



# Kansas City Missouri School District

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Teacher Performance Management Rubric  
2011-2012



## **Mission**

The mission of the Kansas City, Missouri School District, as a transformational, multicultural urban school system, is to produce fully-equipped global citizens through a relevant, dynamic and rigorous curriculum, facilitated by culturally sensitive, highly skilled, effective and committed educators that provide a **safe, nurturing environment for each student to learn every day**, in every subject without exception.

### **Teachers will be evaluated based on the following five standards:**

1. Teachers know the content they teach
2. Teachers facilitate learning for their students
3. Teachers establish a respectful environment for a diverse population
4. Teachers use assessments effectively to gauge and respond to student growth and needs
5. Teachers demonstrate leadership



## Formal Observation Rubric

Employee Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### Evaluation Key

<b>Unsatisfactory - 1</b>	<b>Needs Improvement - 2</b>	<b>Developing - 3</b>	<b>Proficient - 4</b>	<b>Distinguished - 5</b>
<p>Performance does not meet expectations a majority of the time (observed never or rarely); deficiencies must be eliminated and concern is of such a serious nature that substantial improvement must be shown and a PGP must be created</p> <p>Content knowledge and leadership skills are being developed through a progression of planned and supervised clinical experiences</p>	<p>Performance does not meet expectations (50-60% of the time and deficiencies must be eliminated and a PGP must be created.</p> <p>Base knowledge and skills are applied and the teacher begins to advance student growth and achievement</p>	<p>Performance meets expectations 60-80% of the time although significant development remains necessary in areas of leadership, content, knowledge and skills</p> <p>Skills continue to develop by encounters with new experiences and expectations in the classroom, school, district, and community and teacher continues to advance student growth and achievement</p>	<p>Performance meets expected levels of performance 80-90%</p> <p>Continues to advance his/her knowledge and skills while consistently advancing student growth and achievement</p>	<p>Performance exceeds expected levels of performance 90-100% The teacher is not only a leader in the school, but also in the district and broader professional community</p> <p>Contributes to the professional community while consistently advancing student growth and achievement</p>
<b>0 – 1.9 Unsatisfactory</b>	<b>2.0 – 2.74 Needs Improvement</b>	<b>2.75 – 3.24 Developing</b>	<b>3.25 – 4.24 Proficient</b>	<b>4.25 – 5.0 Distinguished</b>

### Instructions

- When reviewing an employee, the evaluator shall select the rating that best describes the employee’s performance
- **EACH INDICATOR REQUIRES A COMMENT** Descriptors shall be used to guide comments
- Some factors may not apply; not all factors must be rated If not applicable, put N/A in the left hand column next to the performance factor that does not apply Do NOT include this category in overall rating calculation
- **In reviewing the overall performance rating, a rating of 0 to 2.74 requires a Professional Growth Plan (PGP) to be implemented**
- All Level 2 teachers with a final evaluation rating of 4.25 or above (distinguished) will be placed on Level 3 by principal
- Level 2 teachers with a final evaluation rating of 3.25 – 4.24 (proficient) may be placed on Level 3 by principal

### Standard 1: Teachers know the content they teach

**Indicator 1: Teacher knows the subject matter and organizes the curriculum to support student understanding of the subject matter.**

