

## Performance Standards

### *Domain One: Planning*

#### **INDICATOR A: Establishes appropriate instructional goals and objectives**

1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.
2. Gives instructional priority to content goals and objectives that have been identified as high stakes assessment items.
3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.
4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

#### ***Data Sources:***

Educator Information Record  
Planning Information Records  
Classroom Observations  
Reflecting Information Records

## Rubric for Performance Standards

### *Domain One: Planning*

#### **PERFORMANCE LEVEL A**

1. The textbook and the curriculum drive goals and objectives with some attention to students' needs and achievement.
2. Alignment with academic content standards and state performance indicators is incidental.
3. Goals and objectives are taken from the textbook with minimal attention to students' developmental levels.
4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.

#### **PERFORMANCE LEVEL B**

1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.
2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.
3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.
4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.

#### **PERFORMANCE LEVEL C**

1. Instructional goals and objectives are clearly aligned and referenced to the content standards and state performance indicators.
2. Decisions regarding the breadth, depth, and sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
3. A logical, clear, and appropriate connection exists between the goals and objectives and the developmental characteristics of all students. Goals and objectives are differentiated based on developmental levels of students.
4. Goals and objectives provide for deliberate skill development in the higher order thinking processes.

## Performance Standards

### *Domain One: Planning*

**INDICATOR B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.**

1. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students, their achievement, and uses this information to design and deliver appropriate instruction.
2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.
3. Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.
4. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.
5. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.
6. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.
7. Includes instructional experiences relevant to students, real life, and student career pathways.

#### ***Data Sources:***

Educator Information Record  
Planning Information

## Rubric for Performance Standards

### *Domain One Planning*

#### **PERFORMANCE LEVEL A**

1. Methods and activities that relate to the textbook are the primary guide for instructional planning.
2. Some consideration is given to student developmental levels.
3. Materials and methods are selected based on their relevance to instructional objectives and textbook.
4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.
5. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the textbook. Community resources are not evidenced.
7. The teacher plans activities for students that are related to careers.

#### **PERFORMANCE LEVEL B**

1. The teacher designs whole class instruction using classroom assessment data.
2. Plans reflect developmental needs in short-term learning but may not show connections to end of year indicators or benchmarks.
3. There is some evidence of methods, activities, and materials that are research based.
4. Student assessments and evaluations are generally designed in varied formats for the whole class, including but not limited to, multiple choice, matching, short answer, and essay.
5. Plans include carefully designed learning experiences that require the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives. Community resources are occasionally used.
7. The teacher plans activities for students that are related to career pathways and are relevant to real life.

#### **PERFORMANCE LEVEL C**

1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
3. The teacher develops instructional plans that include research-based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
5. In addition to Performance Level B, the teacher designs inquiry assessments that require complex, higher order thinking across the content areas.
6. Materials and technology are carefully selected to facilitate, extend, and enrich student learning and achievement within the content area. Community resources are included in ways that are respectful of the community culture.
7. Curricular goals, students' experiences, and real life career choices are clearly imbedded within the instructional plans.

## Performance Standards

### *Domain One: Planning*

**INDICATOR C: Adapts instructional opportunities for diverse learners.**

1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.
2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.
3. Plans and designs evaluations and assessments for diverse students.

***Data Sources:***

Educator Information Record  
Planning Information Records  
Classroom Observations  
Reflecting Information Records

## Rubric for Performance Standards

### *Domain One: Planning*

#### **PERFORMANCE LEVEL A**

1. Physical adaptations are the primary consideration when designing content instruction for student learning.
2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students' IEPs are implemented.
3. Diverse learners are administered the same assessments and evaluations as the whole class, with extra time allotted to students identified as having special needs.

#### **PERFORMANCE LEVEL B**

1. Aggregated and disaggregated state assessment data are used in the planning process to design lessons that accommodate group differences.
2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.
3. Classroom assessments and evaluations are adapted for use with diverse learners.

#### **PERFORMANCE LEVEL C**

1. Aggregated and disaggregated state assessment data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.
2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented to the fullest extent possible.
3. Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners.

## Performance Standards

### *Domain Two: Teaching Strategies*

**INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.**

1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.
2. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.
3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.
4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.
5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

***Data Sources:***

Classroom Observations  
Reflecting Information Records

## Rubric for Performance Standards

### *Domain Two: Teaching Strategies*

**PERFORMANCE LEVEL A**

1. Students are provided access to definitions, examples, and explanations. Information given to students may have a few inconsistencies or errors.
2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.
3. Instructional activities, including questioning, primarily focus upon literal recall.
4. Instruction primarily occurs with the whole class, with general, non-specific feedback from the teacher.
5. The use of technology is treated as a separate class or separate skill.

