

Planning and Preparation for Learning				
Skills	Exemplary (4)	Meets the Standard (3)	Progressing Toward the Standard (2)	Does Not Meet the Standard (1)
Instructional plan	<p>All units are documented, organized and are strongly linked to content standards and include:</p> <ul style="list-style-type: none"> *the expert thinking that the students will engage in during the unit *clear and measurable outcomes for factual, procedural, and conceptual knowledge *all levels of Bloom's taxonomy are represented, with a focus on the higher levels *likely student misconceptions *student work exemplars *consideration of the context, student, and content, including community resources *an assessment plan that includes assessment for learning and of learning for factual, procedural, and conceptual understandings 	<p>Most units are documented, organized and are strongly linked to content standards and include:</p> <ul style="list-style-type: none"> *the expert thinking that the students will engage in during the unit *clear and measurable outcomes for factual, procedural, and conceptual knowledge *all levels of Bloom's taxonomy are represented, with a focus on the higher levels *likely student misconceptions *student work exemplars *consideration of the context, student, and content, including community resources *an assessment plan that includes assessment for learning and of learning for factual, procedural, and conceptual understandings 	<p>Some units are documented, organized, and are strongly linked to content standards and sometimes include:</p> <ul style="list-style-type: none"> *the expert thinking that the students will engage in during the unit *clear and measurable outcomes for factual, procedural, and conceptual knowledge *all levels of Bloom's taxonomy are represented, with a focus on the higher levels *likely student misconceptions *student work exemplars *consideration of the context, student, and content, including community resources *an assessment plan that includes assessment for learning and of learning for factual, procedural, and conceptual understandings 	<p>Few units are documented, organized, and are strongly linked to content standards and sometimes include:</p> <ul style="list-style-type: none"> *the expert thinking that the students will engage in during the unit *clear and measurable outcomes for factual, procedural, and conceptual knowledge *all levels of Bloom's taxonomy, with a focus on the higher levels *likely student misconceptions *student work exemplars *consideration of the context, student, and content, including community resources *an assessment plan that includes assessment for learning and of learning for factual, procedural, and conceptual understandings

	<p>All units also include opportunities for students to generate questions that lead to further inquiry and self-directed learning.</p> <p>All units are collaboratively planned with fellow lead teachers.</p>	<p>Some units also include opportunities for students to generate questions that lead to further inquiry and self-directed learning.</p> <p>Most units are collaboratively planned with fellow lead teachers.</p>	<p>Few units also include opportunities for students to generate questions that lead to further inquiry and self-directed learning.</p> <p>Few units are collaboratively planned with fellow lead teachers.</p>	<p>Units do not include opportunities for students to generate questions that lead to further inquiry and self-directed learning.</p> <p>Units are not collaboratively planned with fellow lead teachers.</p>
Content and Pedagogical Knowledge	<p>Displays extensive knowledge of the important concepts in the discipline, how they relate to each other, and to the other disciplines.</p> <p>Displays a strong understanding of child development and active pedagogy.</p>	<p>Knows the subject matter and the process skills in the discipline(s).</p> <p>Displays an understanding of child development and active pedagogy.</p>	<p>Is somewhat familiar with the subject matter and the process skills in the discipline. May display lack of awareness of how concepts relate to each other.</p> <p>Displays somewhat of an understanding of child development and active pedagogy.</p>	<p>Has little familiarity with the subject matter and the process skills in the discipline. Makes content errors or does not correct errors made by students.</p> <p>Displays little understanding of child development and active pedagogy.</p>
Planning for Assessment	<p>All units include regular assessment of learning and for learning.</p>	<p>All units include regular assessment of learning and for learning.</p>	<p>Most units include regular assessment of learning and for learning.</p>	<p>Few units include regular assessment of learning and for learning.</p>



