p>
USE OF COMMUNITY	<p>Has read some research on using community resources in the classroom. Understands the rationale and can articulate this to others.</p> <p><u>List of readings</u> <u>Interview</u></p>	<p>Brings parents or other community resources into the classroom a minimum of 3 times per year.</p> <p><u>Interview</u> <u>Unit and lesson plans</u> <u>Newsletters</u></p>	<p>Frequently involves community members (not CSMH parent) in the instructional program a minimum of 6 times per year.</p> <p><u>Interview</u> <u>Unit and lesson plans</u> <u>Newsletters</u> <u>Observation</u> <u>Parent feedback</u> <u>Volunteer feedback</u></p>	<p>Builds relationship with several community members and involves them in a variety of ways in the instructional program during the year.</p> <p><u>Unit and lesson plans</u> <u>Newsletters</u> <u>Observation</u> <u>Parent feedback</u> <u>Volunteer feedback</u> <u>List of community members</u></p>

## Planning and Preparation

**1**

**2**

**3**

**4**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>SHORT AND LONG TERM PLANNING</b>	<p>Is familiar with grade level and school standards in all core areas. Develops a long-range plan based on state standards. Weekly and daily lesson plans reflect appropriate grade level standards and objectives.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Newsletters</u></p>	<p>Develops and implements yearlong scope and sequence in core areas based on the state and school standards. Daily lesson plans reflect how these standards will be taught.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Newsletters</u> <u>Scope and sequence outline for year</u> <u>Observation</u></p>	<p>Develops long-range goals and objectives based on the state and school standards, the school's student outcomes, and on the school's vision. Daily lesson plans reflect how these will be taught.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Newsletters</u> <u>Scope and sequence outline for year</u> <u>Observation</u> <u>Self reflection</u> <u>Informal surveys</u></p>	<p>Has established long-range goals and objectives based on state and school standards, the school's student outcomes, and on the school's vision. Daily lesson plans are well thought out, specific objectives are clearly defined and key aspects of the school's vision are embedded in the daily plans.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Newsletters</u> <u>Scope and sequence outline for year</u> <u>Observation</u> <u>Self reflection</u> <u>Informal surveys</u></p>
<b>LESSON APPROPRIATENESS</b>	<p>Lessons are grade level appropriate for the class as a whole. Teacher teaches the lesson as planned with very limited modification based on student need.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Observation</u></p>	<p>Lessons are grade level appropriate. Teacher begins to think about and reflect on how the needs of all students in the class (special needs, various intelligences, prior knowledge, cultural heritage) will be addressed. Teacher teaches the lesson as planned with some modification based on student need.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Observation</u> <u>Self reflection</u></p>	<p>Lessons are grade level appropriate. Teacher thinks about and reflects on how the needs of all students in the class (special needs, various intelligences, prior knowledge, cultural heritage) will be addressed. Most lessons demonstrate this understanding, planning, and preparation. Frequently modifies.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Observation</u> <u>Self reflection</u> <u>Informal surveys</u></p>	<p>Lessons are grade level appropriate. Teacher thinks about and reflects on how the needs of all students in the class (special needs, various intelligences, prior knowledge, cultural heritage) will be addressed. Lessons clearly demonstrate this understanding, planning and preparation. Modifies as needed.</p> <p><u>Unit and daily lesson plans</u> <u>Interview</u> <u>Observation</u> <u>Self reflection</u> <u>Informal surveys</u></p>