- ✓ Teacher demonstrates mastery of the content to be taught.
- ✓ Teacher engages students with connections between taught content and other disciplines.
- ✓ Teacher engages students with academic language embedded in content taught.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher rarely or never demonstrates knowledge of the subject matter;</li> <li>• Teacher does not organize the curriculum into learning activities that result in the majority of students mastering the content in a learning activity</li> <li>• No evidence that students have the opportunity to develop academic language</li> <li>• Students rarely have the opportunity rarely use relevant content vocabulary and/or use it incorrectly (e.g., during a geometry learning activity students cannot tell you what a protractor is when using one)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inconsistently demonstrates accurate content knowledge of the subject matter</li> <li>• Teacher infrequently selects effective resources, and organizes the curriculum into learning activities that result in no more than half of the students mastering the content in a learning activity</li> <li>• Teacher explains concepts or skills with a lack of clarity or coherence that impedes student understanding of content</li> <li>• Teacher uses language or explanations that are not developmentally appropriate</li> <li>• Students rarely use academic language</li> <li>• Students use relevant content rarely or incorrectly</li> <li>• Teacher may convey inaccurate content to students or does not communicate the information necessary for mastery of unit and learning activity learning targets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher often demonstrates accurate content knowledge,</li> <li>• Teacher effectively selects resources, and organizes the curriculum into learning activities that usually result in many students mastering the learning targets of a learning activity</li> <li>• Teacher explains concepts and skills but delivery is not consistently organized in a way that effectively facilitates learning</li> <li>• Teacher occasionally explains content at too high or too low of a development level for students or inadequately explains new vocabulary occasionally               <ul style="list-style-type: none"> <li>• Teacher conveys accurate information to students but inconsistently emphasizes key</li> <li>• Students use academic language</li> </ul> </li> <li>• Students may use relevant content vocabulary but occasionally incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently demonstrates accurate content knowledge,</li> <li>• Teacher effectively selects resources, and organizes the curriculum into learning activities that usually result in most students mastering the learning target of a learning activity</li> <li>• Teacher explains concepts and skills clearly and coherently</li> <li>• Teacher conveys accurate content to students</li> <li>• Teacher uses developmentally appropriate explanations and explains new terms and vocabulary</li> <li>• Teacher emphasizes key points needed to master learning activity learning targets</li> <li>• Teacher uses visuals or technology in situations where such methods facilitate student understanding of learning activity learning targets</li> <li>• Students actively use academic language</li> <li>• Students actively use relevant content vocabulary correctly</li> <li>• Students support each other in use of academic language</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher systematically leads students to higher levels of content knowledge</li> <li>• Teacher skillfully organizes the curriculum into learning activities by integrating content across disciplines, which results in almost all students mastering the learning target of a learning activity</li> <li>• Teacher creates opportunities for students to take leadership roles in communicating learning activity content to each other when appropriate</li> <li>• Students encourage one another to engage in academic conversation and have protocols to support their dialogue</li> </ul>

**Indicator 2: Teacher plans and paces Standards-Aligned Learning activities.**

- ✓ Teacher creates daily standard-aligned learning activities which include an opening, introduction of new material, opportunities for practice, and closing.
- ✓ Teacher implements accommodations towards IEP and 504 goals in learning activities.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher delivers learning activities that contain fewer than two basic components,</li> <li>• Teacher’s learning activities may not be well-paced, and</li> <li>• Teacher’s learning activities may not be fully aligned to the learning activity’s learning target or state standards</li> <li>• Teacher implements learning activities that are not aligned with or do not describe learning targets</li> <li>• Teacher does not implement accommodations towards IEP and 504 goals in daily learning activity plans</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher delivers learning activities that include all but one of the basic components,</li> <li>• Several of the teacher’s learning activities may not be well-paced</li> <li>• Several of the teacher’s learning activities may not be aligned to the learning target or state standards</li> <li>• Teacher inconsistently implements learning activities that are rarely aligned with learning or rarely describe learning targets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher delivers learning activities that include all of the basic components;</li> <li>• One of the teacher’s learning activities may not be well-paced,</li> <li>• All of the teacher’s learning activities are aligned to the learning targets and state standards</li> <li>• Teacher implements learning targets and learning activities that are only partially aligned to mastery of learning targets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher delivers and paces learning activities that include all of the basic components, each of which is aligned to the learning target and state standards</li> <li>• Teacher implements, learning activities that are sequenced to lead students towards mastery of the learning targets</li> <li>• Teacher allocates adequate time for students to master each learning target while maintaining fidelity to district curriculum requirements</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher delivers and paces learning activities that include all of the basic components, each of which is aligned to the learning target and exceeds expectations of the state standards</li> <li>• Teacher implements unit and learning activities that include cross-disciplinary connections to key concepts in more than one content area</li> </ul>