	<p>All units assess factual, procedural, and conceptual knowledge throughout.</p> <p>Students are fully aware of criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</p> <p>Consistently uses assessment data to create flexible groups to reteach and extend towards conceptual understanding. Ensures mastery of skills through regular reteaching and reassessment.</p> <p>Teacher's feedback to students is timely and of consistent high quality, and students make use of the feedback in their learning. Students regularly give each other high-quality feedback.</p>	<p>All units assess factual, procedural, and conceptual knowledge throughout.</p> <p>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Uses assessment data to create flexible groups to reteach and extend towards conceptual understanding.</p> <p>Teacher's feedback to the students is timely and of consistent high quality. Teacher has shown students how to give high-quality feedback.</p>	<p>Most units assess factual, procedural, and conceptual knowledge, but focus more heavily on factual and procedural knowledge.</p> <p>Students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>Inconsistently uses assessment data to create flexible groups. Does not consistently ensure mastery of skills through reteaching and reassessment.</p> <p>Teacher's feedback to the students is uneven and timeliness is inconsistent. Students sometimes give each other feedback but it is inconsistent.</p>	<p>Units rarely focus on assessing conceptual knowledge and rely more on assessing factual and procedural knowledge.</p> <p>Students are not aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Rarely uses assessment data to create flexible groups. Rarely conducts reteaching groups and rarely reassesses skills.</p> <p>Teacher's feedback to students is of poor quality and is not provided in a timely manner. Students rarely give each other feedback.</p>
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<p>Planning for Differentiation</p>	<p>All units include multiple entry points so all students can access curriculum.</p> <p>Actively considers student needs when planning (ie. accommodations, modifications, and extensions)</p> <p>Always considers how to differentiate process, product, and content when planning.</p> <p>Regularly differentiates by using formative assessments to create flexible groups, providing texts that are of the appropriate level, and by giving students choice in products.</p> <p>Planning for differentiation serves as a model for other teachers.</p>	<p>All units include multiple entry points so all students can access curriculum.</p> <p>Actively considers student needs when planning (ie. accommodations, modifications, and extensions)</p> <p>Most of the time considers how to differentiate process, product, and content when planning.</p> <p>Regularly differentiates by using formative assessments to create flexible groups, providing texts that are of the appropriate level, and by sometimes giving students choice in products.</p>	<p>Some units include multiple entry points so all students can access the curriculum.</p> <p>Inconsistently considers student needs when planning (accommodations, modifications, and extensions).</p> <p>Inconsistently considers how to differentiate process, product, and content when planning.</p> <p>Sometimes differentiates by using formative assessments to create flexible groups, but often plans for teaching to the whole class.</p> <p>Sometimes provides texts that are of the appropriate level, but often students are reading the same texts.</p> <p>Students sometimes have choice in products, but students are mainly working on the same products.</p>	<p>Few units include multiple entry points so all students can access the curriculum.</p> <p>Rarely considers student needs when planning (accommodations, modifications, and extensions).</p> <p>Rarely considers how to differentiate process, product, and content when planning. Most lessons are planned for all students.</p> <p>Rarely uses formative assessments to create flexible groups and mostly teaches to the whole class.</p> <p>Rarely provides texts that are of the appropriate level and students are often reading the same texts.</p> <p>Students have little choice in products.</p>
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Lesson Structure	<p>All lessons have an intended structure which: *clearly defines learning targets *maximizes student-centered learning *allows students to construct their own understanding *provides weekly opportunities for reflection and metacognition</p> <p>All lessons planned are structured based on the following formats: * inquiry-based lesson (problem-based tasks) * workshop model (Writer's Workshop, I Do, We Do, You Do, Guided Reading) * protocol-based lessons (critique, gallery walk, jigsaw, etc.)</p> <p>Consistently plans lessons that offer opportunities for student collaboration as well as independent work.</p>	<p>All lessons have an intended structure which: *clearly defines learning targets *maximizes student-centered learning *allows students to construct their own understanding *provides weekly opportunities for reflection and metacognition</p> <p>All lessons planned are structured based on the following formats: * inquiry-based lesson (problem-based tasks) * workshop model (Writer's Workshop, I Do, We Do, You Do, Guided Reading) * protocol-based lessons (critique, gallery walk, jigsaw, etc.)</p> <p>Consistently plans lessons that offer opportunities for student collaboration as well as independent work.</p>	<p>Some lessons have an intended structure which: *sometimes clearly defines learning targets *sometimes maximizes student-centered learning *inconsistently allows students to construct their own understanding, but often students are not given opportunities to construct their own understanding * sometimes provides opportunities for reflection and metacognition, but not on a regular basis.</p> <p>Most lessons planned are structured based on the following formats: * inquiry-based lesson (problem-based tasks) * workshop model (Writer's Workshop, I Do, We Do, You Do, Guided Reading) * protocol-based lessons (critique, gallery walk, jigsaw, etc.) Some lessons are didactic in nature.</p> <p>Sometimes plans lessons that offer opportunities for student collaboration as well as independent work.</p>	<p>Few lessons have an intended structure which: *rarely defines learning targets *rarely maximizes student-centered learning *rarely allows students to construct their own understanding; didactic information is provided to students *rarely provides opportunities for reflection and metacognition.</p> <p>Some lessons planned are structured based on the following formats: * inquiry-based lesson (problem-based tasks) * workshop model (Writer's Workshop, I Do, We Do, You Do, Guided Reading) * protocol-based lessons (critique, gallery walk, jigsaw, etc.) Most lessons are didactic in nature.</p> <p>Rarely plans lessons that offer opportunities for student collaboration as well as independent work.</p>

