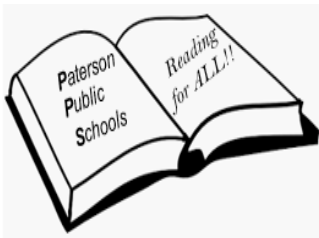# Paterson Public Schools

Reading Specialist
Practice Rubric

Professional Educator Performance Standards

1. **Preparation for Instruction (x2)**
   - ❖ **Professional educators prepare for quality instruction using a comprehensive approach.**

2. **Use of Data to Inform Instruction (x2)**
   - ❖ **Professional educators use data to inform instruction.**

3. **Delivery Quality Instruction (x3)**
   - ❖ **Professional educators deliver quality instruction.**

4. **Interventions to Meet Diverse Needs (x3)**
   - ❖ **Professional educators increase the probability of advancing individual student achievement.**

5. **Classroom Environment (x2)**
   - ❖ **Professional educators establish a culture that is conducive to student well-being and learning.**

6. **Leadership (x2)**
   - ❖ **Professional educators have a responsibility for professional growth and positive leadership.**

7. **Professional Responsibilities (x1)**
   - ❖ **Professional educators have a responsibility to the profession, district, parents, students and the public.**

Name:			Date:

PERFORMANCE STANDARD #1: PREPARATION FOR INSTRUCTION
Professional educators prepare for quality instruction using a comprehensive approach.

Educators should know and be able to:

1a. Establish a culture of high expectations for learning and achievement.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Expectations & Inclusion	☐ Teaching practices maintain the status quo and do not contribute to the building culture of high expectations for students.	☐ Acts in ways that demonstrate support of the building culture as one of inclusion and high expectations for most students.	☐ Teaching practices reinforce and strengthen the building culture as one of inclusion and high expectations for *all* students.	☐ Initiates and engages in problem-solving to advance the culture of the building as one of inclusion and high expectations for *all* students.
	Culture of Excellence	☐ The culture in the classroom reinforces low level learning expectations and/or plans to meet even minimal student achievement goals are not clear.	☐ The classroom culture supports student improvement efforts suitable for most students and the teacher outlines the steps to meet student achievement goals.	☐ Establishes a culture in the classroom that challenges *all* students to continuously improve. Develops a plan to measure progress toward meeting challenging student achievement goals.	☐ Creates a culture of excellence in the classroom that focuses on stretching student achievement for *all* student groups. Differentiated plans to meet rigorous student achievement goals are developed and there is a system in place to continuously measure progress toward goal attainment.
	Communicating Expectations	☐ There is little to no evidence that achievement expectations have been communicated to students in advance and/or achievement goals are low.	☐ Achievement expectations are not communicated well to students and/or the achievement goals are not high enough for some students.	☐ Achievement expectations are communicated in advance to students and the teacher provides example of how students can meet challenging achievement goals.	☐ Students are well prepared to articulate the steps they must take to reach rigorous achievement goals. It is evident that students know where they are in relation to the goals.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (SGO/SGP)* earning a teacher one of four categories: 2

● Highly Effective (District Rating: Exemplary)   ● Effective (District Rating: Proficient 1 & 2)   ● Partially Effective (District Rating: Progressing 1 & 2)   ● Ineffective (District Rating: Unsatisfactory).

1b. Use district adopted curriculum and content knowledge to design coherent lessons.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**Curriculum and Assessment Alignment**	☐ Lesson plans, when available, do not align with best practices of implicit and explicit reading instruction.	☐ Lesson plans are partially aligned to best practices of implicit and explicit reading instruction.	☐ Lessons provide multi-sensory approaches including the foundational skills aligned with the students reading goals by providing best practices of implicit and explicit reading instruction.	☐ Lessons provide multi-sensory approaches including the foundational skills aligned with the student's individual reading goals by providing best practices of implicit and explicit reading instruction.
	Content Knowledge	☐ Lesson plans reference outdated content knowledge. Information presented in class contains content errors.	☐ Lesson plans are based on a general understanding of content knowledge. While information presented in class is accurate, it may not reflect the most current knowledge of the discipline.	☐ Lessons plans are based on solid content knowledge. Information presented in class is accurate and current.	☐ Lesson plans are based on extensive content knowledge. Information presented in class is accurate, current and consistent with well-established concepts or sound practices of reading instruction.
	Lesson and/or Unit Design	☐ Lesson and unit planning is inadequate. Learning activities do not follow an organized progression and time allocations are unrealistic.	☐ Lesson plans or units are based on activities or resources, rather than focused on objectives. Progression and pacing of learning activities is sporadic, thus, time allocations are not always reasonable.	☐ Lesson or unit is planned in detail around clearly defined lesson objectives. Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) is constant, with reasonable time allocations.	☐ Lesson or unit is precisely planned with explicit attention to detail leading to the demonstration of learning of the lesson objectives. The progression and pacing of planned learning time (instructional strategies, accessing materials, use of resources, student activities, and assessment tasks) is highly coherent.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 3

● Highly Effective (District Rating: Exemplary)   ● Effective (District Rating: Proficient 1 & 2)   ● Partially Effective (District Rating: Progressing 1 & 2)   ● Ineffective (District Rating: Unsatisfactory).

