



Teacher Performance Rubrics

Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Curriculum Designer 15%</p>	<ul style="list-style-type: none"> • Lesson plans clearly indicate what students need to know and how they will be assessed • Demonstrates a distinctive knowledge of CK curriculum through fluent year long and lesson planning; • Write an exemplary CK unit • Utilizes a well rounded variety of resources for instructional purposes. • Clear distinction drawn between mastery concepts and introductory concepts. 	<ul style="list-style-type: none"> • Lesson plans state what students need to know and how they will be assessed • Demonstrates a solid knowledge of CK curriculum through fluent year long and lesson planning; • Writes a proficient CK unit • Utilizes additional resources into lessons; • Some distinction drawn between mastery concepts and introductory concepts 	<ul style="list-style-type: none"> • Lesson Plans point to activities which state what students need to know • Lesson plans indicate developing knowledge of CK curriculum; • Partial development of a CK unit; • Some additional resources used. • Initial understanding of mastery versus introductory concepts; 	<ul style="list-style-type: none"> • Turns in timely and complete weekly lesson plans • Initial familiarity with scope and sequence indicated by following year long plan • Beginning understanding how to write a CK unit; • Few additional resources used in instruction.

Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Learning Results 15%</p>	<ul style="list-style-type: none"> • Designs exemplary differentiated instructional activities • Designs and uses a variety of creative instructional strategies (lecture, graphic organizers, projects and presentations.) • Exemplary classroom management and positive classroom environment • Increased normed or criterion referenced standardized test scores by 3 to 4% gain scores. • Consistently uses standardized test scores to set learning goals and produce learning outcomes. 	<ul style="list-style-type: none"> • Uses differentiated instructional activities • Uses a variety of instructional strategies • Increased normed or criterion referenced standardized test scores by 2 to 3% • Consistent use of classroom management and creation of a positive classroom environment • Some use of standardized test scores to set learning goals and produce learning outcomes. 	<ul style="list-style-type: none"> • Developing an understanding of differentiated instruction • Developing an understanding of how to use a variety of instructional strategies • Developing and understanding of classroom management • Developing an understanding of how to interpret and use standardized tests for diagnostic purposes 	<ul style="list-style-type: none"> • Beginning understanding of differentiated instruction • Beginning understanding of how to use a variety of instructional strategies • Beginning understanding of classroom management • Beginning understanding of how to interpret and use standardized tests for diagnostic purposes

Category	Level 4: Commendable	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Assessor</p> <p>15%</p>	<ul style="list-style-type: none"> • Designs and uses exemplary multiple assessments* targeted to specific content and skills which are carefully aligned with CK and state standards • Exemplary use of assessments to design lesson plans backwards • Exemplary designs and use of continuous assessment strategies • Exemplary use of meta-cognitive self assessment data by students 	<ul style="list-style-type: none"> • Proficient use and design of multiple assessments • Proficient use of assessments to design lesson plans backwards using assessments • Proficient use and design of continuous assessments • Proficient use of meta-cognitive student self assessment 	<ul style="list-style-type: none"> • Developing an understanding of how to use multiple assessments • Developing the understanding of how to design lesson plans backwards using assessments • Developing and understanding of continuous assessment • Developing an understanding of meta-cognitive self assessment 	<ul style="list-style-type: none"> • Beginning understanding of how to design and use multiple assessments • Beginning understanding of how to design lesson plans backwards using assessments • Beginning understanding of continuous assessment • Beginning understanding of meta-cognitive self assessment

Merit Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Technician</p> <p>5%</p>	<ul style="list-style-type: none"> • Exemplary knowledge and consistent use of technological tools into classroom instruction • Thorough knowledge and skill in using: Grade book program; homeworknow, word, e-mail <p>*Technological tools include computer software, internet, sound equipment, audio-visual equipment used for classroom instruction and record keeping</p>	<ul style="list-style-type: none"> • Consistent use of technological tools* to introduce instructional materials • Proficient knowledge and skill in Grade book, Homeworknow.com, word, excel, e-mail, 	<ul style="list-style-type: none"> • Developing knowledge of power point, internet, excel and/or e-mail • Developing knowledge of how to use sound or audio visual tools in classroom instruction • Proficient knowledge of grade book and homeworknow 	<ul style="list-style-type: none"> • Beginning knowledge of power point, internet, excel and/or e-mail • Beginning knowledge of Grade book and homeworknow

Merit Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Net worker 10%</p>	<ul style="list-style-type: none"> • Exemplary evidence of introducing resources* into the classroom or school or in connecting the classroom to outside resources • Exemplary evidence of collegiality, networking, and proactive problem solving within the school environment aimed at increasing school improvement • Exemplary Grant Writing <p>*Resources include materials, programs, speakers, professional development opportunities, enrichment programs, etc.</p>	<ul style="list-style-type: none"> • Notable evidence of introducing resources* into the classroom or school or in connecting the classroom to outside resources • Notable evidence of collegiality, networking, consistent problem solving with in the school environment—team meetings, task forces, etc.-- aimed at increasing school improvement • Drafting or initial stages or grant application 	<ul style="list-style-type: none"> • Evidence of collegiality, networking with in the school environment aimed at increasing school improvement • Developing professional knowledge of grant writing 	<ul style="list-style-type: none"> • Maintains a collegial attitude which is evident in participation on team, task forces, etc.

Merit Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
<p>Leadership/ Supervision 10%</p>	<ul style="list-style-type: none"> • Exemplary leadership* as team leader, committee member, or task force chair; • Exemplary leadership as mentor of other teachers/staff • Exemplary leadership as Board of Director's Representative • Leadership skills: excellent written and oral communication, problem solving, professionalism, attitude, interpersonal relationships, initiative. 	<ul style="list-style-type: none"> • Demonstrates consistent leadership as team leader, committee chair, or task force chair • Consistent leadership as a mentor for other teachers/ staff • Consistent in put as Board of Director's Representative 	<ul style="list-style-type: none"> • Developing understanding of leadership skills as part of team, task force or committee membership 	<ul style="list-style-type: none"> • Demonstrates a beginning understanding of leadership skills by taking the initiative on small projects or problem solving specific issues

Team Participation (5%)
<ul style="list-style-type: none">• Contributed to team planning of goals• Contributed to team success in reaching goals in a measurable way.• Contributed to sharing responsibility for solving problems identified by team.• Demonstrated professionalism and collegiality..



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Parent Communication (5%)	Record Keeping (5%)
<ul style="list-style-type: none"> • Written/Oral Parent Communication Monthly newsletter items Returns Phone Calls/ Written notes in planners Parent Conferences Child Study Team Referrals 	<ul style="list-style-type: none"> • Lesson Plan Book Clearly and consistently answers the following questions: <ol style="list-style-type: none"> 1. What do you want students to know? 2. In what Activities will students engage (Teacher Directed/Group Work/Seat Work) 3. How will the teacher know what the students know after teaching the lesson (written responses, discussion, group consensus, quizzes, mapping, brainstorming, projects, tests, etc.)? • Substitute Teacher Folder Two days worth of assignments provided to the office during the first two weeks of classes and updated throughout the year. • Classroom Discipline Plan A discipline plan consistent with TPCA policies and procedures has been communicated to students and parents and implemented in a fair and consistent way. Discipline referrals to the office have been fair and consistent • Homework Record Keeping Homework written on board Homework communicated orally Larger assignments communicated in writing • Pupil Missing Assignment Reports Sent home weekly in Thursday Folders • Report cards Completed and in a timely manner