PERFORMANCE SUMMARY

	3.51 - 4	2.9 - 3.5	1.9 - 2.89	0.9 - 1.89	less than 0.9
A. GROWTH MINDSET	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
B. LEADERSHIP AND RELATIONSHIPS	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
C. INDIVIDUALIZATION AND ASSESSMENT	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
D. SKILLS AND CONCEPTS	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
E. RESPONSIBILITY TO TEAM	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE

A. GROWTH MINDSET	4	3	2	1	0
A1 Communicates that effort, not innate ability, is central to achievement	Completely transfers ownership of this principle so that all students believe in their own efficacy and is a leader in developing a staff culture that embraces this belief.	Consistently conveys that achievement comes from consistent effort, never conveys consistent effort to students, parents, or other staff members that they have innate limits, and transfers ownership to many students.	Regularly conveys that achievement comes from consistent effort, seldom conveys consistent effort to students, parents, or other staff that they have innate limits, and transfers ownership to some students.	Classroom environment is one where students feel it is risky to make a mistake, students express beliefs about their innate abilities and these statements are unaddressed, and students are not regularly reminded about the value and impact of effort.	Performance in this area is unacceptable.
A2 Demonstrates a continuous commitment to developing students' characters.	Serves as a leader schoolwide in transferring character instruction to students so that they show improved behavior while in that teacher's presence and away from that teacher.	Discusses character regularly with students and as a result, generates clear improvement in students' behavior at school.	Discusses character often with students and as a result, generates slight improvement in students' behavior at school.	Talks about character development during character education lessons only.	Performance in this area is unacceptable.

A. GROWTH MINDSET

	4	3	2	1	0
A3 Solicits and responds constructively to suggestions and criticism	Is sincerely committed to and thrives from feedback - taking all feedback one step further by applying it in new contexts, and eagerly seeking out feedback from all sources..	Solicits and responds constructively to suggestions and criticism	Accepts and responds constructively to suggestions and criticism	Often accepts and responds constructively to suggestions and criticism	Performance in this area is unacceptable.
A4 Collaborates well with all colleagues.	Provides leadership on the team by ensuring that all team members are participating and being heard and that the team works together to maximize the quality of the products of collaboration.	Shares ideas in collaborative teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Usually shares ideas in collaborative teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Is an agreeable team member but makes infrequent contributions or occasionally has trouble balancing between presenting own ideas and listening to those of others or struggles to complete share of team work in a timely manner.	Performance in this area is unacceptable.
A5 Is a thoughtful participant and contributor to in-school professional development.	Provides leadership during professional development by ensuring that all staff members are participating and being heard and offers insights that develop the thinking of all group members	Consistently is a thoughtful participant and contributor to in-school professional development.	Often is a thoughtful participant and contributor to in-school professional development.	Is an engaged but passive participant in in-school professional development.	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS

	4	3	2	1	0
B1 Creates and conveys a positive vision for classroom culture and routines and explains the rationale for this vision.	Generates exceptional buy-in from students of an effectively communicated vision for classroom culture, to the extent that students take initiative and actively encourage one another to realize that vision.	Generates strong student buy-in by effectively articulating a positive vision for classroom culture at the beginning of the year and continually refers to that vision in framing expectations throughout the year and in recognizing and acknowledging when those expectations are met.	Effectively articulates a positive vision for classroom culture, but does not consistently convey that vision, and/or the vision itself is in some way incomplete.	Leans heavily on threats and consequences to regulate behavior.	Performance in this area is unacceptable.
B2 Teaches effective routines and maintains them all year.	Classroom has model routines and students understand and believe in the purpose of the routines.	Routines are clear, effective, and thoughtful, and maintained all year.	Routines could be improved, clarified, or enforced more consistently.	Does not have clear and effective routines for multiple parts of the day.	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS	4	3	2	1	0
B3 Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.	Develops student ownership of expectations in addition to being direct, specific, and tenacious in communicating and enforcing very high expectations.	Is direct, specific, and tenacious in communicating and enforcing very high expectations.	Allows for occasional inconsistencies in expectations for student behaviors.	Allows for frequent inconsistencies in expectations for student behaviors.	Performance in this area is unacceptable.
B4 Is fair and respectful and builds positive relationships with all students.	Has model relationships that stand out school-wide for their respect and impact on student well-being and achievement.	Is fair and respectful and builds positive relationships with all students. Always uses a calm but firm and convincing tone when addressing student behavior.	Is fair and respectful with all students and builds positive relationships with some students. On several occasions, has used a voice that is either not calm or not firm or has raised voice or shown anger at addressing student behavior. Sometimes uses sarcasm with students.	Is almost always fair and respectful with all students and builds positive relationships with all students. On many occasions has raised voice or shown anger at students. Frequently uses sarcasm with students.	Performance in this area is unacceptable.
B5 Demonstrates a love of teaching and of content.	Has model enthusiasm that serves as a leader school-wide. Transfers love of content to students.	Sincerely exudes a love of teaching and of the material through actions, words, tone, and facial expressions.	Often sincerely exudes a love of teaching and of the material through actions, words, tone, and facial expressions.	Usually show some passion for teaching or for content.	Often appears bored with material and with teaching.
B6 Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.	Always models appropriate behavior, tone, preparation, organization, and professional dress to demonstrate the importance of each. This includes modeling this behavior in interactions with students and in interactions with other adults in front of students.	Almost always models appropriate behavior, tone, preparation, organization, and professional dress to demonstrate the importance of each.	Is inconsistent in one of these areas (i.e. sometimes talks during silent hallways, sometimes does not have copies made, board prepared, or other materials ready in class, sometimes sounds unprofessional in tone, sometimes has frustrated or unengaged body language, or sometimes wears unprofessional clothing).	Is inconsistent in multiple areas.	Performance in this area is unacceptable.
B7 Has a confident and authentic presence.	Has model presence that stands out school-wide for being authentic and confident and impact on student well-being and achievement.	Has a confident and authentic presence.	Usually shows confidence and authenticity but could improve in one area in a way that would improve class culture.	Either could improve significantly in confidence with students or in being sincere with students	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS

		4	3	2	1	0
B8	Conveys urgency through preparation, lesson momentum, and smooth transitions.	Uses preparation, lesson momentum, and smooth transitions to get the most out of every minute.	Uses preparation, lesson momentum, and smooth transitions so that no time is lost.	Sometimes loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Often loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Performance in this area is unacceptable.
B9	Generates a high level of student engagement and participation.	Has model engagement (including quality of participation and extent of participation). Students believe that their participation is valuable to their own learning and the learning of their classmates.	All students engage meaningfully in all lessons. Almost all students participate orally in all lessons.	Most students engage meaningfully in most lessons. Most students participate orally in most lessons.	Engagement and participation are uneven or are perfunctory.	Performance in this area is unacceptable.
B10	Holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.	Has model discussions in which students believe that it is important to answer thoughtfully and listen to their peers to maximize their own and their classmates' learning.	Holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.	There is some room for improvement in students' developing and considering responses, listening and responding to each other, or articulating and revising their thinking. For instance, one student is often allowed to opt out of articulate his or her thinking clearly or opt out of listening and responding. Or all students are occasionally allowed to opt out. Or a few students are sometimes allowed to opt out.	There is room for significant improvement in students' developing and considering responses, listening and responding to each other, or articulating and revising their thinking. For instance, several students are often allowed to opt out of articulate their thinking clearly or opt out of listening and responding. Or all students are sometimes allowed to opt out.	Performance in this area is unacceptable.
B11	Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports.	Builds positive and trusting relationships with parents that enable parents to best support their children's academic progress in the long term.	Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports. Draws effective limits with chronically difficult parents.	Effectively engages parents when necessary - when there is a behavior or academic concern or a report card conference.	Writes progress report and report card comments that are inadequate for parents to understand their child's progress, or struggles to establish productive communication with several parents.	Performance in this area is unacceptable.

