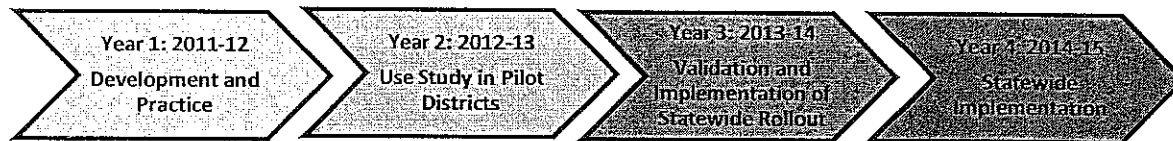


IMPORTANT**Draft Version: August 1, 2012**

The CDE Model Evaluation System is to be piloted and tested during the 2011-12 and 2012-13 school years. Statewide rollout of the evaluation system is scheduled for the 2013-14 school year.

This draft rubric will be used with 27 CDE Pilot Districts. The rubric will be revised throughout the pilot test based on lessons learned and feedback from pilot participants and the field.

Below is the timeline of implementation.



*Note that during Years 1 and 2, there will be opportunities for further revisions of the rubric, and it will be important to be sure you are working from the **latest rubric version**.

Past Rubric Revisions:

Dec. 31, 2011

Feb. 24, 2012

March 12, 2012

March 31, 2012

April 10, 2012

This version of the Rubric for Evaluating Colorado's Teachers reflects changes made based on feedback from pilot districts, teachers, principals, instructional leaders as well as education leaders across the state. This is the rubric that will be used by pilot districts during the 2012-13 school-year. We will be collecting feedback during the 2012-13 school-year to inform refinements for validation and implementation during 2013-14. Please send feedback for consideration directly to Dr. Jean Williams, Evaluation Design Specialist, at Williams_j@cde.state.co.us.

Rubric for Evaluating Colorado's Teachers

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix A). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

The Teacher Quality Standards outline the knowledge and skills required of an effective Teacher and will be used to evaluate Teachers in the state of Colorado. All School Districts and BOCES shall base their evaluations of licensed classroom Teachers on the full set of Teacher Quality Standards and associated detailed Elements included below, or shall adopt their own locally developed standards that meet or exceed the Teacher Quality Standards and Elements.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers provide instruction that is aligned with the Colorado Academic Standards, their District's organized plan of instruction, and the individual needs of their students.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="radio"/> Plans instruction on a daily basis. <input type="radio"/> Includes a defensible progression of learning in instructional plans. <input type="radio"/> Uses instructional objectives that are appropriate for all students. 	The Teacher: Develops lesson plans based on: <ul style="list-style-type: none"> <input type="radio"/> Colorado Academic Standards. <input type="radio"/> District's plan of instruction. <input type="radio"/> Student needs. 	... and The Teacher: Aligns instruction with: <ul style="list-style-type: none"> <input type="radio"/> Student learning objectives. <input type="radio"/> District plan for instruction. <input type="radio"/> Colorado Academic Standards. <input type="radio"/> Student needs. <input type="checkbox"/> Collaborates with other school staff to vertically and horizontally articulate the curriculum.	... and Students: <ul style="list-style-type: none"> <input type="checkbox"/> Advance to the next level within the curriculum or next higher course in sequence. <input type="radio"/> Interact with the rigorous and challenging content in meaningful ways. 	... and Students: Discuss gaps in their learning with: <ul style="list-style-type: none"> <input type="radio"/> Teacher. <input type="radio"/> Families and significant adults.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> Emphasizes literacy connections while teaching content other than reading, English, and/or language arts. Has knowledge of how to integrate literacy across content areas. 	The Teacher: <ul style="list-style-type: none"> Makes complex reading accessible to students by: <ul style="list-style-type: none"> Making necessary adjustments to content. Integrating literacy skills and knowledge into lessons. Demonstrates a deep understanding of literacy content and skills. 	... and The Teacher: <ul style="list-style-type: none"> Provides literacy instruction that enhances: <ul style="list-style-type: none"> Critical thinking and reasoning. Information literacy. Collaboration. Self-direction. Innovation. Focuses lessons on the reading of complex materials. 	... and Students: <ul style="list-style-type: none"> Communicate orally and in writing at levels that meet or exceed expectations for their age, grade, and ability level. 	... and Students: <ul style="list-style-type: none"> Apply literacy skills: <ul style="list-style-type: none"> Across academic content areas. To understand complex materials. Exceed expectations in: <ul style="list-style-type: none"> Critical thinking. Problem solving skills. Literacy skills.
This section describes professional practices that should be demonstrated by ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> Teaches students how to apply literacy skills in subjects other than reading, English, and/or language arts. Emphasizes literacy connections to content other than reading or language arts. 	The Teacher: <ul style="list-style-type: none"> Integrates literacy skills and knowledge into lessons and assignments across subject areas, including: <ul style="list-style-type: none"> Phonological awareness. Phonics. Vocabulary. Comprehension. Fluency. Writing. Speaking. Listening skills. Engages students in instruction that is: <ul style="list-style-type: none"> Purposeful. Direct. Explicit. Systematic. 	... and The Teacher: <ul style="list-style-type: none"> Provides literacy instruction that is: <ul style="list-style-type: none"> Needs-based. Intensive. Of sufficient duration to accelerate learning. 	... and Students: <ul style="list-style-type: none"> Apply literacy skills (reading, writing, speaking, and listening): <ul style="list-style-type: none"> Across academic content areas. In everyday life. To new/unfamiliar material. 	... and Students: <ul style="list-style-type: none"> Exceed expectations for their age, grade, and ability levels in: <ul style="list-style-type: none"> Reading Writing Speaking Listening