1c. *Post aligned lesson objectives and plan for demonstrations of learning.*

		UNSATISFACTORY	**PROGRESSING**	**PROFICIENT**	**EXEMPLARY**
INDICATORS OF EFFECTIVENESS	**Posts Lesson Objectives**	☐ Lesson objectives cannot be found or the teacher simply posts a list of activities.	☐ Posts lesson objectives that reference grade level and/or course content. The objectives are not used to re-focus student's attention to task.	☐ Posts lesson objectives that align to a grade level or course essential content or skills. The lesson objective effectively focuses student attention at the beginning of the lesson.	☐ Posts lesson objective that align to the cross disciplinary leveled reading goals. The objectives serve to effectively focus student's attention to learning targets throughout the lesson
	Student Understanding of Lesson Objectives	☐ Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.	☐ Although students are aware of where to find the posted lesson objectives, they rely on teacher direction to focus them on what they are expected to know and be able to do.	☐ Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.	☐ Students have been well prepared to know that the lesson objective and the outcome provide direction for them in understanding exactly what they are expected to know and be able to do. This clarity promotes both autonomy and independence in accomplishment of student tasks.

Standard #1 Overall Score	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**
	1 - Ineffective	**2 - Partially Effective**		**3 - Effective**		**4 - Highly Effective**	

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 4

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

Name:		Date:

PERFORMANCE STANDARD #2: USE OF DATA TO INFORM INSTRUCTION
Professional educators use data to inform instruction.

Educators should know and be able to:

2a. Focus on improving instruction using data.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Use of Electronic Data Management Tools	☐ Relies on someone else to provide student achievement data.	☐ Accesses data to view class achievement results.	☐ Uses data to access and exhibit achievement results for individuals and small groups of 3 to 5 students.	☐ Regularly accesses and systematically uses data management tools to retrieve data, organize data table, and create portfolios using multiple measures of individual and small groups of 3 to 5 student achievement results.
	Uses Data to Inform Instruction	☐ Even when data is provided, there is no evidence that the information is used to make instructional decisions.	☐ Attempts to make instructional decisions linked to analysis of data, although inferences about the data may not be complete.	☐ Makes accurate use of student achievement data when making instructional decisions.	☐ Accurately draws inferences from multiple data sources with which to make decisions about instruction for both small groups of 3 to 5 students and individual student instruction.
	Uses Disaggregated Data to Refine Instruction	☐ No data is considered with which to make changes in instruction.	☐ Examines data at the group level and uses these data when planning instruction.	☐ Examines data at the item level to find strengths and challenges for disaggregated groups of students which is appropriately used when planning instruction for whole and small groups.	☐ Systematically examines data at the item level to find strengths and challenges both for disaggregated groups and for individual students. Uses the data to accurately to refine and modify instruction for small groups of 3 to 5 students as per the data finding.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

● Highly Effective (District Rating: Exemplary)   ● Effective (District Rating: Proficient 1 & 2)   ● Partially Effective (District Rating: Progressing 1 & 2)   ● Ineffective (District Rating: Unsatisfactory).

2b. *Use a variety of assessment methods when designing classroom assessments.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**Assessment Methods**	☐ A single type of classroom assessment method is used that is not aligned with the evidence outcome.	☐ Uses a limited number of reading assessment methods to assess all types of learning, which may be loosely aligned to the evidence of outcomes.	☐ Appropriately matches reading assessment methods with evidence of varied outcomes.	☐ Evidence of a well-balanced reading assessment system is in place which uses a variety of assessment methods that matches intended purpose and is closely aligned with multiple evidence of outcomes.
	Classroom Assessments	☐ Doesn't use reading assessments.	☐ Uses a general reading assessment to determine what students know.	☐ Uses a variety of reading assessments that are good to measure student reading ability.	☐ Uses a high quality diagnostic assessment that consists of concept questions and word lists designed to accurately determine reading levels.
	Common Assessments	☐ Does not cooperate with colleagues to inform and share assessment results.	☐ Cooperates with colleagues to inform and share assessment results.	☐ Collaborates with colleagues to inform and share assessment results. Engages in data-dialogues with colleagues to better understand how to use reading assessment results to improve future instruction.	☐ Collaborates with colleagues to inform and share assessment results. Actively participates in data-dialogues with colleagues to evaluate the results from reading assessment tasks and uses that information to re-teach or improve future lessons.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 6