C. INDIVIDUALIZATION AND ASSESSMENT		4	3	2	1	0
C1	Takes and demonstrates responsibility for success of all students.	Achievement data is exceptionally high for all students in all quartiles of incoming performance and demonstrates this responsibility through conversations with staff.	Achievement data is consistently high for all students in all quartiles of incoming performance and demonstrates responsibility in conversations about student achievement.	Achievement data for students in one quartile does not meet expectations or students in several quartiles occasionally does not take responsibility in conversations about student achievement.	Achievement data for students in one quartile falls significantly short of expectations or students in several quartiles falls below expectations or teacher often does not take responsibility in conversations about student achievement.	Achievement data for students in one quartile falls significantly Performance in this area is unacceptable.
C2	Scaffolds instruction and provide additional student attention to ensure the material is accessible and sufficiently challenging to all students.	Is a leader school-wide in meeting all students at their current skill level, even if this includes additional time or attention or creative use of time.	Scaffolds instruction and provide additional student attention to ensure the material is accessible and sufficiently challenging to all students.	A few students are unable to access the material and are not given additional tutoring or some students are not challenged by lessons and are not given additional challenging material.	Often students are unable to access the curriculum or are not challenged by the curriculum.	Performance in this area is unacceptable.
C3	Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Is a leader school-wide in using data to track individual students to track the progress of individual students and use that data to provide targeted instruction.	Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Usually employs an organized system to use assessment data to track the progress of most students and often provides targeted individual or small group student instruction.	Rarely uses data to inform instruction or struggles to keep updated data for all students.	Performance in this area is unacceptable.
C4	Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Is a leader school-wide in transferring ownership of achievement to students and ensuring that students know where and how they need to improve their achievement.	Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Engages students in the process of monitoring their own understanding and achievement and attempts to make goals or benchmarks clear and transparent, but students are often unclear how to meet these goals.	Inconsistently engages students in the process of monitoring their own understanding and achievement.	Performance in this area is unacceptable.

C. INDIVIDUALIZATION AND ASSESSMENT

	4	3	2	1	0
C5 Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in all work, including homework and that all work is of high quality.	Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in almost all work, including homework.	Ensures that all students complete and turn in most work, including homework, or that most students turn in all work but holds lower expectations for some students.	Performance in this area is unacceptable.

D. SKILLS AND CONCEPTS

	4	3	2	1	0
D1 Plans cohesive thoughtful unit plans that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.	Serves as a leader grade-wide and/or school-wide in creating a year-long plan that teaches each standard to mastery and in creating aligned units that emphasize big ideas and ensure standards mastery. These plans align with standards and prepare students for all assessments (state and school).	Creates a year-long plan that teaches each standard to mastery and creates aligned units that emphasize big ideas and ensure standards mastery. These plans align with standards and assessments.	Has some room for improvement in year-long plan and unit plans, or the alignment of these plans with standards and assessments.	Has significant room for improvement in year-long plan, unit plans and daily lesson plans.	Performance in this area is unacceptable.
D2 Plans cohesive and thoughtful lessons that align with unit plans.	Serves as a leader school-wide in creating daily lesson plans that fit into units in a thoughtful, clear, and effective way. Includes regular, written reflections to leave documentation of what worked and what could be improved.	Creates daily lesson plans that fit into units in a thoughtful, clear, and effective way. Sometimes includes written reflections to leave documentation of what worked and what could be improved. Lesson plans include standard, objective, anticipated misconceptions (for math and science), discussion questions (where applicable), and outline for flow of lesson.	Could improve in throroughness of daily lesson plans that fit into units in a thoughtful, clear, and effective way. Occasionally includes written reflections to leave documentation of what worked and what could be improved. Lesson plans usually include standard, objective, anticipated misconceptions (for math and science), discussion questions (where applicable), and outline for flow of lesson.	Has significant room for improvement in throroughness.	Performance in this area is unacceptable.