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Quality Standard 1: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches students how to apply literacy skills (reading, writing, speaking and listening) in other subjects. <input type="radio"/> Emphasizes literacy connections to content other than reading or language arts. 	<p>The Teacher:</p> <p>Integrates literacy skills and knowledge into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Direct. <input type="radio"/> Explicit. <input type="radio"/> Systematic. 	<p>... and</p> <p>The Teacher:</p> <p>Provides literacy instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. 	<p>... and</p> <p>Students:</p> <p>Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> In everyday life. <input type="radio"/> To new/unfamiliar material. 	<p>... and</p> <p>Students:</p> <p>Exceed expectations for their age, grade, and ability levels in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard 1: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> Includes math topics in discussions that do not have math as the primary focus. Promotes and encourages students to make explicit math connections across content. 	The Teacher: <ul style="list-style-type: none"> Emphasizes to students why they need to learn math content and skills. Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. 	... and The Teacher: <ul style="list-style-type: none"> Emphasizes interdisciplinary connections to math. 	... and Students: <ul style="list-style-type: none"> Share ideas and solutions to challenging problems. Strive to achieve the high standards set for them. 	... and Students: <ul style="list-style-type: none"> Use the language of math to talk about what they are doing. Interpret mathematical information in ways that make it relevant to their learning.
This section describes professional practices that should be demonstrated by All teachers responsible for teaching math.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> Focuses math instruction beyond: Recall of facts. Development of computational skills. Math as a series of rote procedures. Models: <ul style="list-style-type: none"> Appropriate mathematical communication. A variety of mathematical practices. Use of mathematical skills in subjects other than math. 	The Teacher: <ul style="list-style-type: none"> Presents topics in sequence and in a manner appropriate to students' age and grade. Helps students understand mathematics as a discipline. Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. 	... and The Teacher: <ul style="list-style-type: none"> Establishes an effective mathematics environment by: Challenging students to think deeply about the problems. Requiring students to explain their solutions. Posing questions that stimulate students' curiosity and encourage them to investigate further. Actively engaging students in doing math. Using real-world examples for problems whenever possible. 	... and Students: <ul style="list-style-type: none"> Learn to think mathematically by explaining their thinking to each other and to their Teacher. Solve problems in a variety of ways and explain why they used specific strategies to classmates. 	... and Students: <ul style="list-style-type: none"> Recognize when they make procedural errors and take steps to correct them. Build on mathematical concepts to expand their learning and move to the next level in the course sequence.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> ○ Breaks down concepts and teaches each part using appropriate, effective strategies and/or tools. ○ Uses appropriate instructional resources. ○ Employs a variety of instructional strategies to address student need. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Provides explanations of content that are: <ul style="list-style-type: none"> ○ Accurate. ○ Clear. ○ Concise. ○ Comprehensive ○ Uses instructional materials that are accurate and appropriate for the lesson being taught. ○ Maximizes learning opportunities. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> ○ Designs lessons to assure that student learning objectives are addressed. ○ Engages students in a variety of explanations and multiple representations of concepts and ideas. ○ Uses a variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Develop a variety of explanations and multiple representations of concepts. ○ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> ○ Learn content. ○ Understand central concepts. ○ Answer complex questions. 	<p>... and</p> <p>Students routinely:</p> <ul style="list-style-type: none"> ○ Choose challenging tasks and instructional materials. ○ Apply newly learned content skills to unique situations and different disciplines. ○ Initiate discussions of intellectually challenging ideas and content.
Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> ○ Monitors learning during instruction. ○ Highlights key concepts and connects them to other powerful ideas. ○ Implements instruction that communicates a purpose for learning. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Establishes an environment and uses instructional strategies to assure that instruction: <ul style="list-style-type: none"> ○ Addresses the full spectrum of learning needs, skill levels, and learning styles. ○ Articulates content and interdisciplinary connections. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> ○ Carefully and clearly builds interdisciplinary connections for students. ○ Provides instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Reflect on their learning. ○ Help set their learning objectives. ○ Make connections between prior learning and the current lesson. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Use current lesson to accelerate their learning, and advance to the next performance level.