	Consistently plans lessons that allow students opportunities to make cross-curricular connections.	Sometimes plans lessons that allow students opportunities to make cross-curricular connections.	Rarely plans lessons that allow students opportunities to make cross-curricular connections.	Rarely plans lessons that allow students opportunities to make cross-curricular connections.
Planning for Social-Emotional Learning	<p>Intentionally plans for students to engage in social-emotional learning on a daily basis.</p> <p>Proactively plans for and provides space for students to reflect and solve conflict.</p> <p>Plans include teaching students language for solving conflicts independently.</p> <p>Plans include teaching students how to include others and how to build friendships.</p>	<p>Intentionally plans for students to engage in social-emotional learning on a weekly basis.</p> <p>Proactively plans for and provides space for students to reflect and solve conflict.</p> <p>Plans include teaching students language for solving conflicts independently.</p>	<p>Inconsistently plans for students to engage in social-emotional learning. Students engage in lessons related to social-emotional learning less than once a week.</p> <p>Plans for and provides space for students to reflect and solve conflict, but does not consistently use it with students.</p> <p>Sometimes plans include teaching students language for conflicts and students sometimes use this language independently, but need many reminders.</p>	<p>Rarely plans for students to engage in social-emotional learning. Often lessons are reactive instead of proactive. Students engage in lessons related to social-emotional learning less than once a week.</p> <p>Does not plan for or provide space for students to reflect and solve conflict.</p> <p>Plans rarely include teaching students language for conflict and students rarely use effective strategies for handling conflict.</p>

Delivery of Instruction

Skills	Exemplary	Meets the Standard	Progressing Toward the Standard	Does Not Meet the Standard
Clarity	<p>Presents materials and directions clearly and explicitly. All students know what is expected of them during the day.</p> <p>Consistently shows students exactly what is expected through the use of questions, goals, rubrics, and exemplars.</p>	<p>Presents materials and directions clearly and explicitly. All students know what is expected of them during the day.</p> <p>Consistently shows students exactly what is expected through the use of questions, goals, rubrics, and exemplars.</p>	<p>Presentation of materials and directions is sometimes confusing for students. Students sometimes do not know what is expected of them.</p> <p>Sometimes shows students what is expected of them through the use of questions, goals, rubrics, and exemplars, but not consistently.</p>	<p>Presentation of materials and directions is often confusing for students. Students often do not know what is expected of them.</p> <p>Rarely shows students what is expected of them through the use of questions, goals, rubrics, and exemplars.</p>
Lesson Structure and Pace	<p>Gives students weekly opportunities to synthesize learning collectively.</p> <p>Ensures that pacing is brisk and provides opportunities for individual students to progress at different learning rates.</p>	<p>Gives students weekly opportunities to synthesize learning collectively.</p> <p>Ensures that pacing is brisk and provides opportunities for individual students to progress at different learning rates.</p>	<p>Sometimes gives students opportunities to synthesize learning collectively, but not consistently.</p> <p>Pacing of lessons is sometimes too slow or too fast. Sometimes students have opportunities to progress at different learning rates.</p>	<p>Rarely gives students opportunities to synthesize learning collectively.</p> <p>Pacing of lessons is often too slow or too fast. Students are rarely given opportunities to progress at different learning rates.</p>