● Highly Effective (District Rating: Exemplary)   ● Effective (District Rating: Proficient 1 & 2)   ● Partially Effective (District Rating: Progressing 1 & 2)   ● Ineffective (District Rating: Unsatisfactory).

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY

2c. *Involve students in assessing their own learning.*

		UNSATISFACTORY	**PROGRESSING**	**PROFICIENT**	**EXEMPLARY**
INDICATORS OF EFFECTIVENESS	Student Self-Monitoring	☐ The teacher does not have a system in place for tracking student achievement results and/or does not have a system set up for students to know how they are doing.	☐ The teacher takes responsibility for monitoring achievement results for students. Without active involvement in monitoring their own learning, students wait for the teacher to let them know their level of proficiency.	☐ The teacher has a system in place that requires active teacher prompting in order for students to monitor their achievement results over time. Students have opportunities to practice self-monitoring. By using the system, students know their level of proficiency against the achievement criteria.	☐ The teacher has established a system that empowers students to become active partners in monitoring their own achievement results over time. Feedback is provided to students on the quality of their self-monitoring. The system includes an organized way for students to keep artifacts that document their level of proficiency against established achievement criteria.
	Student Goal Setting	☐ Periodically provides anecdotal information to students about how they are doing.	☐ Provides students with information about how to understand achievement data. The teacher sets goals and monitors progress for students.	☐ Coaches students to understand how to interpret their own achievement data and to set focused, yet realistic goals for improving their performance. Students are supported in monitoring their progress.	☐ The Reading Specialist facilitates opportunities for students to analyze their own achievement data and supports students in setting specific, yet challenging goals to improve performance. Students create a plan to keep track of their progress over time.

Standard #2 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

● Highly Effective (District Rating: Exemplary)   ● Effective (District Rating: Proficient 1 & 2)   ● Partially Effective (District Rating: Progressing 1 & 2)   ● Ineffective (District Rating: Unsatisfactory).

Name:	Date:

PERFORMANCE STANDARD #3: DELIVERS QUALITY INSTRUCTION
Professional educators deliver quality instruction.

Educators should know and be able to:

3a. Instruct bell to bell.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Engages Within 1 Minute	☐ The Reading Specialist wastes too much time getting the attention of students to begin the lesson.	☐ The Reading Specialist loses instructional time engaging students in the learning after the bell rings.	☐ The Reading Specialist engages students within one minute of bell.	☐ Students are taught to be self-directed learners who engage in learning activities within one minute of the bell.
	Transitions	☐ Transitions are chaotic, with much time lost between lesson segments.	☐ Not all transitions are efficient which results in some loss of instructional time. Reading Specialist prompting is required for students to move from one learning segment to the next.	☐ The Reading Specialist ensures transitions are smooth with no loss of instructional time. Students move efficiently from one learning segment to the next.	☐ Transitions are designed as instructional opportunities with very little down-time. Students are able to self-progress from one learning segment to the next through well-established routines.
	Purposeful Closure	☐ The lesson ends abruptly without purposeful closure.	☐ Lesson closure engages a limited number of students. Lesson closure is perfunctory in nature and does not effectively prepare all students for follow-up practice and/or to link the lesson to future learning.	☐ All students are engaged in purposeful closure to the lesson. Reading Specialists use this time as an opportunity to guide reflection upon the learning accomplished, prepare students for follow-up practice and/or make connections to future learning.	☐ All students are engaged in purposeful closure to the lesson. As a result, students leave the classroom with a clear sense of accomplishment, are prepared for follow-up practice, can make connections with future learning and are better able to self-start the next lesson.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