**PERFORMANCE LEVEL B**

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.
2. Content is presented with connections to students' previous learning and the pacing is determined by the difficulty of the material.
3. The teacher uses some activities and questioning that cause higher order thinking
4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.
5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

**PERFORMANCE LEVEL C**

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students' prior understanding and future learning.
2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students' understanding.
3. Activities, including higher order questioning, are used to develop higher order thinking processes.
4. The role of the teacher varies in the instructional process (i.e., instructor, facilitator, coach, audience) according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.
5. Technology to facilitate student learning is integrated into the lesson.

## Performance Standards

### *Domain Two: Teaching Strategies*

**INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.**

1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.
2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.
3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.
4. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners

#### ***Data Sources:***

Planning Information Records  
Classroom Observations  
Reflecting Information Records

## Rubric for Performance Standards

### *Domain Two: Teaching Strategies*

#### **PERFORMANCE LEVEL A**

1. Students are provided with activities that are related to the content but may not be connected to real world experiences.
2. The methods and activities used by the teacher emphasize recall and rote drill without attention to the development of higher order thinking processes.
3. The classroom is teacher-centered with minimum student participation. Student activities are completed independently as silent seatwork.
4. Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.

#### **PERFORMANCE LEVEL B**

1. Practice and review activities reinforce students' learning through linkages with other learning. Developing employability skills is emphasized as important for all grade levels.
2. Methods and activities center on recall, comprehension, and application of the content, with some attention to higher order thinking processes.
3. Students are encouraged to interact with the teacher and other students through planned activities for sharing knowledge and developing perspectives.
4. The teacher uses some strategies that are research-based and there is evidence of attempts to differentiate instruction for diverse learners.

#### **PERFORMANCE LEVEL C**

1. The teacher relates the content to students' prior knowledge, experiences, and backgrounds through strategies that foster student ownership of the work. Emphasis is given to dependability, positive disposition toward work, cooperation, adaptability, and self-discipline.
2. The teacher creates instructional scenarios that focus on developing higher order thinking skills required in the modern workplace such as problem-solving and decision-making.
3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
4. The teacher provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry, and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.

Performance Standards	Rubric for Performance Standards
<p data-bbox="170 289 609 367"><i>Domain Three: Assessment and Evaluation</i></p> <p data-bbox="170 403 730 493"><b>INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.</b></p> <ol data-bbox="219 556 698 798" style="list-style-type: none"><li>1. Aligns classroom assessments with state performance indicators and grade level accomplishments.</li><li>2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.</li></ol> <p data-bbox="170 892 470 1060"><b>Data Sources:</b> Educator Information Record Planning Information Records Classroom Observations, Reflecting Information Records Educator Conferences</p>	<p data-bbox="760 289 1209 367"><i>Domain Three: Assessment and Evaluation</i></p> <p data-bbox="760 403 1031 430"><b>PERFORMANCE LEVEL A</b></p> <ol data-bbox="760 462 1347 640" style="list-style-type: none"><li>1. Classroom assessment is used to document student achievement and to measure student learning at the end of units of study. Alignment with state performance indicators is not evidenced.</li><li>2. Student mastery of content is determined through teacher-developed tests for the class as a whole.</li></ol> <p data-bbox="760 672 1031 703"><b>PERFORMANCE LEVEL B</b></p> <ol data-bbox="760 735 1347 945" style="list-style-type: none"><li>1. Classroom and state assessments are used to make instructional decisions in the course of study, but are not aligned with each other.</li><li>2. Teacher developed tests and state assessments are used to determine mastery of content for the class as a whole and for diverse groups.</li></ol> <p data-bbox="760 976 1031 1008"><b>PERFORMANCE LEVEL C</b></p> <ol data-bbox="760 1039 1347 1396" style="list-style-type: none"><li>1. Classroom assessments are aligned with state performance indicators and grade level accomplishments, with students provided classroom assessment items written in formats similar to state assessment items.</li><li>2. Multiple classroom evaluations and assessments and formal state assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students.</li></ol>