USE OF MATERIALS AND TECHNOLOGY	<p>Learns what resources are available on site and how to obtain them. Materials used in the classroom support the instructional goals. Uses technology on a limited basis (1-2) times per week.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and daily lesson plans</u></p>	<p>Understands what resources are available on site and how to obtain them. Materials used in the classroom support the instructional goals and engage some students in meaningful learning. Teacher uses technology to support teaching and learning 3-4 times per week.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and lesson plans</u> <u>Project, products, or work samples</u></p>	<p>Understands what resources are available on site and how to obtain them. Materials used in the classroom support the instructional goals and engage students in meaningful learning. Frequently (once per day) uses technology to support teaching and learning.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and lesson plans</u> <u>Project, products, or work samples</u></p>	<p>Understands what resources are available on site, how to obtain resources to enhance learning, uses multiple resources including technology in the classroom daily to support teaching and learning. Evidence of student participation in selecting or adapting materials.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and lesson plans</u> <u>Project, products, or work samples</u> <u>Student questionnaire</u></p>
ARTICULATION GRADE TO GRADE	<p>Works with other teachers at same grade level.</p> <p><u>Interview</u> <u>Log or teacher calendar</u></p>	<p>Works with other teachers at same grade level. Some communication with teachers above and below to ensure continuity and articulation. Aware of key standards at each grade level that must be mastered before a student can advance to the next grade level.</p> <p><u>Interview</u> <u>Log or teacher calendar</u></p>	<p>Works with other teachers at same grade level. Works with teachers at grade level above and below to ensure continuity and articulation. Familiar with key standards in all core areas necessary for advancement.</p> <p><u>Interview</u> <u>Log or teacher calendar</u></p>	<p>Takes leadership role with other teachers at same grade level in curriculum planning and development.. Works with teachers at grade level above and below to ensure continuity and articulation.</p> <p><u>Interview</u> <u>Log or teacher calendar</u> <u>Peer documentation of leadership</u></p>
PERFORMANCE EXPECT	<p>Teacher understands importance of giving students clear expectations for performance and providing timely feedback to students when an assignment is submitted.</p> <p><u>Interview</u> <u>Sample of class handbook</u></p>	<p>Teacher usually provides clear assignment directions, including performance standards, and gives prompt feedback to students</p> <p><u>Interview</u> <u>Sample of class handbook</u> <u>Observation</u> <u>Teacher-made survey for students</u> <u>Work samples</u> <u>Rubrics</u></p>	<p>Teacher provides clear directions for assignments, and establishes strategies for students to track own progress.</p> <p><u>Interview</u> <u>Sample of class handbook</u> <u>Observation</u> <u>Teacher-made survey for students</u> <u>Work samples</u> <u>Rubrics</u></p>	<p>Teacher ensures that all students understand assignment components, criteria for performance, and can monitor own progress.</p> <p><u>Interview</u> <u>Sample of class handbook</u> <u>Observation</u> <u>Teacher-made survey for students</u> <u>Work samples</u> <u>Rubrics</u></p>

## Classroom Environment

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
CLASSROOM NORMS	<p>Establishes age appropriate classroom behavior norms and attempts to consistently follow and reinforce these norms. Uses positive reinforcement and appropriate consequences. <i>Uses basic behavior contracts for students who need that type of support.</i></p> <p><u>Observation</u> <u>Interview</u> <u>Office referral log</u> <u>List of teacher resources used</u> <u>Student contract samples</u></p>	<p>Behavior norms are age appropriate clearly communicated and consistently followed. Uses positive reinforcement, problem-solving strategies, and appropriate consequences. Less and less class time is used for behavior management. Teacher is beginning to establish a safe environment where students respect and care for others. <i>Utilizes personalized behavior and academic contracts if needed.</i></p> <p><u>Observation</u> <u>Interview</u> <u>Office referral log</u> <u>Parent communication log</u> <u>Student survey</u> <u>Parent survey</u> <u>Behavior management plans for specific students</u> <u>Student contract samples</u></p>	<p>Behavior norms are age appropriate clearly communicated and consistently followed. Uses positive reinforcement, problem-solving strategies, and appropriate consequences. Little classroom time is used for behavior management. Students usually demonstrate respect and caring for others. Most behavior concerns addressed between student and teacher. <i>Involves parents to develop and implement behavior and academic monitoring plans to support student success.</i></p> <p><u>Observation</u> <u>Interview</u> <u>Office referral log</u> <u>Parent communication log</u> <u>Student Survey</u> <u>Parent Survey</u> <u>Behavior management plans for specific students</u> <u>Self reflection</u> <u>Student contract samples</u></p>	<p>Clearly knows how to manage groups of students. Teacher and student focus is on teaching and learning, not managing behavior. Students demonstrate genuine respect and caring for others and can generally monitor and modify own behavior without adult intervention. <i>Teacher shares strategies for success in this area with other staff members in workshops or in a mentoring relationship</i></p> <p><u>Student survey</u> <u>Parent survey</u> <u>Behavior management plans for specific students</u> <u>Self reflection</u> <u>Observation log</u> <u>Workshop materials developed</u></p>
STUDENT COLLABORATION	<p>Has begun to develop group norms. Tasks for group work are partially organized, some students are engaged.</p> <p><u>Observation</u> <u>Interview</u> <u>Work (group) project</u></p>	<p>Tasks for group work are organized and groups are managed so most students are engaged at all times.</p> <p><u>Observation</u> <u>Interview</u> <u>Work (group) project</u> <u>Video</u> <u>Teacher created materials</u></p>	<p>Tasks for group work are organized, groups are on task and students have begun to accept responsibility for productivity.</p> <p><u>Observation</u> <u>Interview</u> <u>Work (group) project</u> <u>Video</u> <u>Teacher created materials</u> <u>Student/group self assessment</u></p>	<p>Groups of students work independently and are actively engaged. Students assume responsibility for productivity and self evaluate their success.</p> <p><u>Observation</u> <u>Interview</u> <u>Work (group) project</u> <u>Video</u> <u>Teacher created materials</u> <u>Student/group self assessment</u></p>