## Standard 2: Teachers facilitate learning for their students

### Indicator 1: Teacher ensures Instruction leads to student engagement, problem-solving and higher level thinking skills

- ✓ Teacher engages students in work through instructional opportunities, individually and collaboratively, that develop higher-level thinking skills<sup>1</sup>.
- ✓ Students actively participate in learning activities.
- ✓ Student work is rigorous.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher provides no opportunities for students to engage in work that requires higher-level thinking skills</li> <li>• All or most students do not employ higher-level thinking skills during the learning activities</li> <li>• All or most students are disengaged or do not comply with teacher directions during direct instruction, independent practice, or group work</li> <li>• Student work does not lead to students learning to deep levels of understanding in terms of communication, critical thinking and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher provides limited opportunities for students to engage in work that requires higher-level thinking skills</li> <li>• Students passively comply with teacher's directions to avoid negative consequences or redirection</li> <li>• At times student work leads to students learning to deep levels of understanding in terms of communication, critical thinking and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher repeatedly uses the same instructional strategies over time</li> <li>• Teacher uses some instructional tasks that require students to use higher-level thinking skills</li> <li>• Teacher provides limited guidance and support to students in using higher-level thinking skills</li> <li>• Students use higher-level thinking skills but may not do so in a way substantially connected with the mastery of the learning targets</li> <li>• Students complete only the minimum requirements during independent practice or group work</li> <li>• The majority of the time student work leads to students learning to deep levels of understanding in terms of communication, critical thinking and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses a variety of instructional strategies and questioning techniques to develop students' higher-level thinking skills</li> <li>• Teacher provides students the support and guidance (e.g., scaffolding) needed to exercise higher-level thinking skills</li> <li>• Teacher embeds higher-level thinking skills into the learning target so that mastery of the target requires students to meaningfully employ higher-level thinking skills</li> <li>• Students employ higher-level thinking skills to engage with concepts, questions, and tasks and to demonstrate understanding of the learning targets</li> <li>• Students demonstrate engagement during direct instruction by participating in and completing instructional tasks, volunteering responses to questions, following teacher directions and asking appropriate questions</li> <li>• Students display</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Students synthesize diverse perspectives or points of view during the learning activity</li> <li>• Students communicate their thinking and reasoning processes, and encourage their peers to do the same when appropriate</li> <li>• Students connect mastery of learning targets to their long-term academic and personal goals and interests</li> <li>• Student work consistently leads to students learning to deep levels of understanding in terms of communication, critical thinking and collaboration</li> </ul>

<sup>1</sup> Higher level thinking skills include reflecting on learning, generating new insights, asking questions, making decisions, analyzing, classifying, comparing, evaluating, explaining, summarizing, synthesizing, and solving problems.

Examples of instructional tasks requiring higher-level thinking skills include: solving problems with predictable and non-predictable solutions, noticing patterns and finding relationships, generating hypotheses, planning tasks to address problems, generating reasonable arguments and explanations, predicting outcomes, assessing progress toward goals, communicating about learning and engaging in advanced level reading and writing tasks.

			<p>active effort in learning activities during independent and group work</p> <ul style="list-style-type: none"> <li>• Student work consistently leads to students learning to deep levels of understanding in terms of communication, critical thinking and collaboration</li> </ul>	
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**Indicator 2: Teacher differentiates instruction to meet the needs of every student.**