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- ☐ Professional Practice is **Observable** during a classroom observation.
- ☐ Professional Practice is **Not Observable** during a classroom observation.

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Motivates students to make connections to their learning. <input type="radio"/> Selects instructional materials and strategies with regard to relevance, central contexts, or foundational evidence base. <input type="radio"/> Consistently and appropriately links content and prior knowledge. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Designs lessons and units and uses instructional strategies that: <ul style="list-style-type: none"> <input type="radio"/> Helps students connect to their learning by linking curriculum with prior knowledge, experiences, and /or cultural contexts. <input type="radio"/> Employs appropriate services, resources, and materials to facilitate student engagement. <input type="radio"/> Is developmentally appropriate. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Motivates students to make connections to prior learning. <input type="radio"/> Designs lessons and materials to assure that student learning objectives are addressed in ways that are meaningful for diverse learners. 	<p>... and</p> <p>Students connect to their learning by:</p> <ul style="list-style-type: none"> <input type="radio"/> Interacting with materials that are relevant to them. <input type="radio"/> Asking questions and solving problems that are meaningful to them. <input type="radio"/> Making connections to prior learning in order to facilitate understanding of current content. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Are actively engaged in learning. <input type="radio"/> Choose tasks that challenge and expand their skills and knowledge. <input type="radio"/> Transfer knowledge to other theories, ideas, and/or content.
<p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Student Achievement Data	
<input type="checkbox"/> Student feedback	
<input type="checkbox"/> Parent feedback	
<input type="checkbox"/> Lesson plans/units of study	
<input type="checkbox"/> Feedback from walkthrough observations	
<input type="checkbox"/> Instructional activities schedules	
<input type="checkbox"/> Student journals/learning logs	
<input type="checkbox"/> Student work	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
a. Provides instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction, and the individual needs of students.							
b. Demonstrates knowledge of student literacy development in reading, writing, speaking and listening.							
c. Demonstrates knowledge of mathematics and understands how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.							
d. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.							
e. Develops lessons that reflect the interconnectedness of content areas/disciplines.							
f. Makes instruction and content relevant to students and takes actions to connect students' background and contextual knowledge with new information being taught.							