TRANSITIONS	<p>Transitions are sporadically efficient resulting in some loss of instructional time and leaving students vulnerable to verbal (if not physical) conflict. Has a planned daily routine and begins to communicate / teach it to the students.</p> <p><u>Observation</u> <u>Interview</u></p>	<p>Transitions usually occur smoothly and techniques for improving them are implemented. Students understand daily routines and begin to perform them with less direct guidance and with a decrease in the frequency of conflict.</p> <p><u>Observation</u> <u>Interview</u> <u>Peer or mentor observation and feedback</u> <u>Student input</u></p>	<p>Transitions and classroom routines occur smoothly with very little instructional time loss.</p> <p><u>Observation</u> <u>Interview</u> <u>Mentors other teachers</u> <u>Student input</u> <u>Video</u></p>	<p>Transitions are seamless. Classroom routines are clearly understood and students take responsibility for efficient operation of their environment.</p> <p><u>Observation</u> <u>Interview</u> <u>Provides workshops to peers</u> <u>Student input</u> <u>Video</u></p>
PHYSICAL ENVIRONMENT	<p>Arrangement of room is functional and does not interfere with learning.</p> <p><u>Observation</u> <u>Interview</u></p>	<p>Room reflects an awareness of space for students and the need to configure room and resources to support student learning.</p> <p><u>Observation</u> <u>Interview</u> <u>Self reflection</u> <u>Photos with annotations</u></p>	<p>Room reflects an awareness of how to use the physical environment to model organization, to enhance student learning, and to enhance student productivity. Room displays—including student work—supports learning.</p> <p><u>Observation</u> <u>Interview</u> <u>Self reflection</u> <u>Student input</u></p>	<p>Uses total physical environment—including room display and student work—to enhance student learning and productivity, to display student work products, to model organization, and to involve students in personal responsibility for the work environment.</p> <p><u>Observation</u> <u>Interview</u> <u>Self reflection</u> <u>Student input</u> <u>Student work displayed</u></p>