- ✓ Teacher implements instructional strategies to teach students whose first language is not English and/or whose disability requires specific accommodations/techniques.
- ✓ Teacher uses a variety of instructional strategies – information and communication technology, independent, small group, and whole class – to ensure each student’s learning styles/needs are met.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Students engage with content in only one way throughout learning activities</li> <li>• Students are not able to access the learning target or activity at an appropriate level of challenge</li> <li>• Teacher adapts zero elements of the learning activity to meet different student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage with content in multiple ways</li> <li>• Teacher adapts few elements of learning activities to meet different student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage with content in multiple ways that are appropriate to learning targets but not necessarily responsive to their learning needs</li> <li>• Teacher adapts some elements of the depth, pace, or delivery of learning targets to meet the needs of most learners, although individual students may not be able to access the content in an effective way and/or at an appropriate level of challenge</li> <li>• Teacher works to ensure that the needs of most students are met by providing extra support as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage with content in multiple ways appropriate to learning targets and responsive to their needs</li> <li>• Teacher adapts the depth, pace, and delivery mode of what is taught to allow students to access the content and materials at multiple levels of challenge</li> <li>• Teacher provides extra support, enrichment, or variation of work, where necessary, in order to meet the needs of each student</li> <li>• Teacher strategically utilizes flexible instructional groups and varied instructional arrangements that are appropriate to the students and to the instructional purposes of the learning target and learning activities</li> <li>• Students engage in learning activities or performance tasks that allow for interest- or skill-based choice in processes or products</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher offers individualized instruction based on assessment of student progress towards mastery of learning targets to ensure the content is challenging and accessible to all students</li> <li>• Students collaborate with the teacher to design interest-based learning experiences or performance tasks that demonstrate mastery of the learning targets</li> <li>• Students know their academic needs and actively seek learning experiences or tasks that suit their level of mastery and their learning profile</li> </ul>

**Standard #3: Teachers establish a respectful environment for a diverse population of students**

**Indicator 1: Teacher implements effective classroom management to maximize student learning.**

- ✓ Teacher establishes and maintains a safe, orderly environment.
- ✓ Teacher manages classroom procedures and transitions to maximize academic learning time.
- ✓ Teacher redirects students to minimize the impact of misbehavior on learning time.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher randomly or inconsistently communicates expectations and manages student behavior without clear rules and consequences, such that few students are meeting behavior expectations and on task throughout the learning activity</li> <li>• During classroom procedures and transitions, students require constant redirection from the teacher, or are idle /off task while waiting for the teacher, which results in significant losses of potential instructional</li> <li>• Students display a lack of respect (e.g. talking over each other, disrespectful comments) for each other or the teacher and may show resistance to working collaboratively with each other or in groups</li> <li>• Teacher does not address misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inconsistently communicates expectations and manages student behavior (e.g., consequences are inconsistent), such that at least half of students are meeting behavior expectations and on task throughout the learning activity</li> <li>• During classroom procedures and transitions, students require consistent redirection from the teacher, which results in the loss of much instructional time</li> <li>• Teacher may attempt to redirect student behaviors that disrupt the learning process, but the intervention may not be appropriate to the level of student behavior, or those attempts are not successful at changing student behaviors, or teacher does not address misbehavior</li> <li>• Teacher redirects student behavior in a manner that slows momentum and disrupts the learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher often communicates expectations and manages student behavior consistently with rules and consequences, such that the majority of students are meeting behavior expectations and on task throughout learning activities</li> <li>• The need for teacher redirection of students during procedures and transitions results in the loss of some instructional time</li> <li>• Teacher assigns consequences for misbehavior that are logical, appropriate to the level of student behavior, and successfully change student behaviors, but may not do so consistently with all students</li> <li>• Sometimes student redirection is clear, specific, non-personal (focused on the behavior not the child) and does not slow momentum or disrupt the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently communicates expectations and manages student behavior with rules and consequences and builds a positive classroom climate, such that most students are meeting behavior expectations and on task throughout the learning activities</li> <li>• Most students engage in productive learning activities from the start of class until the end of class and little time is lost on transitions and other non-instructional activities</li> <li>• Teacher maintains momentum because there is no inappropriate or off-task behavior, or because the teacher redirects it in a subtle and preventative manner</li> <li>• Student redirection is clear, specific, non-personal (focused on the behavior not the child) and does not slow momentum or disrupt the learning</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher systematically communicates expectations and manages student behavior with rules and consequences and builds a positive classroom culture, such that almost all of the students are meeting behavior expectations and on task throughout the learning activities</li> <li>• Teacher manages instructional time through well-executed and explained procedures and transitions so that no time is lost</li> <li>• Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them</li> <li>• Students assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner that requires little or no direction from the teacher</li> <li>• Students demonstrate a clear understanding of behavioral expectations and rules through their actions and require little or no redirection from the teacher (90-100% of the time)</li> </ul>