	<p>Starts all lessons promptly.</p> <p>Maximizes instructional time.</p> <p>Minimizes transition time.</p>	<p>Starts all lessons promptly.</p> <p>Maximizes instructional time.</p> <p>Minimizes transition time.</p>	<p>Sometimes lessons do not start promptly.</p> <p>Instructional time is sometimes wasted.</p> <p>Sometimes transition time extends into instructional time.</p>	<p>Lessons often do not start promptly.</p> <p>Instructional time is often wasted.</p> <p>Transition time often extends into instructional time.</p>
Student Engagement	<p>Regularly gets all students highly involved in focused work in which they are active learners and problem-solvers.</p> <p>Ensures that all students actively think about, discuss, and use the ideas and skills being taught.</p> <p>All students are able to explain what they are learning and where it fits into the larger curriculum context.</p>	<p>Regularly gets all students highly involved in focused work in which they are active learners and problem-solvers.</p> <p>Ensures that all students actively think about, discuss, and use the ideas and skills being taught.</p> <p>Most students are able to explain what they are learning and where it fits into the larger curriculum context.</p>	<p>Some students are involved in focused work in which they are active learners and problem-solvers, but not consistently. Sometimes students are engaged in work that is not rigorous or engaging.</p> <p>Sometimes ensures that students actively think about, discuss, and use the ideas and skills being taught, but not consistently.</p> <p>Some students are able to explain what they are learning and where it fits into the larger curriculum context, but not consistently.</p>	<p>Few students are involved in focused work in which they are active learners and problem-solvers. Oftentimes students are engaged in work that is not rigorous or engaging.</p> <p>Students rarely think about, discuss, and use the ideas and skills being taught. Few students are intellectually engaged in lessons.</p> <p>Students can rarely explain what they are learning.</p>

<p>Flexibility and Responsiveness</p>	<p>Effectively modifies lessons to take advantage of teachable moments.</p> <p>Makes effective attempts to adjust lessons in response to student confusion.</p> <p>Utilizes multiple approaches to reach students having difficulty.</p> <p>Can consistently cite others in the school who were utilized in helping reach students who are having difficulty.</p>	<p>Effectively modifies lessons to take advantage of teachable moments.</p> <p>Makes effective attempts to adjust lessons in response to student confusion.</p> <p>Utilizes multiple approaches to reach students having difficulty.</p> <p>Can consistently cite others in the school who were utilized in helping reach students who are having difficulty.</p>	<p>Modifies lessons to take advantage of teachable moments, but not effectively.</p> <p>Sometimes makes attempts to adjust lessons in response to student confusion, but not consistently.</p> <p>Sometimes utilizes multiple approaches to reach students having difficulty, but not consistently.</p> <p>Can sometimes cite others in the school who were utilized in helping reach students who are having difficulty.</p>	<p>Rarely modifies lessons to take advantage of teachable moments.</p> <p>Rarely makes attempts to adjust lessons in response to student confusion. Lessons continue despite student confusion.</p> <p>Rarely utilizes multiple approaches to reach students having difficulty. Only one method is used despite student difficulty.</p> <p>Does not reach out to others in the school when students are having difficulty.</p>
<p>Questioning</p>	<p>In every lesson teacher asks questions that probe student thinking and require students to provide evidence of their thinking and/or reasoning.</p>	<p>Teacher regularly asks questions that probe student thinking and require students to provide evidence of their thinking and/or reasoning.</p>	<p>Teacher sometimes asks questions that probe student thinking and sometimes requires students to provide evidence of their thinking and/or reasoning. Oftentimes, the teacher does not ask higher level questions.</p>	<p>Teacher rarely asks higher level questions and mainly uses lower level questioning techniques such as retell or recall. Students are rarely required to provide evidence of their thinking and/or reasoning.</p>