3b. Use a variety of instructional strategies to focus instruction.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Selection of Instructional Strategies	☐ Lacking instructional focus, reading instruction is often filled with activities that merely consume time.	☐ Selects reading strategies specific to the subject matter to support student understanding.	☐ Selects multiple reading strategies that serve to maintain focus and effectively engage students in the lesson.	☐ Strategically selects targeted reading strategies to design meaningful learning experiences that challenge all students to be engaged throughout lesson.
	Instructional Delivery	☐ Instructional delivery is poorly executed and significantly lacks learning experiences that engage students.	☐ Instructional delivery (activities, groupings of students, materials, and resources) engages some, but not all, of the students in the learning of reading skills.	☐ Instructional delivery (activities, groupings of students, materials and resources) is effective in engaging students in important learning of reading skills.	☐ Instructional delivery is well executed (activities, groupings of students, materials and resources) and effectively leads to student engagement in significant learning of reading skills.
	Directions and Expectations	☐ The Reading Specialist's does not model and/or oral directions are confusing to the students, leaving them with questions about what they are supposed to do.	☐ The Reading Specialist's modeling and/or oral directions are sometimes unclear, causing the students confusion about the purpose of the lesson.	☐ The Reading Specialist's modeling and/or oral directions contain an appropriate level of detail and are clear to students. Explanations of the strategy effectively prepare students to engage in appropriate reading experiences.	☐ The Reading Specialist's modeling and/or oral directions are clear. It prepares students well for understanding the strategy the student will practice.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

3c. *Engages students in learning.*

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Active Engagement	☐ Allows learning in the group to be passive rather than active. Lecture and/or busy work characterize the learning experiences.	☐ Although learning experiences are primarily directed by the Reading Specialist, experiments with engaging one student.	☐ The Reading Specialist creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration for most student in the group.	☐ The Reading Specialist creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote collaboration, independent learning for all the students in the group.
	Multiple Response Techniques	☐ Does not elicit student responses.	☐ Frequently attributes the correct responses of a few students to the group.	☐ Solicits responses from most students (e.g. to explain the targeted skill or strategy) to show understanding.	☐ Expects thoughtful responses from all students (e.g.. to explain and demonstrate the targeted skill or strategy) that show they are deepening their understanding of the targeted skill and strategy.
	Class Discussions	☐ The Reading Specialist models skills but monopolizes class discussions.	☐ The Reading Specialist models skills and has limited success in engaging all students in class discussions and/or a few students dominated discussions.	☐ The Reading Specialist models skills and successfully engages all students to practice and discuss the skills for reading comprehension.	☐ The Reading Specialist models the skills to fully prepare students to effectively practice the skills to contribute to class discussions. In addition, students are taught to take an active role to ensure that all voices have an opportunity to be heard in discussions.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary) • Effective (District Rating: Proficient 1 & 2) • Partially Effective (District Rating: Progressing 1 & 2) • Ineffective (District Rating: Unsatisfactory).

3d. Continually checks for understanding.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Lesson Sequence and Pacing	☐ The Reading Specialist does not use checks for understanding during the lesson. Without checks for understanding no adjustments are made to the lesson sequence or pacing when students are confused.	☐ The Reading Specialist uses a few checks for understanding during the lesson and not adjust the strategy or skill based on student response during the lesson.	☐ The Reading Specialist uses a variety of checks for understanding during the lesson. Based on the responses the Reading Specialist adjusts the lesson sequence and pacing during the lesson.	☐ The Reading Specialist plans for a variety of checks for understanding during strategic points in the lesson. The Reading Specialist quickly adjusts the lesson sequence and pacing based on student response to support individual student success.
	Questioning Strategies	☐ The Reading Specialist questioning is of poor quality presenting low cognitive challenge to students.	☐ The Reading Specialist questioning strategies invite some thoughtful response.	☐ The Reading Specialist questioning strategies require students to extend their thinking and elaborate their answers.	☐ Strategic Reading Specialist questioning strategies require students to think critically and defend or justify their answers. Thoughtful questions serve to deepen the discussion.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary) • Effective (District Rating: Proficient 1 & 2) • Partially Effective (District Rating: Progressing 1 & 2) • Ineffective (District Rating: Unsatisfactory).

