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| **Quality Standard** | **ELEMENT** | **RATING** | | | | | | |
| **B** | **PP** | **P** | **A** | **E** | | **# Points Earned** |
| **0 pts** | **1 pt** | **2 pts** | **3 pts** | **4 pts** | |
| **I.**  **Mastery of and Pedagogical Expertise in the Content They Teach** | 1. Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students. |  |  |  |  |  | | 3 |
| 1. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. |  |  |  |  |  | | 2 |
| 1. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. |  |  |  |  |  | | 1 |
| 1. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. |  |  |  |  |  | | 2 |
| 1. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. |  |  |  |  |  | | 3 |
| 1. Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught. |  |  |  |  |  | | 2 |
| **Total Points Earned for Standard I** | | | | | | **13** | |
| **Determine Rating for Standard I:** 0 to 2 points = Basic  3 to 8 points = Partially Proficient  9 to 14 points = Proficient  15 to 20 points = Accomplished  21 to 24 points = Exemplary | | | | | | Proficient | |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  (Total Pts. Earned for Std. I) X (Std. I Weight X No. of Stds.)  (Number of Elements Associated with Standard)  **Calculation Work Space\***  **(13 x .20 x 5)/6 = 2.16** | | | | | | | **2.16** | |

**Answer Key for Secondary Math Teacher**

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| **Quality Standard** | **ELEMENT** | **RATING** | | | | | | |
| **B** | **PP** | **P** | **A** | **E** | **# Points Earned** | |
| **0 pts** | **1 pt** | **2 pts** | **3 pts** | **4 pts** |
| **II.**  **Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students** | 1. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. |  |  |  |  |  | 3 | |
| 1. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country. |  |  |  |  |  | 3 | |
| 1. Teachers engage students as individuals with unique interests and strengths. |  |  |  |  |  | 3 | |
| 1. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. |  |  |  |  |  | 3 | |
| 1. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. |  |  |  |  |  | 2 | |
| 1. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies. |  |  |  |  |  | 3 | |
| **Total Points Earned for Standard II** | | | | | | | **17** |
| **Determine Rating for Standard II:** 0 to 2 points = Basic  3 to 8 points = Partially Proficient  9 to 14 points = Proficient  15 to 20 points = Accomplished  21 to 24 points = Exemplary | | | | | | | Accomplished |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  (Total Pts. Earned for Std. II) X (Std. II Weight X No. of Stds.)  (Number of Elements Associated with Standard)  **Calculation Work Space\***  **(17 x .20 x 5)/6 = 2.83** | | | | | | | | **2.83** |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| **Quality Standard** | **ELEMENT** | **RATING** | | | | | | | | |
| **B** | **PP** | **P** | **A** | **E** | | **# Points Earned** | | |
| **0 pts** | **1 pt** | **2 pts** | **3 pts** | **4 pts** | |
| **III.**  **Effective Instruction and an Environment that Facilitates Learning** | 1. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. |  |  |  |  |  | | 2 | | |
| 1. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students’ level of content knowledge and skills. |  |  |  |  |  | | 3 | | |
| 1. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. |  |  |  |  |  | | 1 | | |
| 1. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning. |  |  |  |  |  | | 0 | | |
| 1. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills. |  |  |  |  |  | | 4 | | |
| 1. Teachers provide students with opportunities to work in teams and develop leadership qualities. |  |  |  |  |  | | 4 | | |
| 1. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language. |  |  |  |  |  | | 2 | | |
| 1. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. |  |  |  |  |  | | 1 | | |
| **Total Points Earned for Standard III** | | | | | | | | **17** |
| **Determine Rating for Standard III:** 0 to 3 points = Basic  4 to 11 points = Partially Proficient  12 to 19 points = Proficient  20 to 27 points = Accomplished  28 to 32 points = Exemplary | | | | | | Proficient | | | |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  (Total Pts. Earned for Std. III) X (Std. III Weight X No. of Stds.)  (Number of Elements Associated with Standard)  **Calculation Work Space\***  **(17 x .20 x5)/8 = 2.13** | | | | | | | **2.13** | | | |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| **Quality Standard** | **ELEMENT** | **RATING** | | | | | | |
| **B** | **PP** | **P** | **A** | **E** | | **# Points Earned** |
| **0 pts** | **1 pt** | **2 pts** | **3 pts** | **4 pts** | |
| **IV.**  **reflections on practice** | 1. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. |  |  |  |  |  | | 1 |
| 1. Teachers link professional growth to their professional goals. |  |  |  |  |  | | 1 |
| 1. Teachers are able to respond to a complex, dynamic environment. |  |  |  |  |  | | 1 |
| **Total Points Earned for Standard IV** | | | | | | **3** | |
| **Determine Rating for Standard IV:** 0 to 1 points = Basic  2 to 4 points = Partially Proficient  5 to 7 points = Proficient  8 to 10 points = Accomplished  11 to 12 points = Exemplary | | | | | | Accomplished | |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  (Total Pts. Earned for Std. IV) X (Std. IV Weight X No. of Stds.)  (Number of Elements Associated with Standard)  **Calculation Work Space\***  **(3 x .20 x 5)/3 = 1.00** | | | | | | | **1.00** | |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| **Quality Standard** | **ELEMENT** | **RATING** | | | | | | |
| **B** | **PP** | **P** | **A** | **E** | | **# Points Earned** |
| **0 pts** | **1 pt** | **2 pts** | **3 pts** | **4 pts** | |
| **V.**  **LEADERSHIP** | 1. Teachers demonstrate leadership in their schools. |  |  |  |  |  | | 1 |
| 1. Teachers advocate for schools and students, partnering with students, families and communities as appropriate. |  |  |  |  |  | | 1 |
| 1. Teachers are able to respond to a complex, dynamic environment. |  |  |  |  |  | | 3 |
| 1. Teachers demonstrate high ethical standards. |  |  |  |  |  | | 2 |
| **Total Points Earned for Standard V** | | | | | | **7** | |
| **Determine Rating for Standard V:** 0 to 1 points = Basic  2 to 5 points = Partially Proficient  6 to 9 points = Proficient  10 to 13 points = Accomplished  14 to 16 points = Exemplary | | | | | | Proficient | |
| **Determine contribution of Standard I to the Overall Professional Practices Rating:**  (Total Pts. Earned for Std. V) X (Std. V Weight X No. of Stds.)  (Number of Elements Associated with Standard)  **Calculation Work Space\***  **(7 x.20 x 5)/4 = 1.75** | | | | | | | **1.75** | |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard using the chart below.

|  |  |
| --- | --- |
| **Quality Standard** | **Total Points Earned** |
| 1. Mastery of and Pedagogical Expertise in the Content They Teach | 2.16 |
| 1. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students | 2.83 |
| 1. Effective Instruction and an Environment that Facilitates Learning | 2.13 |
| 1. Reflection on Practice | 1.00 |
| 1. Leadership | 1.75 |
| **Total Points for All Standards** | 9.88 |

Translating the Total Points for All Standards to Overall Professional Practices Rating

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Number**  **of Points Received** | | **Rating for Number**  **of Points Received** | **Total Number of Points**  **Received for this Evaluation =** |
| 0 to 2.00 points | Basic | | **9.88** |
| 2.01 to 7.00 points | Partially Proficient | | **Overall Professional**  **Practices Rating** |
| 7.01 to 12.00 points | Proficient | |
| 12.01 to 17.00 points | Accomplished | | **Proficient** |
| 17.01 to 20.00 points | Exemplary | |