Classroom Community and Culture				
Skills	Exemplary	Meets the Standard	Progressing Toward the Standard	Does Not Meet the Standard
Routines and Structures	<p>Uses the first six weeks of school to establish routines and structures that are used effectively throughout the year.</p> <p>Reteaches routines and structures as necessary.</p> <p>Clearly establishes routines and structures to enable students to take ownership of the learning community.</p> <p>With minimal prompting from teacher, students ensure that routines and structures are used efficiently and effectively.</p>	<p>Uses the first six weeks of school to establish routines and structures that are used effectively throughout the year.</p> <p>Reteaches routines and structures as necessary.</p> <p>Clearly establishes routines and structures to enable students to take ownership of the learning community.</p>	<p>Some routines and structures are established at the beginning of the year, but some are not.</p> <p>Inconsistently reteaches routines and structures. Sometimes allows for routines and structures to not be followed.</p> <p>Inconsistent establishment of routines and structures which leads to less student ownership.</p>	<p>Few routines and structures are established at the beginning of the year.</p> <p>Routines and structures are not evident in the classroom and a considerable amount of time is off-task.</p> <p>Students do not understand the routines and structures.</p>
Logical	Uses logical	Uses logical consequences	Logical consequences are	Sometimes consequences

<p>Consequences</p>	<p>consequences when rules are broken.</p> <p>Gives students the opportunity to learn from behavior choices.</p> <p>Students often have opportunities to have a voice in their own logical consequences.</p>	<p>when rules are broken.</p> <p>Gives students the opportunity to learn from behavior choices.</p>	<p>used most of the time, but sometimes consequences are not logical or are punishments.</p> <p>Inconsistently gives students opportunities to learn from behavior choices.</p>	<p>are not logical and punishments are sometimes doled out.</p> <p>Rarely gives students opportunities to learn from behavior choices.</p>
<p>Equity</p>	<p>Gives all students opportunities to respond and participate.</p> <p>Meets individual student needs.</p> <p>Collaboratively creates behavior plans for students who need individual support and uses behavior plans consistently.</p> <p>Class community is</p>	<p>Gives all students opportunities to respond and participate.</p> <p>Meets individual student needs.</p> <p>Collaboratively creates behavior plans for students who need individual support and uses behavior plans consistently.</p>	<p>Inconsistently gives students opportunities to respond and participate. Sometimes individual students respond more often than others.</p> <p>Sometimes meets individual student needs, but inconsistently.</p> <p>Collaboratively creates behavior plans for students who need individual support, but uses them inconsistently.</p>	<p>Has no system to ensure that all students have opportunities to respond and participate.</p> <p>Rarely meets individual student needs.</p> <p>Rarely creates behavior plans for students who need individual support. Does not implement behavior plans created by team.</p>

	able to articulate that individual students have individual needs.			
Relationships	<p>All teacher-student interactions reflect genuine respect and caring for the individual and groups of students. Students trust the teacher.</p> <p>Knows each student holistically.</p> <p>Students demonstrate genuine care for one another and monitor one another's treatment of peers, correctly classmates respectfully when needed.</p> <p>Consistently uses reminding, redirecting, and reinforcing language appropriately.</p> <p>Uses a teacher tone that is firm, but respectful.</p> <p>All students feel as</p>	<p>Teacher regularly fosters positive relationships with students by demonstrating care and respect.</p> <p>Knows most students holistically.</p> <p>Ensures that peer interactions are respectful and courteous.</p> <p>Consistently uses reminding, redirecting, and reinforcing language appropriately.</p> <p>Uses a teacher tone that is firm, but respectful.</p> <p>Most students feel a part of</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism. Some students exhibit respect for the teacher.</p> <p>Knows some students holistically.</p> <p>Most student interactions are polite and respectful. Some students demonstrate disrespect for one another. Students wait for teacher to address disrespectful peers.</p> <p>Inconsistently uses reminding, redirecting, and reinforcing language.</p> <p>Uses a teacher tone that is firm, but respectful.</p> <p>Most students feel a part</p>	<p>Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate. Some students exhibit disrespect for the teacher.</p> <p>Knows few students holistically.</p> <p>Most student interactions are characterized by conflict, sarcasm, or put-downs. Students wait for teacher to address disrespectful peers.</p> <p>Does not use reminding, redirecting, and reinforcing language.</p> <p>Teacher tone is disrespectful, sarcastic, or inappropriate. Teacher yells at students.</p> <p>Most students do not feel as though they are a part of the classroom community.</p> <p>Few students use a common</p>