**Instruction and Assessment**

*1*

*2*

*3*

*4*

QUALITY OF CONTENT	<p>Presentation of content is inconsistent in quality – some is done skillfully (with good examples) and other portions are difficult to follow. Some activities and projects are appropriate to students and engage them mentally.</p> <p><u>Observation</u> <u>Interview</u></p>	<p>Presentation of content is inconsistent in quality – most are done skillfully (with good examples) but other portions are difficult to follow. Many activities and projects are appropriate to students and engage them mentally.</p> <p><u>Observation</u> <u>Interview</u> <u>Teacher reflection</u></p>	<p>Presentation of content is usually appropriate and links well with students’ knowledge and experience. Most activities and projects are appropriate to students’ ability and engage them mentally.</p> <p><u>Observation</u> <u>Interview</u> <u>Teacher reflection</u> <u>Teacher analysis of class academic profile using previous STAT data</u> <u>Student input</u></p>	<p>Presentation of content is appropriate and links well with student’s knowledge and experience. All students are cognitively engaged in the activities and project.</p> <p><u>Observation</u> <u>Interview</u> <u>Teacher reflection</u> <u>Teacher analysis of class academic profile using previous STAT data</u> <u>Student input</u></p>
INTEGRATED AND DIFFERENTIATED INSTRUCTION	<p>Teacher is cognizant of the various subject matters required and attempts to incorporate all core subject matter appropriately.</p> <p><u>Observation</u> <u>Interview</u> <u>Lesson plans</u></p>	<p>Lessons incorporate the various subject matters teachers are responsible for covering. Begins to differentiate instruction in language arts and math.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and daily lesson plans</u> <u>Teacher reflection on state standards and his or her lessons</u> <u>Teacher demonstrates an understanding of class academic and developmental levels</u> <u>Teacher can articulate several ways to differentiate instruction and implements 1-2 strategies</u></p>	<p>Lessons incorporate the various subject matters teachers are responsible for covering. Differentiated instruction is usually part of classroom instruction.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and daily lesson plans</u> <u>demonstrate areas for differentiation</u> <u>Teacher reflection on state standards and differentiation in lessons</u> <u>Teacher demonstrates an understanding of class academic and developmental levels</u> <u>Teacher can articulate many ways to differentiate instruction and implements 2-3 strategies regardless of core content area</u></p>	<p>Lessons incorporate the various subject matters teachers are responsible for covering. Differentiated instruction is part of daily classroom instruction.</p> <p><u>Observation</u> <u>Interview</u> <u>Unit and daily lesson plans</u> <u>demonstrate areas for differentiation</u> <u>Teacher reflection on state standards and differentiation in lessons</u> <u>Teacher can articulate many ways to differentiate instruction and implements 2-3 strategies regardless of core content area</u></p>

LESSON DESIGN AND PACE	<p>The lesson's structure and the pacing of the lesson are sometimes appropriate.</p> <p><u>Observation</u> <u>Interview</u></p>	<p>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Units include pre and post assessment. Pacing of the lesson is sometimes appropriate.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment samples</u> <u>Unit and daily lessons with reflection</u> <u>Video tape of lesson with self reflection</u> <u>Peer observation and feedback on lesson pace</u> <u>Student input</u></p>	<p>The lesson has a clearly defined structure around which the activities and/or projects are organized. Units include pre and post assessment. Pacing of the lesson is usually appropriate.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment samples</u> <u>Unit and daily lessons with reflection</u> <u>Video tape of lesson with self reflection</u> <u>Peer observation and feedback on lesson pace</u> <u>Student input</u></p>	<p>The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Units include pre and post assessment. Pacing of the lesson is appropriate for all students and allows for individual need.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment samples</u> <u>Unit and daily lessons with reflection</u> <u>Video tape of lesson with self reflection</u> <u>Peer observation and feedback on lesson pace</u> <u>Student input</u></p>
STUDENT PERSPECTIVES	<p>Provides opportunities for students to learn and practice skills, and to discuss subject matter content.</p> <p><u>Observation</u> <u>Interview</u> <u>Student work samples</u></p>	<p>Provides opportunities for students to learn and practice skills in meaningful contexts and to discuss and reflect on content and issues.</p> <p><u>Observation</u> <u>Interview</u> <u>Student work samples</u> <u>Video of lesson</u></p>	<p>Provides opportunities for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-life contexts within and across the curriculum</p> <p><u>Observation</u> <u>Interview</u> <u>Student work samples</u> <u>Video of lesson</u> <u>Unit and daily lesson plans</u> <u>Parent interview survey</u> <u>Student interview survey</u> <u>Teacher self reflections</u></p>	<p>Facilitates opportunities for all students to consider diverse perspectives, analyze and draw conclusions about content, and to engage in long-term inquiry within and across the curriculum.</p> <p><u>Observation</u> <u>Interview</u> <u>Student work samples</u> <u>Video of lesson</u> <u>Unit and daily lesson plans</u> <u>Parent interview survey</u> <u>Student interview survey</u> <u>Teacher self reflections</u></p>