0 to 5 Total Points = Not Evident 6 to 9 Total Points = Partially Proficient 10 to 14 Total Points = Proficient 15 to 19 Total Points = Accomplished 20 to 24 Total Points = Exemplary	Overall Rating for Standard I: <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
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Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.
Comments of person being evaluated. (Optional)

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Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
There is inadequate evidence that the Teacher creates a classroom environment in which: <ul style="list-style-type: none"> ○ Diversity is acknowledged and used to further student learning. ○ The importance of student and family background is considered in developing lesson plans. ○ Students build positive relationships with each other. 	The Teacher creates a classroom environment that: <ul style="list-style-type: none"> ○ Emphasizes mutual respect for and understanding of all students. ○ Encourages positive relationships between and among students. ○ Is conducive for all students to learn. 	.. and The Teacher: <ul style="list-style-type: none"> ○ Creates a classroom environment which values diverse perspectives. ○ Models empathy and respect for diversity. ○ Sets common goals for all students in order to build unity. 	.. and Students: <ul style="list-style-type: none"> ○ Demonstrate respect for classmates and their Teacher. 	.. and Students: <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their Teacher.
Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
There is inadequate evidence that the Teacher creates a classroom environment in which: <ul style="list-style-type: none"> ○ Student diversity is valued. ○ Student and family background characteristics are considered in developing lessons. 	The Teacher: <ul style="list-style-type: none"> ○ Uses instructional approaches and materials that reflect students' backgrounds. ○ Acknowledges the value of each student's contributions to the quality of lessons. 	... and The Teacher establishes routine processes that result in: <ul style="list-style-type: none"> ○ A strong sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. 	... and Students: <ul style="list-style-type: none"> ○ Respect the backgrounds of fellow students. 	... and Students: <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers engage students as individuals with unique interests and strengths.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Has high expectations for all students. <input type="radio"/> Uses data for instructional decision making. <input type="radio"/> Holds students accountable for their learning. <input type="radio"/> Considers student interests in planning lessons. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Monitors students for level of participation. <input type="radio"/> Encourages students to share their interests. <input type="radio"/> Challenges students to expand and enhance their learning. <input type="radio"/> Acknowledges students for their accomplishments. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Asks appropriately challenging questions of all students. <input type="radio"/> Scaffolds questions. <input type="radio"/> Gives wait time equitably. <input type="radio"/> Flexibly groups students. <input type="radio"/> Ensures that all students participate with a high level of frequency. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Actively participate in classroom activities. <input type="radio"/> Seek opportunities to respond to difficult questions. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Select challenging content and activities when given the choice in order to stretch their skills and abilities. <input type="radio"/> Encourage fellow students to participate and challenge themselves. <input type="radio"/> Participate in collaborative learning and appropriate group processes.
Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="radio"/> Adapts lesson plan to address individual student needs. <input type="checkbox"/> Uses recommendations made by specialists and colleagues to understand student needs. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs instruction to address specific learning needs of all students. <input type="radio"/> Monitors the quality of student participation and performance. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solicits input from colleagues and specialists to understand students' learning needs. <input type="radio"/> Uses multiple strategies to teach and assess students. <input type="radio"/> Adapts instructional strategies to meet student needs. <input type="radio"/> Challenges and supports all students to learn to their greatest ability. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Articulate an awareness of their learning needs. <input type="radio"/> Advocate for themselves. <input type="radio"/> Reflect about their learning. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="radio"/> Seek ways to cope with learning differences. <input type="radio"/> Apply coping skills to classroom situations. <input type="radio"/> Share coping strategies and with fellow students. <input type="radio"/> Support fellow classmates by implementing peer supports.
<p><input type="radio"/> Professional Practice is Observable during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