3e. *Deliver rigorous and relevant content.*

<table>
<tr><th colspan="2"></th><th>UNSATISFACTORY</th><th>PROGRESSING</th><th>PROFICIENT</th><th>EXEMPLARY</th></tr>
<tr>
<th rowspan="3">INDICATORS OF EFFECTIVENESS</th>
<th>Rigorous and Relevant Curriculum</th>
<td>☐ Lessons are too easy for the majority of students and/or class time is spent on busy work with low intellectual engagement.</td>
<td>☐ Lessons spend the majority of group time on knowledge level tasks that may require only some intellectual engagement.</td>
<td>☐ Lessons are designed to provide students decoding skills, fluency and reading comprehension that is intellectually engaging.</td>
<td>☐ Lessons are designed to maximize productive time focused on improving learning and achieve adequate progress by modeling strategies and skills for students to reciprocate and show understanding.</td>
</tr>
<tr>
<th>Prior Knowledge and Making Connections</th>
<td>☐ Presentation of new skill or strategy is either inappropriate or poorly modeled and does not connect with the results of the diagnostic tool. The Reading Specialist does not explain or leaves out information that would help students understand the relevancy of the concepts.</td>
<td>☐ Assumes that students are able to make the link to prior learning and knowledge when presenting new strategy. The Reading Specialist spends very little time helping students understand the relevance of concept to reading comprehension.</td>
<td>☐ Presentation of strategies and/ or skills is appropriate to each student's diagnostic tool result. They are able to connect and experience the new strategy to the reading passage for comprehension.</td>
<td>☐ Presentation of strategies to and or skills is appropriate and links well with students' diagnostic tool results. The Reading Specialist skillfully bridges connections regarding reading strategies and skills student need for reading comprehension.</td>
</tr>
<tr>
<th>Relevance for Students</th>
<td>☐ Presentation of lesson is not interesting. Students are bored and uninvolved in learning.</td>
<td>☐ Whether or not they find it interesting, the students follow the teacher's directions and do what is asked of them.</td>
<td>☐ Students are interested and engaged in the lesson and can state how the subject being studied is relevant to their own learning.</td>
<td>☐ Students find the lesson engaging and can explain how the subject being studied is relevant to other disciplines.</td>
</tr>
</table>

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary) • Effective (District Rating: Proficient 1 & 2) • Partially Effective (District Rating: Progressing 1 & 2) • Ineffective (District Rating: Unsatisfactory).

		UNSATISFACTORY	**PROGRESSING**	**PROFICIENT**	**EXEMPLARY**
RS OF EFFECTIV	Materials and Resources	☐ Instructional materials and resources are inappropriate for the grade level and/or are used ineffectively.	☐ Instructional materials and resources limit student access to broaden their knowledge of reading techniques.	☐ Selects a variety of short passages appropriate to use as instructional materials that provides students with different ways to demonstrate understanding.	☐ Secures a variety of passages to use to enhance and extend instructional experiences for the students.

3f. *Integrate 21st Century Skills in instruction.*

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

3g. *Provides feedback about student proficiency.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Timely Feedback	☐ When feedback is given, it is too little, too late.	☐ Feedback is provided at the end of the lesson. This level of feedback generally does not provide information for students to make error corrections soon enough to improve performance for the next task.	☐ Feedback on assignments is provided in a timely manner. Students are clear on what areas need improvement for the next assigned task.	☐ Feedback on assignments and activities is timely and reinforces what students did well. Further, the feedback outlines specific strategies for students to practice in order for them to improve upon their performance for the next task.
	Reporting Student Learning	☐ Reporting progress is inconsistent *may* be subjective, and students generally do not know what their progress.	☐ Reporting student learning progress is completed per the schedule.	☐ The Reading Specialist tracks the student progress to document student learning. This is shared with students and parents.	☐ The Reading Specialist is proactive in establishing and clearly communicating the system used for tracking and reporting student learning. Tracking progress is completed and updated regularly to allow students to monitor their own proficiency.

Standard #3 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

Name:	Date:

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS
Professional educators increase the probability of advancing individual student achievement.

Educators should know and be able to:

4a. Differentiate instruction based on student needs and background

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
S OF	Differentiation Techniques	☐ Does not target the student's reading deficiency skills according to the diagnostic tool.	☐ Experiment with various reading skills but not the specific skill the students lack according to the diagnostic tool.	☐ Appropriately implements the reading skills students lack as per the diagnostic tool.	☐ The Reading Specialist targets the specifics skills and strategies the student lacks to reading with comprehension.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:
- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

4b. *Implements interventions with fidelity and adjusts interventions based on results*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
OF EFFECTIVEN	Progress Monitoring	☐ Progress monitoring data is not available.	☐ Progress monitoring data is recorded.	☐ Records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased.	☐ Maintains progress monitoring data, and analyzes discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY

4c. Adapt and modify instruction for the unique needs of learners

RS OF EFFECTIVE	Interdependence	UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
		☐ Resists or is passive in collaborating with others to implement and monitor individual student plans.	☐ Allows others to take the lead in directing, implementing and monitoring individual student plans.	☐ Collaborates and/or co-teaches with other educators to implement and monitor individual student plans.	☐ Forms partnerships and works interdependently as a team with other educators to continually monitor and adjust individual student plans.