STUDENT SELF ASSESSMENT	<p>Teacher assesses student progress within a specific lesson.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment tools</u></p>	<p>Teacher provides students with tools to assess their own learning within specific lessons.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment tools</u></p>	<p>Assists <del>all</del> students in becoming self-directed learners who are able to set goals, demonstrate and reflect on what they are learning and assess their own progress.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment tools</u> <u>Student input</u> <u>Teacher self reflection</u></p>	<p>Facilitates and extends opportunities for all students to set goals, demonstrate, reflect on, and evaluate their own learning and communicate this to others (parents, teachers, peers) as appropriate.</p> <p><u>Observation</u> <u>Interview</u> <u>Assessment tools</u> <u>Student input</u> <u>Teacher self reflection</u> <u>Parent survey</u></p>
TEACHER ASSESSMENT	<p>Teacher provides students with information about their progress through test scores, grades and report cards.</p> <p><u>Interview</u> <u>Report cards</u></p>	<p>Provides students with information about their current progress as they engage in learning activities and at regularly scheduled reporting period. Begins to use multiple assessment tools.</p> <p><u>Interview</u> <u>Report cards</u> <u>Observation</u> <u>List of assessment tools</u> <u>Posting of grades online</u></p>	<p>Uses a variety of assessment tools. Provides all students with information about their current progress and helps the students use the information to improve achievement.</p> <p><u>Interview</u> <u>Report cards</u> <u>Observation</u> <u>Assessment tools</u> <u>Posting of grades online</u> <u>Student interview survey</u></p>	<p>Uses a variety of assessment tools to provide all students with comprehensive feedback about their progress over time. Helps all students to engage in reflection about their growth over time.</p> <p><u>Interview</u> <u>Report cards</u> <u>Observation</u> <u>Assessment tools</u> <u>Posting of grades online</u> <u>Student interview survey</u> <u>Student portfolios</u></p>

### Professional Development and Professional Responsibilities

**1**

**2**

**3**

**4**

TEACHER EDUCATION	<p>Expands his/her understanding of teaching and learning by observing and interacting with more experienced teachers and through professional readings</p> <p><u>Peer observation</u> <u>List of readings</u></p>	<p>Expands knowledge and skills through professional development opportunities (e.g. workshops, classes, seminars, etc.)</p> <p><u>Peer observation</u> <u>List of readings</u> <u>List of professional development activities</u> <u>Interview</u> <u>Professional organizational membership</u></p>	<p>Collaborates with peers, participates in professional development opportunities, and reads current professional literature to refine and extend their teaching.</p> <p><u>Peer observation</u> <u>List of readings</u> <u>List of professional development activities</u> <u>Interview</u> <u>Professional organizational membership</u> <u>Peer-to-peer feedback</u></p>	<p>Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication and making presentations. Leads professional development workshops.</p> <p><u>Peer observation</u> <u>List of readings</u> <u>List of professional development activities</u> <u>Interview</u> <u>Professional organizational membership</u> <u>List of professional contributions</u> <u>Peer-to-peer feedback</u></p>
PROFESSIONAL PEER RELATIONSHIPS	<p>Teacher establishes a positive working relationship with a few colleagues.</p> <p><u>Interview</u></p>	<p>Develops collegial relationships that support classroom practice and contributes to schoolwide activities.</p> <p><u>Interview</u> <u>Peer observation</u></p>	<p>Collaborates with colleagues to support learning for all students, contributes to schoolwide activities, and promotes school goals.</p> <p><u>List adjunct duties with attendance log</u> <u>PDA</u> <u>Copy of calendar</u> <u>Copy of agenda</u></p>	<p>Provides opportunities to collaborate with colleagues to support learning for all students. Provides leadership for and implements schoolwide decisions, and contributes to the learning of other educators.</p> <p><u>List adjunct duties with attendance log</u> <u>PDA</u> <u>Copy of calendar</u> <u>Copy of agenda</u> <u>List of leadership duties</u></p>
SUPPORT OPERATION	<p>Teacher understands that every school employee has additional responsibilities to perform in the overall operation of the school.</p> <p><u>Interview</u></p>	<p>Teacher fulfills most assigned duties and operational responsibilities in complete and timely manner.</p> <p><u>Interview</u> <u>List of adjunct duties with attendance log</u> <u>Copy of calendar</u> <u>Copy of agenda</u></p>	<p>Teacher willingly accepts additional responsibilities (short-term) when a need arises.</p> <p><u>Interview</u> <u>List of adjunct duties with attendance log</u> <u>Copy of calendar</u> <u>Copy of agenda</u> <u>PDA</u> <u>List of additional responsibilities</u></p>	<p>Teacher consistently looks for ways to support the efficient operation of the school and the instructional program.</p> <p><u>Interview</u> <u>List of adjunct duties with attendance log</u> <u>Copy of calendar</u> <u>Copy of agenda</u> <u>PDA</u> <u>List of additional responsibilities</u></p>