<p><b>Performance Standards</b></p> <p><i>Domain Three: Assessment and Evaluation</i></p> <p><b>INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.</b></p> <ol style="list-style-type: none"><li>1. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.</li><li>2. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.</li></ol> <p><b>Data Sources:</b> Educator Information Record Classroom Observations Educator Conferences</p>	<p><b>Rubric for Performance Standards</b></p> <p><i>Domain Three: Assessment and Evaluation</i></p> <p><b>PERFORMANCE LEVEL A</b></p> <ol style="list-style-type: none"><li>1. Timely reports about student performance on state assessments are provided to students, parents, and appropriate others at required intervals.</li><li>2. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required.</li></ol> <p><b>PERFORMANCE LEVEL B</b></p> <ol style="list-style-type: none"><li>1. In addition to Performance Level A, students are informed regularly in the classroom regarding their mastery of student performance indicators.</li><li>2. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures.</li></ol> <p><b>PERFORMANCE LEVEL C</b></p> <ol style="list-style-type: none"><li>1. In addition to Performance Level B, the teacher completes an item analysis on state and classroom assessments to determine specific areas for further instruction.</li><li>2. In addition to Performance Level B, the teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change.</li></ol>
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<p><b>Performance Standards</b></p> <p><i>Domain Three: Assessment and Evaluation</i></p> <p><b>INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.</b></p> <ol style="list-style-type: none"><li>1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.</li><li>2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.</li><li>3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.</li><li>4. Demonstrates efficacy with struggling students and diverse groups.</li></ol> <p><i>Data Sources:</i> Educator Information Record Reflecting Information Records Educator Conferences</p>	<p><b>Rubric for Performance Standards</b></p> <p><i>Domain Three: Assessment and Evaluation</i></p> <p><b>PERFORMANCE LEVEL A</b></p> <ol style="list-style-type: none"><li>1. Reflections are about lesson in general, with no framework evident for context.</li><li>2. There is no evidence that content standards have been analyzed.</li><li>3. The educator's reflections include an accurate description of classroom behaviors including sequence of events and teacher behaviors.</li><li>4. The teacher tends to blame poor student performance on factors outside the classroom.</li></ol> <p><b>PERFORMANCE LEVEL B</b></p> <ol style="list-style-type: none"><li>1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.</li><li>2. The concepts and thinking processes required in the content standards are examined for the class as a whole.</li><li>3. The teacher occasionally seeks feedback from colleagues regarding materials, methods, and activities.</li><li>4. Some attention is given to strategies, methods, activities, and materials as a catalyst for student engagement with the academic content standards.</li></ol> <p><b>PERFORMANCE LEVEL C</b></p> <ol style="list-style-type: none"><li>1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.</li><li>2. The concepts and thinking processes of content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.</li><li>3. The teacher constantly interacts with colleagues, seeking feedback and suggestions for materials and methods and activities to accommodate all students.</li><li>4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.</li></ol>
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## Performance Standards

### *Domain Four: Learning Environment*

**INDICATOR A:** Creates a classroom culture that develops student intellectual capacity in the content area.

1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.
2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.
3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

***Data Sources:***

Classroom Observations  
Reflecting Information Records  
Educator Conferences

## Rubric for Performance Standards

### *Domain Four: Learning Environment*

**PERFORMANCE LEVEL A**

1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.
2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques
3. Students are held accountable for completing assignments, and participating in classroom discussions.

**PERFORMANCE LEVEL B**

1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.
2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. Appropriate strategies are used to de-escalate potential conflicts. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques
3. In addition to Performance Level A, purposeful, challenging learning interactions are generally evident. Norms for academic discussions and individual and cooperative work are established.

**PERFORMANCE LEVEL C**

1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
2. Student work is displayed on the classroom walls, and students work independently and cooperatively in purposeful learning activities. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.
3. In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.