Standard #4 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

Name: _____   **Date:** _____

PERFORMANCE STANDARD #5: CLASSROOM ENVIRONMENT
Professional educators establish a culture that is conducive to student well-being and learning.

Educators should know and be able to:

5a. Contribute to a safe and orderly learning environment.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
OF	Rules and Regulations	☐ Disregards, defies, or ignores school behavioral rules and regulations. Student safety is compromised by teacher's lack of compliance with emergency procedures. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.	☐ Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Supervision of students inside and outside the classroom lacks an appropriate level of attention.	☐ Complies with school behavioral rules and regulations and established emergency procedures to insure student safety needs are met. The supervision of students both inside and outside the classroom is at an appropriate level of attention.	☐ Implements and continually reinforces all school behavioral rules and regulations and established emergency procedures to insure student safety needs are consistently met. Is fully engaged at all times with active supervision of students both inside and outside the classroom setting. There is evidence of students as active partners in assuming responsibility for enforcement of school rules.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary) • Effective (District Rating: Proficient 1 & 2) • Partially Effective (District Rating: Progressing 1 & 2) • Ineffective (District Rating: Unsatisfactory).

		UNSATISFACTORY	**PROGRESSING**	**PROFICIENT**	**EXEMPLARY**
INDICATORS OF EFFECTIVENESS	**Routines and Procedures**	☐ There are no established routines and /or procedures. Students do not know group procedures resulting in confusion and a significant loss of wasted learning time characterized by student time off-task.	☐ Procedures and routines to manage the group are outlined, although they are inconsistently followed by the students and/or the Reading Specialist. The Reading Specialist spends too much instructional time redirecting student behavior.	☐ Procedures to manage routine tasks and materials are in place resulting in efficient practices that do not interfere with learning time. Routines and responsibilities for management of tasks is known to students and accomplished efficiently and in ways that do not contribute to "down time."	☐ Procedures to facilitate student management for carrying out routine tasks and materials management are in place resulting in highly efficient practices that maximize time for learning. Procedures and routines are efficiently managed by self-directed learners.
	Learning Experiences and Activities	☐ Learning experiences and activities are disorganized and poorly managed.	☐ Learning experiences and activities are primarily managed by the teacher resulting in loss of learning time for some students who must wait for teacher directions. There are some inefficiencies in managing routine tasks that take time away from learning.	☐ Learning experiences and activities are routinely organized by the teacher in such a way that students can maximize time for learning.	☐ Learning experiences and activities are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning.

5b. Use effective classroom management procedures.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

• Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

5c. *Effectively manage student behavior.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**Discipline Plan**	☐ Has not established classroom rules and/or procedures. Standards of conduct are unclear to students. The teacher attempts to control the classroom through threats of referral or by increasing vocal intensity. The Reading Specialists spends an inordinate amount of time dealing with behavior issues.	☐ Most students seem to understand the classroom rules and standards of conduct. Consequences for inappropriate behavior are inconsistently applied. The Reading Specialist is generally aware of student behavior, but may miss the misbehavior of some students.	☐ Explicit classroom rules and standards of conduct are clear to all students. Consequences for inappropriate behavior are reasonable and consistently applied. The Reading Specialist demonstrates awareness of events in the classroom and often anticipates and prevents potential problems.	☐ Students contributed to designing the classroom rules and standards of conduct upheld by all members of the classroom. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. Monitoring by the Reading Specialist of events in the classroom is subtle and proactive.
	Re-direction Techniques	☐ Lessons have numerous disruptions.	☐ The teacher's repertoire of techniques to manage student behavior is limited; resulting in too much time spent redirecting student misbehavior.	☐ While students also monitor their own behavior, the teacher is skilled at using a variety of techniques to re-direct students back to the task of learning.	☐ Students monitor their own and their peers' behavior, correcting one another respectfully. The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn.
	Circulation During Instruction	☐ Remains basically stationary and is often inaccessible to many students.	☐ Utilizes proximity to students during learning activities to prevent disruptive behavior.	☐ Circulates during instruction and learning activities to support engagement, interact with students and monitor behavior and learning.	☐ Circulates during instruction and learning activities to interact with students, prompt student thinking and assess progress. Exhibits a heightened awareness of the learning that occurs in all areas of the classroom.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:　20

- Highly Effective (District Rating: Exemplary)　• Effective (District Rating: Proficient 1 & 2)　• Partially Effective (District Rating: Progressing 1 & 2)　• Ineffective (District Rating: Unsatisfactory).