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Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="radio"/> Establishes a classroom environment that is inviting to families and significant adults. 	The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Maintains appropriate and respectful relationships with students, their families, and significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. <input type="checkbox"/> Is sensitive to the diverse family structures. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Partners with families and significant adults to help student meet education goals. <input type="checkbox"/> Coordinates information from families and significant adults with colleagues who provide student services. <input type="checkbox"/> Seeks services and resources to meet the diverse needs of students. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Communicate freely and openly with Teachers. Families and Significant Adults: <ul style="list-style-type: none"> <input type="checkbox"/> Initiate communication with Teachers to discuss student needs. <input type="checkbox"/> Participate in a variety of school-based activities. <input type="checkbox"/> Willingly share information that may impact student learning. 	... and Families and Significant Adults: <ul style="list-style-type: none"> <input type="checkbox"/> Seek the Teacher's assistance to find resources and services to support student needs. <input type="checkbox"/> Partner with the Teacher and the school for the benefit of their students.
Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="radio"/> Has rules to guide students to behave appropriately in the classroom. <input type="radio"/> Holds students accountable for school and/or class rules. <input type="radio"/> Provides structures or transitions at the beginning of each class. 	The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Puts procedures in place to avoid interruption to instructional time. <input type="radio"/> Posts class rules where they are readily available to all students. 	... and The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Makes maximum use of instructional time. <input type="radio"/> Holds students accountable for adherence to school and class rules. <input type="radio"/> Maintains a safe and orderly environment. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Stay on task during class periods. <input type="radio"/> Avoid interruptions to their work. <input type="radio"/> Abide by school and class rules. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Help other students stay on task. <input type="radio"/> Accept responsibility for their behavior and use of time.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

DRAFT – August 1, 2012*

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:						
<input type="checkbox"/> Student Achievement Data							
<input type="checkbox"/> Student feedback							
<input type="checkbox"/> Parent feedback							
<input type="checkbox"/> Lesson plans/units of study							
<input type="checkbox"/> Feedback from walkthrough observations							
<input type="checkbox"/> Instructional activities schedules							
<input type="checkbox"/> Student journals/learning logs							
<input type="checkbox"/> Student work							
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<input type="checkbox"/>							
<input type="checkbox"/>							
	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
a. Fosters a predictable learning environment in which each student has a positive, nurturing relationship with caring adults and peers.							
b. Demonstrates a commitment to and respect for diversity, while working toward common goals as a community and as a country.							
c. Engages students as individuals with unique interests and strengths.							
d. Adapts teaching for the benefit of all students, including those with special needs across a range of ability levels.							
e. Provides proactive, clear and constructive feedback to families about student progress and works collaboratively with families and significant adults in the lives of their students.							
f. Creates a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.							
Total Points							
0 to 5 Total Points = Not Evident 6 to 9 Total Points = Partially Proficient 10 to 14 Total Points = Proficient 15 to 19 Total Points = Accomplished 20 to 24 Total Points = Exemplary		Overall Rating for Standard II: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>					
Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. 							
Comments of person being evaluated. (Optional) 							