**Indicator 2: Teacher demonstrates knowledge of Language, culture, family and community in which they teach.**

✓ Teacher creates an environment of respect for individual differences and cultures.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>Teacher rarely or never facilitates a classroom environment that demonstrates caring, appreciates all cultures, encourages risk, and honors student accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently facilitates a classroom environment that demonstrates caring, appreciates all cultures, encourages risk, and honors student accomplishments</li> <li>Students' interactions with the teacher and their peers are frequently disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher often facilitates a classroom environment that demonstrates caring, appreciates all cultures, encourages risk, and honors student accomplishments</li> <li>Teacher demonstrates respect for all students but may occasionally use a negative tone with students</li> <li>Teacher communicates expectations for positive student behavior and interactions between students</li> <li>Students respect the teacher but may inconsistently show respect for their peers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently facilitates a classroom environment that demonstrates caring, appreciates all cultures, encourages risk, and honors student accomplishments</li> <li>Teacher demonstrates caring and respect for all students and creates a positive, energetic, and orderly climate and culture in the classroom</li> <li>Teacher communicates and reinforces expectations for positive student behavior and interactions between students, including a respect for individual, cultural, and linguistic differences</li> <li>Teacher arranges and organizes furniture, supplies, reference materials, and student work in a way that supports learning activities</li> <li>Students demonstrate respect by actively listening and responding positively to each other and to the teacher</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>Teacher systematically facilitates a classroom environment that demonstrates caring, appreciates all cultures, encourages risk, and honors student accomplishments</li> <li>Students demonstrate ownership of classroom environment by encouraging their peers to interact positively with one another</li> <li>Students cooperate and collaborate without teacher direction to support their peers and encourage them to achieve academic success</li> </ul>

**Standard 4: Teachers use assessments effectively to gauge and respond to student growth and needs**

**Indicator 1: Teacher uses assessments effectively.**

✓ Teacher uses multiple indicators, including formative and summative assessments, to evaluate student progress and growth.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher infrequently or never checks for student understanding, or the checks are ineffective in accurately assessing student understanding</li> <li>• Teacher does not address student misunderstanding, or the attempts to address misunderstanding are unsuccessful</li> <li>• Teacher provides incorrect feedback or no feedback during learning activities</li> <li>• Students are unaware if they correctly understand the content</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inconsistently checks for student understanding during learning activities, but misses key opportunities to identify misunderstanding and adjust instruction accordingly</li> <li>• Teacher inconsistently addresses student misunderstanding in response to checks, although response may not be immediate, may not fully meet student needs, and the flow of learning activities may be interrupted</li> <li>• Teacher provides limited feedback to students during learning activities</li> <li>• Students are unclear if they correctly understand the content</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently checks for student understanding during learning activities, although may miss key opportunities to identify misunderstanding and/or adjust instruction accordingly</li> <li>• Teacher immediately addresses student misunderstanding in response to checks, although may not fully meet student needs, or the flow of learning activities may be interrupted</li> <li>• Teacher provides limited feedback to students during learning activities</li> <li>• Students have a general sense of whether or not they are successful but may not know their progress in relation to specific learning targets or goals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently checks for understanding and accurately diagnoses student misunderstanding at key moments during a learning activity using a variety of methods</li> <li>• Teacher adjusts learning activity to ensure student understanding in response to assessments during the activity and without interrupting the flow</li> <li>• Teacher provides feedback throughout the learning activity that affirms correctly understood content, clarifies misunderstood content, and extends student thinking</li> <li>• Teacher uses clear systems and routines for assessing student understanding during the learning activity</li> <li>• Students articulate their performance and progress relative to learning targets and goals</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher obtains a thorough understanding of individual students' progress, academic needs with regard to the learning target, and root causes of misunderstanding</li> <li>• Teacher creates opportunities for students to self-assess their understanding of learning targets and provide feedback to the teacher</li> <li>• Students track their own progress toward meeting learning targets and goals</li> </ul>