D. SKILLS AND CONCEPTS	4	3	2	1	0
D3 Demonstrates deep understanding of content and its place in the curriculum and awareness of curricular consistency.	Uses deep understanding of content knowledge to push curriculum of the whole school forward by thoughtfully evaluating scope of curriculum and compares that with other curriculum. Possesses deep knowledge of Brooke standards and assessments across grade levels.	Knows what comes before and after that material in the curriculum (i.e., the fourth grade teacher knows what is taught in 3rd and 5th). Considers how material was previously introduced or how it will be extended in later grades and makes thoughtful choices about consistency for students. Understands Brooke standards and assessments for own grade level very well.	Understands Brooke standards and assessments for own grade level for current unit, but does not understand the full scope of the yearlong curriculum.		Knowledge of content or standards is unacceptable.
D4 Effectively communicates the "point" of each lesson and the purpose of each activity.	At all times students can tell an observer the "point" of the lesson and activity and explain why it is important.	Effectively communicates the "point" of each lesson and the purpose of each activity so that students can explain the point.	Usually conveys the point of the lesson and each activity, but occasionally students are unclear about the point of the lesson or activity.	Sometimes conveys the point of the lesson and each activity, but often students are unclear about the point of the lesson or activity.	Performance in this area is unacceptable.
D5 Presents thoughtful open-ended questions (when appropriate).	Asks model questions that get to the heart of the content and push everyone's thinking further to understand the point of the lesson better.	Presents thoughtful open-ended questions (when appropriate).	Often presents thoughtful open-ended questions (when appropriate). Or often asks open-ended questions but sometimes the questions are not thoughtful in developing students' understanding of the point of the lesson.	Presents mostly closed ended questions (when appropriate). Or presents mostly open-ended questions but those questions are rarely thoughtful questions that can deepen students' understanding of the point of the lesson...	Performance in this area is unacceptable.
D6 Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Enables students to connect new material to the big ideas independently and to see the value in creating this larger conceptual understanding.	Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Consistently attempts to help students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Struggles to help students place new material in context.	Performance in this area is unacceptable.

D. SKILLS AND CONCEPTS	4	3	2	1	0
Uses clear and purposeful language to: maximize the amount of time students spend talking and thinking about the task at hand; hold students accountable for articulating their thinking; improve the quality of student responses; and deepen understanding.	Is a leader school-wide in balancing between teacher talk and student responsibility during lessons and in directing productive student-student dialogue and debate.	Uses clear and purposeful language to: maximize the amount of time students spend talking and thinking about the task at hand; hold students accountable for articulating their thinking; improve the quality of student responses; and deepen understanding.	Teacher talk is occasionally excessive or teacher talk is occasionally inadequate to direct the lesson toward a clear objective. Occasionally the teacher is unclear in language.	Teacher talk is often excessive or teacher talk is often inadequate to direct the lesson toward a clear objective. Often the teacher is unclear in language.	Performance in this area is unacceptable.

E. RESPONSIBILITY TO TEAM	4	3	2	1	0
Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.	Has perfect attendance, is never late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is almost always prompt and engaged in duties, and usually meets deadlines.	Has reasonable attendance, is occasionally late, is usually prompt and engaged in duties, and usually meets deadlines.	Performance in this area is unacceptable.
Actively contributes to and shares responsibility for grade-level and school-wide activities.	Anticipates areas of need and offers to go above and beyond duties to make the school as effective and positive as it can be.	Actively contributes to and shares responsibility for grade-level and school-wide activities.	When asked, contributes to and shares responsibility for grade-level and school-wide activities.	Meets responsibilities, but does not do enough to contribute to grade-level and school-wide activities.	Performance in this area is unacceptable.
Is a positive team player and contributes to a positive and constructive professional culture.	Is a school-wide leader in establishing a positive, constructive, can-do, and mission-focused culture.	Is a consistently positive team player and contributes to a positive and constructive professional culture. Actively listens to others, with effective eye contact and other physical signs of engagement. Treats all staff members as teammates and is sincerely warm with all colleagues. Monitors and maintains emotional composure even in difficult situations.	Is usually a positive team player and contributes to a positive and constructive professional culture. Usually actively listens to others, with effective eye contact and other physical signs of engagement. Almost always treats all staff members as teammates and is usually sincerely warm with all colleagues. Usually monitors and maintains emotional composure even in difficult situations, but on occasion, gets flustered.	Is sometimes a positive team player and contributes to a positive and constructive professional culture. Sometimes actively listens to others, with effective eye contact and other physical signs of engagement. Treats some teammates as teammates and is only sincerely warm with some staff members as teammates and is only sincerely warm with some colleagues. Needs support in monitoring and maintaining emotional composure in difficult situations.	Performance in this area is unacceptable.