5d. Foster collaboration and self-regulation in students.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
OF	Fosters Self-Regulation in Students	☐ Uses a one dimensional approach to directing student learning. Students are passive learners.	☐ Primary responsibility for the students staying on task and focused on learning rests with the teacher. The emphasis is more on the "teacher as worker."	☐ Fosters self-regulation in students so that they are able to take responsibility for staying on task and focusing on improving their performance. There is an emphasis on the "student as learner."	☐ Develops self-regulating students who acknowledge they are being challenged academically and they assume responsibility for staying on task and focused on moving from one performance level to the next. There is a strong emphasis on the "student as producer."

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

• Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

5e. Promote positive and respectful rapport.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Student-to-Student Interactions	☐ The Reading Specialist allows student-to-student interactions characterized by conflict, sarcasm or put-downs. Student interactions in the classroom are disrespectful.	☐ The Reading Specialist reinforces student-to-student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students.	☐ The Reading Specialist fosters student-to-student interactions that are polite and respectful. Student individuality and the dignity of each student is consistently maintained.	☐ The Reading Specialist fosters a classroom culture in which student-to-student interactions are highly respectful. As a group, students have learned to be supportive of one another's individuality and developmental levels. The dignity of each student is consistently maintained and honored.
	Teacher-to-Student Interactions	☐ Teacher-student interactions reflect a lack of rapport between the teacher and students.	☐ Teacher-student interactions are cordial, but may not transfer to positive teacher-student relationships.	☐ Teacher-student interactions are positive and respectful rapport is demonstrated. Positive teacher-student relationships serve as a model for student learning and practicing of behaviors that contribute to a learning community.	☐ Teacher-student interactions serve as a model of positive and respectful rapport. Positive teacher-student relationships promote the development of socially competent students who are able to demonstrate behaviors that contribute to a learning community.
	Tolerance and Respect for Diversity	☐ The Reading Specialist does not teach or model tolerance strategies. Reading Specialist actions/words embarrass and/or devalue students.	☐ The Reading Specialist is beginning to address issues related to tolerance and respect for cultural differences, although expectations may not be consistently enforced.	☐ The Reading Specialist incorporates lessons on teaching tolerance strategies to students fostering respect for multicultural students. The teacher reinforces high expectations for demonstrations of civility among members of the class.	☐ The Reading Specialist is intentional about teaching tolerance strategies and reinforces classroom interactions that are respectful of multicultural students. Students take responsibility for ensuring high levels of civility among members of the class.

Standard #5 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

• Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

Name:	Date:

PERFORMANCE STANDARD #6: LEADERSHIP
Professional educators have a responsibility for professional growth and positive leadership.

Educators should know and be able to:

6a. Understand their role and responsibility in implementing the District and/or Building Action Plan.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Leadership Skills	☐ Allows others to fulfill the goals and priorities outlined in the Building Action Plan.	☐ Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.	☐ Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the Building Action Plan by serving in a building leadership capacity (e.g., Department Chair, Grade Level Leader, Content Collaborator, Building Leadership Team, BAAC and/or building committees), and demonstrates Level I Leadership Skills.	☐ Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/Building Action Plan (e.g., member of the Building Leadership Team, may be a Department Chair, Grade Level Leader and/or serves on building or district level committees), and demonstrates Level II Leadership Skills.
	Collegial Partnerships	☐ Does not act in ways that reinforce the implementation of school improvement efforts.	☐ Maintains relationships with colleagues to fulfill duties that the school requires.	☐ Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school.	☐ Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the school and/or programs within the district.
	Focuses on Quality Instruction	☐ Engages in disagreements and/or is unsupportive of school improvement efforts.	☐ Supportive of the school's focus on improving the quality of instruction for students.	☐ Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	☐ Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 23

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2   • Ineffective (District Rating: Unsatisfactory).

6b. Promote the concept of Professional Learning Communities/Professional Forums through collaboration and purposeful involvement.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**PLC Participation**	☐ Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Requires additional skill development and practice for effectively implementing the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Actively participates in a PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) to articulate the essential curriculum, design and gather relevant assessment data to inform instruction and implement and monitor effectiveness of intervention strategies.	☐ Exhibits highly collaborative skills that support the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) members in working interdependently to achieve common goals, develop strategies to achieve those goals, gather and use relevant data and continuously learn from one another.
	Professional Inquiry	☐ No time is devoted to dialogue with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings) to improve student outcomes.	☐ Takes some initial steps to engage in dialogues with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Actively participates in a culture of professional inquiry with colleagues to improve best practices in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings), stays focused and moves the discussion forward.	☐ Facilitates dialogues that challenge self and others on the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) team to continually improve PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) effectiveness (e.g., engaging in collective inquiry on questions specifically linked to student achievement, use of protocols, engaging in action research and practicing sense-making).
	Professional Learning	☐ Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	☐ Exchanges ideas with other teachers and members of the team regarding such things as instructional materials and teaching strategies.	☐ Volunteers to participate in school or district professional learning making an important contribution to the work of the team.	☐ Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories:

- Highly Effective (District Rating: Exemplary) • Effective (District Rating: Proficient 1 & 2) • Partially Effective (District Rating: Progressing 1 & 2) • Ineffective (District Rating: Unsatisfactory).