	<p>though they are an integral part of their classroom community.</p> <p>All students consistently use a common language of care and respect. When conflicts arise, students independently and respectfully work to solve them.</p>	<p>the classroom community.</p> <p>Most students use a common language of care and respect consistently. When conflicts arise, most students independently and respectfully work to solve them.</p>	<p>of the classroom community.</p> <p>Some students use a common language of care and respect. When conflicts arise, students inconsistently solve them with independence and respect.</p>	<p>language of care and respect. When conflicts arise, few students solve them independently and respectfully.</p>
<p>Culture of Learning</p>	<p>Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students.</p> <p>Students appear to have internalized these expectations.</p> <p>Teaches all students to be risk-takers, learn from mistakes, and believe through effective effort, they will develop as learners.</p> <p>Conveys an</p>	<p>Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students.</p> <p>Teaches most students to be risk-takers, learn from mistakes, and believe through effective effort, they will develop as learners.</p> <p>Conveys an expectation of high levels of student effort to all students.</p>	<p>Instructional outcomes, activities, assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p> <p>Teaches some students to be risk-takers, learn from mistakes, and believe through effective effort, they will develop as learners, but inconsistently.</p> <p>Conveys an expectation of high levels of student effort to some students while conveying an expectation of low levels of effort to some students.</p>	<p>Instructional outcomes, activities, assignments, and classroom interactions convey low expectations for at least some of the students.</p> <p>Teaches few students to be risk-takers, learn from mistakes, and believe through effective effort, they will develop as learners.</p> <p>Conveys an expectation of low levels of student effort to most students.</p>

	expectation of high levels of student effort to all students			
Classroom Organization	<p>Organizes classroom space so that learning and collaboration are the main focus.</p> <p>Keeps classroom materials accessible to all students and ensures that the materials support learning.</p> <p>High-quality student work is displayed in classroom and on boards outside of classroom and are explained in student words for expedition and/or unit.</p> <p>Classroom is neat and orderly. Materials are organized. Modifications are made to the physical environment to accommodate students with special needs.</p>	<p>Organizes classroom space so that learning and collaboration are the main focus.</p> <p>Keeps classroom materials accessible to all students and ensures that the materials support learning.</p> <p>High-quality student work is displayed and explained for expedition and/or unit.</p> <p>Classroom is neat and orderly. Materials are organized.</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p>	<p>The physical environment is not an impediment to learning, but does not enhance it.</p> <p>Classroom materials are not always accessible to students. Materials sometimes do not support student learning.</p> <p>Student work is sometimes displayed but is not changed often. Sometimes lower quality student work is displayed.</p> <p>Classroom is sometimes disorganized and interferes with the learning of students.</p> <p>Sometimes modifications are made to the physical environment to accommodate students with special needs, but not consistently.</p>	<p>The physical environment is an impediment for learning. The environment is not designed so that collaboration and learning are the focus.</p> <p>Classroom materials are rarely accessible to students. Materials often do not support student learning.</p> <p>Student work is not displayed.</p> <p>Often classroom is disorderly and messy. Materials are not organized and easy to use.</p> <p>Modifications to the physical environment are rarely made.</p>