Performance Standards	Rubric for Performance Standards
<p data-bbox="170 289 678 325"><i>Domain Four: Learning Environment</i></p> <p data-bbox="170 361 652 420"><b>INDICATOR B: Manages classroom resources effectively.</b></p> <ol data-bbox="219 451 722 714" style="list-style-type: none"><li>1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.</li><li>2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.</li></ol> <p data-bbox="170 808 576 924"><b>Data Sources:</b> Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences</p>	<p data-bbox="760 289 1263 325"><i>Domain Four: Learning Environment</i></p> <p data-bbox="760 361 1026 388"><b>PERFORMANCE LEVEL A</b></p> <ol data-bbox="760 420 1347 661" style="list-style-type: none"><li>1. Class time is generally used for instructional purposes; however, attention to administrative and management duties sometimes distracts from the learning process.</li><li>2. Instructional assistants' time, when available, is used appropriately. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.</li></ol> <p data-bbox="760 693 1026 720"><b>PERFORMANCE LEVEL B</b></p> <ol data-bbox="760 751 1307 966" style="list-style-type: none"><li>1. Class time is spent in teaching and learning with minimal attention to administrative duties.</li><li>2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.</li></ol> <p data-bbox="760 997 1026 1024"><b>PERFORMANCE LEVEL C</b></p> <ol data-bbox="760 1056 1347 1354" style="list-style-type: none"><li>1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.</li><li>2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.</li></ol>

Performance Standards	Rubric for Performance Standards
<p data-bbox="170 283 646 325"><i>Domain Five: Professional Growth</i></p> <p data-bbox="170 388 682 451"><b>INDICATOR A: Collaborates with colleagues and appropriate others.</b></p> <ol data-bbox="219 514 714 756" style="list-style-type: none"><li>1. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.</li><li>2. Works with colleagues to assure student integration of learning across the curriculum.</li><li>3. Participates in school wide activities that are supportive of school improvement in the building.</li></ol> <p data-bbox="170 913 446 1029"><i>Data Sources:</i> Educator Information Record Evaluator Data Growth Plan</p>	<p data-bbox="760 283 1234 325"><i>Domain Five: Professional Growth</i></p> <p data-bbox="760 388 1031 420"><b>PERFORMANCE LEVEL A</b></p> <ol data-bbox="803 430 1339 682" style="list-style-type: none"><li>1. The teacher participates in collaborative activities but may not know the purpose or outcome of collaboration.</li><li>2. The teacher occasionally consults with colleagues to plan content integration across the curriculum.</li><li>3. The teacher attends school wide school improvement meetings.</li></ol> <p data-bbox="760 693 1031 724"><b>PERFORMANCE LEVEL B</b></p> <ol data-bbox="803 735 1347 1018" style="list-style-type: none"><li>1. The teacher explains the purpose, scope, and outcome of each collaboration.</li><li>2. The teacher consults with colleagues and appropriate others to develop cooperative partnerships that support student integration of content.</li><li>3. The teacher engages in collaborative activities with colleagues that support school improvement.</li></ol> <p data-bbox="760 1029 1031 1060"><b>PERFORMANCE LEVEL C</b></p> <p data-bbox="760 1071 1128 1102"><b>In addition to Performance Level B,</b></p> <ol data-bbox="803 1123 1331 1459" style="list-style-type: none"><li>1. The teacher can recognize and identify situations where collaboration with others will build capacity to improve student achievement.</li><li>2. Insights and experiences resulting from professional development are shared with colleagues to enhance content integration across the curriculum.</li><li>3. The teacher mentors entry year teachers and provides leadership for school wide activities that promote school improvement.</li></ol>

Performance Standards	Rubric for Performance Standards
<p data-bbox="170 296 646 331"><i>Domain Five: Professional Growth</i></p> <p data-bbox="170 380 690 531"><b>INDICATOR B:</b> Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.</p> <ol data-bbox="219 562 716 957" style="list-style-type: none"><li>1. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.</li><li>2. Implements the professional development plan within a mutually agreed upon time period.</li><li>3. Participates actively in high-quality professional development related to the content area and practices new learning with colleagues and/or cognitive coach.</li></ol> <p data-bbox="170 989 451 1108"><b>Data Sources:</b> Educator Information Record Evaluator Data Growth Plans</p>	<p data-bbox="760 296 1230 331"><i>Domain Five: Professional Growth</i></p> <p data-bbox="760 380 1027 411"><b>PERFORMANCE LEVEL A</b></p> <ol data-bbox="760 443 1349 625" style="list-style-type: none"><li>1. The teacher can identify general performance levels and can prioritize areas for future growth.</li><li>2. The teacher provides evidence of a professional growth plan with a beginning and completion time stated.</li><li>3. The teacher provides evidence of continual participation in professional growth opportunities.</li></ol> <p data-bbox="760 657 1027 688"><b>PERFORMANCE LEVEL B</b></p> <ol data-bbox="760 720 1349 1052" style="list-style-type: none"><li>1. A self-assessment is completed using data from multiple sources. The teacher uses the self-assessment to prioritize goals for professional growth.</li><li>2. Professional growth activities reflect steady progress toward the identified priorities for growth with a continuum for participation stated in the professional development plan.</li><li>3. Professional growth experiences are in varied formats, including, but not limited to, self-study, study groups, conferences, institutes, seminars, on-line courses, distance learning.</li></ol> <p data-bbox="760 1083 1027 1115"><b>PERFORMANCE LEVEL C</b></p> <ol data-bbox="760 1146 1341 1507" style="list-style-type: none"><li>1. In addition to Performance Level B, the teacher selects professional growth opportunities that expand teacher knowledge and skill, improve student achievement, and introduces research-based emerging professional practices.</li><li>2. In addition to Performance Level B, the teacher demonstrates leadership by actively sharing learning with colleagues and seeking and giving feedback.</li><li>3. In addition to Performance Level B, the teacher uses state and classroom assessments, lesson plans, and evaluations to document positive change in teaching practice.</li></ol>