6c. Continue professional growth.

<table>
<tr><th rowspan="2" style="writing-mode:vertical">INDICATORS OF EFFECTIVENESS</th><th></th><th>UNSATISFACTORY</th><th>PROGRESSING</th><th>PROFICIENT</th><th>EXEMPLARY</th></tr>
<tr><td>Life-long Learning</td><td>☐ Does not engage in professional development activities other than for licensure renewal.</td><td>☐ Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.</td><td>☐ Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.</td><td>☐ Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices enhancing effectiveness.</td></tr>
<tr><td>Mentorship and Peer Feedback</td><td>☐ Does not seek or accept feedback from mentors or peers.</td><td>☐ Seeks and accepts support from a mentor and/or peers.</td><td>☐ Positively impacts the work of other educators through mentorship and/or peer feedback.</td><td>☐ Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.</td></tr>
<tr><td>Performance Goal Setting</td><td>☐ Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.</td><td>☐ Develops individual performance goals and monitors as required.</td><td>☐ Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.</td><td>☐ Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.</td></tr>
</table>

Standard #6 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 25

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

Name:		Date:

PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES
Professional educators have a responsibility to the profession, district, parents, students and the public.

Educators should know and be able to:

7a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and school rules

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Legal and Professional Responsibilities	☐ Disregards or has no awareness of legal and professional responsibilities pertaining to education.	☐ Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education.	☐ Understands and abides by the legal and professional responsibilities pertaining to education.	☐ Fully understands, abides by and supports the legal and professional responsibilities pertaining to education. The teacher acts proactively in seeing that colleagues comply with standards of excellence.
	Compliance	☐ Does not comply with school rules and district policies and procedures.	☐ Inconsistently complies with school rules and district policies and procedures.	☐ Complies fully with school rules and district policies and procedures.	☐ Complies with school rules and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
	Confidentiality	☐ Disregards the legal and professional aspects of confidentiality practices.	☐ Seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicate with colleagues about best practice with regard to confidentiality laws.	☐ Maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	☐ Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Acts in reinforcing ways to support decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 26
- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

7b. Demonstrate professionalism

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	**Respectful Workplace**	☐ Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	☐ Interactions with students, parents, staff and the community are neutral. Complies with respectful workplace behaviors.	☐ Consistently models respect for others when interacting with students, parents, staff and the community. Models respectful workplace behaviors.	☐ Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.
	Honesty and Integrity	☐ Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.	☐ Uses poor judgment when dealing with students, parents and/or colleagues.	☐ Deals with students, parents and/or colleagues with honesty and integrity.	☐ Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community.
	Other Duties as Assigned	☐ Absent from assignment and assigned duties and/or is habitually late.	☐ Performs assignment and other duties as assigned. Is usually present and on time.	☐ Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is present and on time.	☐ Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 27

- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).

7c. Effectively communicates and solves problems.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
INDICATORS OF EFFECTIVENESS	Communication	☐ Poorly communicates to students, staff, families, colleagues and/or the community. Communication neither is accurate, understandable nor is it sent in a timely fashion.	☐ Communicates information adequately using oral, written and/or electronic methods.	☐ Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	☐ Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the organization. Communication serves to advance understanding in challenging situations.
	Conflict Resolution and Decision Making	☐ Minimal involvement in identifying and seeking solutions to issues. Solutions may even have an adverse impact.	☐ Makes limited contributions when identifying and seeking solutions to effectively address building or academic issues.	☐ Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building or academic issues.	☐ Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues.
	Professional Composure	☐ Loses composure or becomes defensive when faced with a difficult problem.	☐ Requires reassurance from others to maintain composure in the face of conflict or difficult issues.	☐ Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	☐ Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. Is a calming presence when faced with conflict or challenges.

Standard #7 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Summative Rating for Teachers The overall evaluation score combines the measures of teacher practice (rubric tally) and measures of student achievement (PGO)* earning a teacher one of four categories: 28
- Highly Effective (District Rating: Exemplary)   • Effective (District Rating: Proficient 1 & 2)   • Partially Effective (District Rating: Progressing 1 & 2)   • Ineffective (District Rating: Unsatisfactory).