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students:				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="radio"/> Understands how to differentiate instruction. <input type="radio"/> Modifies content to assure that students are able to work at their ability levels. <input type="radio"/> Understands the interrelatedness of students' intellectual, social, and emotional development. 	The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Provides instruction that is developmentally appropriate for all students. <input type="checkbox"/> Studies emerging research to expand personal knowledge of how students learn. 	... and The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Adapts lessons to address students' strengths and weaknesses. <input type="radio"/> Applies knowledge of current developmental science to address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental science to improve the quality of lessons. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Articulate their learning needs. <input type="radio"/> Seek materials and resources appropriate for their learning styles. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Offer suggestions to the Teacher regarding ways to adapt lessons to make them more engaging, challenging, and relevant. <p>Seek to understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How they learn. <input type="radio"/> Where their time and efforts are best used.
Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment feedback to guide adjustments to instruction. <input type="radio"/> Has explicit student outcomes in mind for each lesson. 	The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Instructs and assesses required skills <input type="radio"/> Advances students' content knowledge and skills. <input type="radio"/> Aligns instruction with academic standards and student assessment results. 	... and The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Monitors instruction against student performance and makes real-time adjustments. <input type="radio"/> Encourages students to take academic risks. <input type="radio"/> Makes sure students meet learning objectives while increasing proficiency levels. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Monitor their level of engagement. <input type="radio"/> Confer with the Teacher to achieve learning targets. 	... and Students: <p>Strive to:</p> <ul style="list-style-type: none"> <input type="radio"/> Address their learning needs. <input type="checkbox"/> Close gaps between their level of performance and that of other students. <input type="radio"/> Take academic risks.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> ○ Understands how to match instructional practices to student academic needs. ○ Incorporates evidence-based strategies into lessons. ○ Adapts instructional practices to changing student needs. 	The Teacher: <ul style="list-style-type: none"> ○ Makes lesson objectives clear to the students. ○ Employs a variety of instructional strategies. ○ Provides instruction that requires critical thinking, problem solving, and performance skills. ○ Checks for student understanding of content. 	... and <p>The Teacher:</p> <ul style="list-style-type: none"> ○ Facilitates learning by supporting students as they learn new material. ○ Sets the expectation that students will reflect on and communicate about their learning. 	... and <p>Students:</p> <ul style="list-style-type: none"> ○ Articulate the importance of the lesson objective. ○ Connect lesson objective to prior knowledge in a significant and meaningful way. ○ Describe their level of performance in relation to lesson objectives. 	... and <p>Students:</p> <ul style="list-style-type: none"> ○ Apply skills and knowledge learned in the classroom. ○ Articulate the ways in which they learn most effectively.
Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> ○ Uses available technology to facilitate classroom instruction. ○ Monitors the use of technology in the classroom. 	The Teacher: <ul style="list-style-type: none"> ○ Employs strategies and procedures to ensure that all students have equal and appropriate access to available technology. 	... and <p>The Teacher:</p> <ul style="list-style-type: none"> □ Researches effectiveness of instructional technology approaches and activities. <p>Uses available technology to:</p> <ul style="list-style-type: none"> ○ Enhance student learning. ○ Develop students' knowledge and skills. ○ Enhance creative and innovative skills. ○ Provide engaging and motivating learning experiences. 	... and <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. 	... and <p>Students use available technology to:</p> <ul style="list-style-type: none"> ○ Accelerate their learning. ○ Apply team building and networking skills. ○ Deepen critical thinking skills. ○ Communicate effectively.
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> ○ Understands that students need to employ critical thinking and problem solving skills. ○ Incorporates practical application of higher order thinking and/or problem solving skills into lessons. 	The Teacher: <ul style="list-style-type: none"> ○ Sets student expectations at a level that challenges students. ○ Incorporates higher order thinking, critical thinking and/or problem-solving skills into lessons. 	... and The Teacher: <ul style="list-style-type: none"> ○ Clearly communicates high expectations for all students. ○ Challenges all students to learn to their greatest ability. ○ Systematically and explicitly teaches higher-order thinking and problem-solving skills. ○ Allows time for responses and discussion. 	... and Students: <ul style="list-style-type: none"> ○ Strive to achieve expectations set by the Teacher. ○ Apply higher-order thinking and problem-solving skills to address challenging issues. 	... and Students: <ul style="list-style-type: none"> ○ Monitor their progress toward to achieving Teacher's high expectations. ○ Perform at levels exceeding expectations. ○ Seek opportunities to test their problem-solving and higher-order skills.
Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> ○ Groups students to maximize learning. ○ Includes all students in individual and group activities. 	The Teacher plans lessons that: <ul style="list-style-type: none"> ○ Require students to work individually and in groups. ○ Provide opportunities for students to participate using various roles and modes of communication. 	... and The Teacher: <ul style="list-style-type: none"> ○ Provide students with opportunities to work in teams. ○ Adjusts team composition based on lesson objectives and student needs. ○ Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other. 	... and Students: <ul style="list-style-type: none"> ○ Assume leadership roles in their teams whenever possible. ○ Accept and fulfill their assigned roles within the team. 	... and Students: <ul style="list-style-type: none"> ○ Utilize group processes to build trust and promote effective interactions among team members.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="radio"/> Communicates effectively with students. 	The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Models effective communication skills. <input type="radio"/> Sets expectations and employs strategies so students can communicate effectively. 	... and The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Models and teaches effective skills in listening, presenting ideas, and leading discussions. <input type="radio"/> Provides opportunities for students to practice communication skills. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Apply effective written and oral communication skills in their work. <input type="radio"/> Demonstrate a respectful and sensitive approach toward fellow students and Teachers. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Participate in teams in ways that build trust and ownership of ideas among team members. <input type="radio"/> Model formal communications in academic settings.
Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Provides adequate feedback to students, families, and significant adults. <input type="radio"/> Involves students in monitoring their learning. <input type="radio"/> Understands the expected outcomes of learning experiences in order to assess them appropriately. 	The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Establishes consistent and appropriate strategies for assigning grades. <input type="checkbox"/> Bases grades on multiple measures that provide a comprehensive and consistent picture of student skills and knowledge. <input type="checkbox"/> Includes goal setting and documentation of student progress toward mastery of state content standards in assessment plans. 	... and The Teacher: <ul style="list-style-type: none"> <input type="radio"/> Requires students to complete assessment tasks similar to those on state (e.g., CSAP) and national (e.g., SAT, NAEP) assessments. <input type="radio"/> Uses a variety of assessment methods. <input type="radio"/> Provides frequent, timely, specific and individualized feedback about the quality of student work. <input type="radio"/> Teaches students to use feedback in their learning. 	... and Students: <ul style="list-style-type: none"> <input type="radio"/> Self-assess on a variety of skills and concepts. <input type="radio"/> Articulate their personal strengths and needs based on self-assessment. <input type="radio"/> Effectively use formal and informal feedback to monitor their learning. 	... and Students assume ownership for : <ul style="list-style-type: none"> <input type="radio"/> Evaluating and monitoring their progress. <input type="radio"/> Setting learning goals. <input type="radio"/> Compiling portfolios of their work. <input type="radio"/> Applying Teacher feedback to improve performance and accelerate their learning.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Student Achievement Data	
<input type="checkbox"/> Student feedback	
<input type="checkbox"/> Parent feedback	
<input type="checkbox"/> Lesson plans/units of study	
<input type="checkbox"/> Feedback from walkthrough observations	
<input type="checkbox"/> Instructional activities schedules	
<input type="checkbox"/> Student journals/learning logs	
<input type="checkbox"/> Student work	
<input type="checkbox"/> Anecdotal records	
<input type="checkbox"/> Formative and summative assessments of student work	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
a. Demonstrates knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.							
b. Plans and consistently delivers instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.							
c. Demonstrates a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of students.							
d. Thoughtfully integrates and utilizes appropriate available technology in their instruction to maximize student learning.							
e. Establishes and communicates high expectations for all students and plans instruction that helps students develop critical thinking and problem solving skills.							
f. Provides students with opportunities to work in teams and develop leadership qualities.							
g. Communicates effectively, making learning objectives clear and providing appropriate models of language.							
h. Uses appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.							
Total Points							