**Indicator 2: Teacher uses assessment data to improve learning.**

- ✓ Teacher implements frequent assessments to inform instruction
- ✓ Teacher modifies instruction to meet the needs of students as evidenced by assessment data
- ✓ Teacher implements data monitoring system to demonstrate evidence of students' knowledge, skills, and performance

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher rarely or never uses assessments to identify areas of mastery and areas for improvement in student knowledge and skills</li> <li>• Teacher records limited evidence of student knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inconsistently uses assessments to identify areas of mastery and areas for improvement in student knowledge and skills</li> <li>• Teacher may collect data but does not appropriately modify instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses assessments to identify areas of mastery and areas for improvement in student knowledge and skills</li> <li>• Teacher analyzes student progress data to determine the effectiveness of past instruction, diagnose why students did or did not master learning targets, and modify instruction; the teacher may need support or guidance to do so consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently uses assessments to accurately determine progress toward the learning target and to identify areas of mastery and areas for improvement in student knowledge and skills</li> <li>• Teacher uses a system to track student assessment data, including individual and class progress toward meeting learning targets and goals</li> <li>• Teacher analyzes student progress data at key points during the year to determine the effectiveness of past instruction and modify upcoming instruction</li> <li>• Teacher uses analysis of student progress data to plan differentiated instruction including intervention and enrichment</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher systematically uses assessment data at multiple points throughout the year to reassess student skill levels and refine student learning targets and goals</li> </ul>

## Standard 5: Teachers demonstrate leadership

### Indicator 1: Teacher creates partnerships in support of student learning.

- ✓ Teacher communicates with parents and families throughout the year as part of the learning process.
- ✓ Teacher collaborates with colleagues in his/her building and/or across district school sites to improve the quality of learning in the school (via iEarn, PD360, etc ).
- ✓ Teacher treats supervisors and colleagues with respect throughout all aspects of work.

Unsatisfactory 1	Needs Improvement 2	Developing 3	Proficient 4	Distinguished 5
<ul style="list-style-type: none"> <li>• Teacher does not or rarely communicates with parents or families regarding student performance and behavior</li> <li>• Teacher does not or rarely collaborates with colleagues in his/her building or at other district school sites</li> <li>• Teacher interacts negatively with supervisors and/or colleagues on multiple occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher inconsistently communicates with parent and families regarding student performance and behavior</li> <li>• Teacher consistently fails to respond to routine parent and family contacts within 24-48 business hours of receiving the initial concern or correspondence or fails to refer the matter to his/her supervisor</li> <li>• Teacher inconsistently collaborates with colleagues in his/her building and/or across district school sites</li> <li>• Teacher interacts respectfully with supervisors but negatively with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently and effectively communicates with parents and families regarding student performance and behavior, though requires frequent reminders or monitoring to do so</li> <li>• Teacher responds to routine parent contacts within 24-48 business hours or refers the matter to his/her supervisor, though requires frequent reminders or monitoring to do so</li> <li>• Teacher collaborates with colleagues in his/her building and/or across district school sites when presented with opportunities to do so</li> <li>• Teacher interacts respectfully with supervisor and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently and effectively communicates with parents or guardians regarding student performance and behavior</li> <li>• Teacher responds to routine parent contacts within 24-48 business or refers the matter to his/her supervisor</li> <li>• Teacher proactively seeks or creates opportunities to collaborate with colleagues in his/her building and/or across district school sites</li> <li>• Teacher interacts respectfully and professionally with supervisors and colleagues</li> </ul>	<p><i>All indicators for Level 4 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> <li>• Teacher consistently and effectively communicates with parents or guardians regarding student performance and behavior, and that communication leads to changes in student behavior</li> <li>• Teacher creates opportunities and leads collaboration with colleagues in his/her building and/or across district school sites</li> <li>• Teacher interacts respectfully and professionally with supervisors and colleagues, and consistently promotes respect and professionalism</li> </ul>