Performance Standards	Rubric for Performance Standards
<p><i>Domain Five: Professional Growth</i></p> <p><b>INDICATOR C: Performs professional responsibilities efficiently and effectively.</b></p> <ol style="list-style-type: none"><li>1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.</li><li>2. Performs assigned duties in a timely manner with a professional disposition.</li><li>3. Keeps accurate records related to instructional and non-instructional responsibilities.</li></ol> <p><i>Data Sources:</i> Evaluator Data</p>	<p><i>Domain Five: Professional Growth</i></p> <p><b>PERFORMANCE LEVEL A</b></p> <ol style="list-style-type: none"><li>1. The teacher adheres to school/system policies and procedures.</li><li>2. The teacher is on time for class, meetings, and other scheduled activities.</li><li>3. Records are accurately maintained and complete.</li></ol> <p><b>PERFORMANCE LEVEL B</b></p> <ol style="list-style-type: none"><li>1. In addition to Performance Level A, the teacher understands and implements policies and procedures related to student rights and teacher responsibilities.</li><li>2. A satisfactory record of attendance and punctuality is maintained, with assigned tasks and responsibilities that are deemed as helpful to the school, colleagues, or students.</li><li>3. Records are complete, accurate, and current.</li></ol> <p><b>PERFORMANCE LEVEL C</b></p> <ol style="list-style-type: none"><li>1. In addition to the responsibilities at Performance Level A and B, the teacher shares new understandings of policies and procedures with colleagues.</li><li>2. In addition to Performance Level B, the teacher often takes on extra responsibilities recognized as helpful to the school, colleagues, and/or students</li><li>3. Records are complete, accurate, and current and the teacher maintains the privacy of students and confidentiality of information except when confidentiality would harm the child.</li></ol>

Performance Standards	Rubric for Performance Standards
<p data-bbox="170 289 568 325"><i>Domain Six: Communication</i></p> <p data-bbox="170 361 711 420"><b>INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.</b></p> <ol data-bbox="219 468 722 751" style="list-style-type: none"><li>1. Uses effective and correct verbal and non-verbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.</li><li>2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.</li></ol> <p data-bbox="170 846 451 961"><b>Data Sources:</b> Classroom Observations Evaluator Data Educator Information Record</p>	<p data-bbox="760 289 1156 325"><i>Domain Six: Communication</i></p> <p data-bbox="760 361 1031 388"><b>PERFORMANCE LEVEL A</b></p> <ol data-bbox="760 420 1339 693" style="list-style-type: none"><li>1. Clear communication is evidenced by appropriate grammar and the logical organization of information. The teacher speaks clearly, using vocabulary appropriate to the level of the audience.</li><li>2. The teacher uses vocabulary that reflects knowledge of the content. Written information is organized, with correct grammar and vocabulary appropriate to the level of the audience.</li></ol> <p data-bbox="760 751 1031 779"><b>PERFORMANCE LEVEL B</b></p> <ol data-bbox="760 814 1339 1119" style="list-style-type: none"><li>1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.</li><li>2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.</li></ol> <p data-bbox="760 1178 1031 1205"><b>PERFORMANCE LEVEL C</b></p> <ol data-bbox="760 1241 1339 1755" style="list-style-type: none"><li>1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, questioning, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.</li><li>2. In addition to Performance Level A and B, the teacher communicates with parents, counselors, and teachers of other classes, for the purpose of developing cooperative partnerships in support of student learning. Written information is structured for clear and concise communication with the identified audience. The reader's experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.</li></ol>