0 to 5 Total Points = Not Evident	Overall Rating for Standard III: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
6 to 12 Total Points = Partially Proficient	
13 to 19 Total Points = Proficient	
20 to 26 Total Points = Accomplished	
27 to 32 Total Points = Exemplary	

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.
Comments of person being evaluated (optional).

DRAFT – August 1, 2012*

Quality Standard IV: Teachers reflect on their practice.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs. <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs and what can be done to improve student growth. <input type="checkbox"/> Dialogues with colleagues to make connections between school and classroom data and research-based practices. 	<p>... and</p> <p>The Teacher applies knowledge of student learning, development, and growth to the development of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. 	<p>... and</p> <p>The Teacher modifies instruction to assure that all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand what is expected of them. <input type="checkbox"/> Are challenged to meet or exceed expectations. <input type="checkbox"/> Participate in classroom activities with a high level of frequency and quality. <input type="checkbox"/> Take responsibility for their work. <input type="checkbox"/> Have the opportunity to build on their interests and strengths. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students. <input type="checkbox"/> Develops student learning plans based on multiple examples of student work and information gathered from students, families and significant adults, and colleagues.
Element b: Teachers link professional growth to their professional goals.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. <input type="checkbox"/> Understands which professional development activities will help to address student and school needs. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals. <input type="checkbox"/> Learns new skills to improve professional practice. <input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional decisions. 	<p>... and</p> <p>The Teacher:</p> <p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with content standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Develops and follows a long-term professional development plan. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Willingly tries new and different ways of teaching new skills.
<p><input type="checkbox"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

Quality Standard IV: Teachers reflect on their practice.