Family Outreach

Skills	Exemplary	Meets the Standard	Progressing Toward the Standard	Does Not Meet the Standard
Relationships	<p>Intentionally builds a welcoming environment for all families and community members.</p> <p>Communicates respectfully with parents and is sensitive to different families' culture and values.</p> <p>Views the families as a partner in the education of the student.</p>	<p>Intentionally builds a welcoming environment for all families.</p> <p>Communicates respectfully with parents and is sensitive to different families' culture and values.</p> <p>Views the families as a partner in the education of the student.</p>	<p>Sometimes works to build a welcoming environment for all families, but not consistently.</p> <p>Communicates respectfully with parents and is sensitive to different families' culture and values.</p> <p>Views the families as a partner in the education of the student.</p>	<p>Does not build a welcoming environment for all families. Families feel unwelcome.</p> <p>Does not communicate respectfully with families and is insensitive to culture and values.</p> <p>Does not view the family as a partner in the education of the student.</p>
Communication	<p>Communicates regularly (at least once a week) with families about the instructional program in a meaningful way. Communicates with families about students' progress on a regular basis and is available as needed to respond to family concerns.</p>	<p>Communicates regularly (at least twice per month) with families about the instructional program in a meaningful way.</p> <p>Communicates with families about students' progress on a regular basis and is available as needed to respond to family concerns.</p>	<p>Communicates with families about the instructional program less than twice per month.</p> <p>Communicates with families about student progress inconsistently.</p>	<p>Communicates with families about the instructional program less than once per month.</p> <p>Communicates with families about student progress inconsistently and does not respond to family concerns.</p>



Involvement	Effectively engages family in the instructional program and in the individual students' learning. *100% of families consistently attend Showcase and conferences *More than 75% of families often attend informational evening events such as Literacy Night, Math Festival, Spanish Night, Expeditionary Learning Night, Culture Night, etc.	Effectively engages family in the instructional program and in the individual students' learning. *At least 95% of families attend conferences *90-100% of families attend Showcase *90-100% of families attend Back-to-School Night	Inconsistently engages the family in the instructional program and in the students' learning. *Less than 90% of families attend conferences *80-89% of families attend Showcase *80-90% of families attend Back-to-School Night	Inconsistently engages family in the instructional program and in the students' learning. *Less than 80% of families attend conferences *less than 80% of families attend Showcase *less than 80% of families attend Back-to-School Night
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Professionalism

Skills	Exemplary	Meets the Standard	Progressing Toward the Standard	Does Not Meet the Standard
<p>Collaboration</p>	<p>Actively participates in and helps lead a culture of professional inquiry.</p> <p>Views collaboration as valuable to teachers and students.</p> <p>Collaboratively plans and delivers all units with fellow lead teachers (grade level, discipline-specific, and /or special educators) to maximize student outcomes.</p> <p>Appropriately uses resources to proactively solve conflict. Will often help others solve conflicts.</p> <p>Welcomes feedback from colleagues. Gives others constructive feedback.</p>	<p>Actively participates in a culture of professional inquiry.</p> <p>Views collaboration as valuable to teachers and students.</p> <p>Collaboratively plans and delivers most units with fellow lead teachers (grade level, discipline-specific, and /or special educators) to maximize student outcomes.</p> <p>Appropriately uses resources to proactively solve conflict.</p> <p>Welcomes feedback from colleagues. Gives others constructive feedback.</p>	<p>Sometimes participates in a culture of professional inquiry, but not consistently.</p> <p>Sometimes views collaboration as valuable, but actions do not show evidence.</p> <p>Collaboratively plans and delivers some units with fellow lead teachers (grade level, discipline-specific, and /or special educators) to maximize student outcomes.</p> <p>Sometimes uses resources to proactively solve conflicts, but not consistently.</p> <p>Sometimes welcomes feedback from colleagues. Sometimes gives others constructive feedback.</p>	<p>Rarely participates in a culture of professional inquiry.</p> <p>Does not view collaboration as valuable, but rather as a hinderance.</p> <p>Collaboratively plans and delivers few units with fellow lead teachers (grade level, discipline-specific, and /or special educators) to maximize student outcomes.</p> <p>Does not use resources to aid in conflict resolution. Does not take responsibility for actions. Does not work to solve conflicts.</p> <p>Does not welcome feedback from colleagues and does not attempt to give others constructive feedback.</p>