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Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers are able to respond to a complex, dynamic environment.				
There is inadequate evidence that the Teacher collaborates with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Consider new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals. 	The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	... and The Teacher initiates and leads collaborative activities with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. <input type="checkbox"/> Seeks specific feedback on areas of professional practice that are in need of improvement.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				
Examples of artifacts that may be used to provide evidence of performance:		Evidence of performance provided by artifact:		
<input type="checkbox"/> Self-Reflection Templates		<input type="checkbox"/>		
<input type="checkbox"/> Lesson Plans		<input type="checkbox"/>		
<input type="checkbox"/> Assessment Plans		<input type="checkbox"/>		
<input type="checkbox"/> Professional Growth Plans		<input type="checkbox"/>		
<input type="checkbox"/> Data Analysis Record		<input type="checkbox"/>		
<input type="checkbox"/> Responses to Feedback		<input type="checkbox"/>		
<input type="checkbox"/> Student Portfolion		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		

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Ratings (#Points per rating at this level)			NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
a.	Demonstrates that he/she analyzes student learning, development and growth and applies what he/she learns to improve practice.							
b.	Links professional growth to professional practice.							
c.	Is able to respond to a complex, dynamic environment							
Total Points								
0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 8 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary			Overall Rating for Standard IV: <div style="border: 1px solid black; height: 30px; width: 100%;"></div>					
Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. 								
Comments of person being evaluated (Optional) 								

DRAFT – August 1, 2012*

Quality Standard V: Teachers demonstrate leadership.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Teachers demonstrate leadership in their schools.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities beyond those expected of all Teachers. <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives. 	The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of helpful practices with colleagues. <input type="checkbox"/> Confers with school administrators to improve Teacher working and student learning conditions. 	... and The Teacher initiates and leads collaborative activities with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Share ideas to improve teaching and learning <input type="checkbox"/> Contribute to school goals. <input type="checkbox"/> Support struggling students.
Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
There is inadequate evidence that the Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. 	The Teacher collaborates with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Contribute to school goals. <input type="checkbox"/> Enhance opportunities for professional growth. <input type="checkbox"/> Provide input into the management of the school. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district wide decision making processes that impact the school. 	... and The Teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of Teachers in education and government decision making processes.
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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Quality Standard V: Teachers demonstrate leadership.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning. <input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to and/or participates in school and district task forces and committees to advocate for students. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements school and district policies and procedures with fidelity. <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggest changes to their school experience that affect their ability to acquire a high quality education. <input type="checkbox"/> Articulate their support of practices that improve their access to learning opportunities. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for curricular, school climate, and instructional improvements.
Element d: Teachers demonstrate high ethical standards.				
<p>There is inadequate evidence that the Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student and fellow Teacher interactions as well as student and personal data. 	<p>... and</p> <p>The Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demands ethical behavior on the part of students. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.
<p><input type="radio"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:					
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
Ratings (# of Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
a. Demonstrates leadership in the school.						
b. Contribute knowledge and skills to educational practices and the teaching profession.						
c. Advocates for schools and students, partnering with students, families and communities as appropriate.						
d. Demonstrates high ethical standards.						
Total Points						
0 to 2 Total Points = Not Evident 3 to 5 Total Points = Partially Proficient 6 to 9 Total Points = Proficient 10 to 13 Total Points = Accomplished 14 to 16 Total Points = Exemplary		Overall Rating for Standard V: <div style="border: 1px solid black; height: 30px; width: 100%;"></div>				
Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. <div style="height: 100px;"></div>						
Comments of person being evaluated (Optional) <div style="height: 100px;"></div>						