<p>Reflection</p>	<p>Displays a growth mindset by:</p> <p>Consistently and regularly reflecting independently and collaboratively on effectiveness of lessons and student outcomes. Adapts teaching based on reflection.</p> <p>Reflects independently and collaboratively on implementation of school-wide professional development instructional strategies.</p>	<p>Displays a growth mindset by:</p> <p>Consistently and regularly reflecting independently and collaboratively on effectiveness of lessons and student outcomes. Adapts teaching based on reflection.</p> <p>Reflects independently and collaboratively on implementation of school-wide professional development instructional strategies.</p>	<p>Sometimes reflects on the effectiveness of lessons and student outcomes and sometimes adapts instruction based on reflection, but inconsistently and not regularly.</p> <p>Sometimes reflects on the implementation of school-wide professional development instructional strategies, but not consistently.</p>	<p>Rarely reflects on the effectiveness of lessons and student outcomes and rarely adapts instruction.</p> <p>Draws incorrect conclusions about the effectiveness of lessons.</p> <p>Does not make suggestions for self-improvement.</p> <p>Rarely reflects on the implementation of school-wide professional development instructional strategies. Does not incorporate school-wide instructional strategies into practice.</p>
<p>Leadership</p>	<p>Takes on multiple leadership roles such as:</p> <ul style="list-style-type: none"> *Teacher Leader *hosting or facilitating a learning lab *presenting at regional and/or national conferences *sharing at professional development *discusses their practice openly with other teachers <p>Participates actively in assisting other educators.</p>	<p>Takes on some leadership roles such as:</p> <ul style="list-style-type: none"> *hosting a learning lab *sharing at professional development *discusses their practice openly with other teachers <p>Participates actively in assisting other educators.</p>	<p>Takes on few leadership roles.</p>	<p>Takes on no leadership roles in the school.</p>

<p>Judgment</p>	<p>Consistently displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families, and the public.</p> <p>Is viewed by others as a leader in terms of honesty, integrity, and confidentiality.</p>	<p>Consistently displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families, and the public.</p>	<p>Most of the time displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families, and the public. When an interaction is not professional, honesty is displayed and an effort is made to repair the situation.</p>	<p>Displays dishonesty, lack of integrity, and lack of confidentiality in interactions with colleagues, students, families, and the public. Does not make attempts to repair mistakes and blames others for mistakes made.</p>
<p>Professional Responsibilities</p>	<p>Keeps accurate, organized, and ongoing records of student performance and behavior through school information systems.</p> <p>Demonstrates professional demeanor, consistent attendance, and maintains appropriate boundaries.</p> <p>Decisions are rooted in supporting the school's mission.</p>	<p>Keeps accurate, organized, and ongoing records of student performance and behavior through school information systems.</p> <p>Demonstrates professional demeanor, consistent attendance, and maintains appropriate boundaries.</p> <p>Decisions are rooted in supporting the school's mission.</p>	<p>Sometimes keeps accurate, organized, and ongoing records of student performance and behavior through school information systems, but sometimes information is missing or inaccurate.</p> <p>Demonstrates professional demeanor, consistent attendance, and maintains appropriate boundaries.</p> <p>Decisions are rooted in supporting the school's mission.</p>	<p>Often records of student performance and behavior are not kept, are missing, and/or inaccurate.</p> <p>Sometimes demonstrates unprofessional demeanor with students, families, or colleagues. Has unreliable attendance.</p> <p>Sometimes does not maintain appropriate boundaries with students, families, and/or colleagues.</p> <p>Decisions are made that do not support the school's mission.</p>

<p>Professional Growth</p>	<p>Consistently and regularly seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Often leads professional development opportunities for others.</p> <p>Utilizes schoolwide professional development opportunities to learn and grow and learning is evidenced in consistent practice.</p> <p>Sometimes leads school-wide professional development and helps others implement professional development strategies.</p>	<p>Seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Sometimes leads professional development opportunities for others.</p> <p>Utilizes schoolwide professional development opportunities to learn and grow and learning is evidenced in consistent practice.</p> <p>Sometimes helps others implement school-wide professional development strategies.</p>	<p>Sometimes seeks opportunities for professional development.</p> <p>Inconsistently utilizes schoolwide professional development opportunities to learn and grow. School-wide professional development strategies are sometimes evidenced in classroom practice, but not consistently.</p>	<p>Rarely seeks opportunities for further professional development.</p> <p>Rarely utilizes schoolwide professional development opportunities to learn and grow. School-wide professional development strategies are rarely evidenced in classroom practice.</p>
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