Performance Standard #1: Professional Knowledge

Professional Educators prepare for quality instruction using a comprehensive approach

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

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Expectations & Inclusion	Teaching practices **do not** support, and in some case may undermine, ACS' culture of high expectations	Demonstrates general support of ACS' culture as one reflecting inclusion and high expectations for MOST students	Teaching practices reinforce and strengthen the ACS culture of inclusion and high expectations for ALL students	Initiates and promotes new ideas that advance ACS culture of inclusion and high expectations for all students
Culture of Excellence	Classroom practices reflect low level expectations	Classroom culture supports student improvement efforts suitable for *most* students	Classroom culture challenges *all*students to continually improve	Creates a culture of excellence that focuses on *stretching* achievement for all students. System in place to continuously measure progress towards goals.
Communicating Expectations	Little to no evidence of communication regarding expectations	Achievement expectations are unclear or inconsistently communicated	Achievement expectations are *clearly* communicated in a *timely* manner and *Consistently* reinforced	Student practices reflect high levels of learning and achievement and no longer reflect teacher prompting.
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

1b. Use school-adopted curriculum, Grade Level Expectations (GLEs) and Core Knowledge content to design coherent lessons.

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Curriculum & Assessment Alignment	Lesson plans are not readily available and/or do not align with State standards and ACS curriculum	Lesson plans are *partially* aligned to State standards and ACS curriculum	Lesson plans *closely* align to ACS curriculum and State standards	Lesson plans reflect a *thorough integration* of State standards and the ACS curriculum
Content Knowledge	Information presented in class is frequently inaccurate and/or outdated	Information presented in class is generally accurate, but it may not reflect the most current knowledge of the discipline	Lesson plans are based on solid content knowledge. Information is accurate and current	Lesson plans are based on extensive content knowledge. Information is accurate, current and consistent with well-established practices of the discipline
Lesson/Unit Design	Lesson plans are frequently inadequate. Chosen class activities often do not promote student learning of content knowledge.	Lesson plans are activity vs. objective based. Time allocated and pacing of lessons is not consistently reasonable	Lesson is planned in detail around clearly defined objectives. Progression and pacing have reasonable time allocations	Lesson plansare exemplary and reflect strong, clear alignment with objectives. Progression and pacing are perfect
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

1c. Post aligned lesson objectives and standards and plan for demonstrations of learning (DOL).

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Posts Lesson Objectives	Lesson objectives are not posted in classroom	Lesson objectives are posted, but not used to focus student's attention to task	The posted lesson objective is effectively used to focus student attention *at the beginning* of the lesson	The posted objectives are used to effectively focus student attention *throughout* the lesson
Students Understand Lesson Objectives	Lesson objectives are unknown or unclear to students	Students primarily rely on teacher direction to understand the objectives.	Lesson objectives are *written*, *posted* and *referenced* in student-friendly language; students clearly understand what they are expected to know	Students *automatically* refer to the posted objective to focus their learning
Plans for Demonstrations of Learning (DOL)	DOLs are not developed in advance of instruction and/or not aligned with the objective	The DOLs are minimally developed and loosely connected to the objective	The DOLs are developed in advance of instruction and aligned with lesson objective	The DOLs are designed in advance of instruction, tied closely with the lesson objective, and provide multiple ways for students to demonstrate what they have learned
Performance Rating	□ 1	□ 2	□ 2	□ 3	□ 3	□ 4	□ MASTER

Performance Standard #2: Instructional Planning

Professional Educators use data to inform instruction

2a. Focus on instruction using data

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Use of data management tools	Does not independently access student achievement data	Independently accesses student achievement data	Independently accesses and utilizes student achievement data	Regularly accesses and systematically utilizes data to measure individual and group achievement results
Uses data to inform instruction	Fails to use data to make instructional decisions	Attempts to make instructional decisions based on data but inferences about the data may not be thorough or complete	Accurately utilizes data when making instructional decisions	Accurately draws inferences from multiple data sources to make instructional decisions
Uses disaggregate data to refine instruction	Data is rarely if ever used to make changes in instruction	Examines and utilizes group level data when planning instruction	Examines data at the 'item level' to identify strengths and challenges of disaggregated groups	Routinely uses data to accurately refine and modify instruction for whole groups, small groups and specific individuals
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

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

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Assessment Methods	A single type of classroom assessment method is use and is not aligned with the evidence outcome in the curriculum	Uses a limited number of classroom assessment methods which may be loosely aligned to the evidence outcomes in the curriculum	Appropriately matches classroom assessment methods with evidence outcomes in the curriculum	Clear evidence of *multiple assessment methods* that match intended purpose and are closely aligned to outcomes in the curriculum
Classroom Assessments	Classroom assessments are of poor quality	Primarily uses prepared assessments with multiple choice responses	Creates a variety of assessments that accurately measure student learning. Assessment tasks provide varied options for students to demonstrate learning	Varied assessment tasks are imbedded within the lesson and are a function of learning, not time.
Common Grade Level Assessments	Does not utilize or contribute to the development of grade level assessments	Cooperates with colleagues to implement common grade level assessments; compares results	Collaborates with colleagues to better understand how to use common assessment results to improve future instruction	Collaborates with colleagues to design, implement and review results of common assessments. Uses data to *re-teach* and *improve* future lessons
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

2c. Involves students in assessing their own learning or skill mastery.

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Scoring Criteria	Students are not made aware of the assessment scoring criteria in advance of the lesson	Students receive the scoring criteria too late in the process and are not able to identify what they need to do to improve performance	Students have the scoring criteria in advance of the lesson and can readily identify what they need to do to improve performance	Students are *very familiar* with the scoring criteria and can readily take responsibility for improving their own performance
Student Self-Monitoring* *K-2 teachers are exempt from the student knowledge requirement	Teacher does not track student results in a timely manner and students do not know how they are doing	Teacher assumes responsibility for *all* monitoring of student performance; students wait for the teacher to let them know	Teacher regularly prompts students to monitor their progress; student have opportunities to practice self-monitoring	The students' self-monitoring system includes an organized way for students to keep artifacts that document their level of proficiency
Student Goal-Setting* * K-2 teachers are exempt from this requirement beyond 'Progressing'	Periodically provides *anecdotal information* to students and/or parents about how they are doing	Provides students and/or parents with information about how to understand achievement data. The teacher sets goals and monitors progress for students	*Coaches* students to interpret their own achievement data, and to set realistic goals.	Teacher facilitates student ownership of the entire individual goal setting and progress monitoring system
Performance Rating	□ 1	□ 2	□ 2	□ 3	□ 3	□ 4	□ MASTER

Performance Standard #3 – Delivers Quality Instruction

Professional Educators deliver quality instruction

3a. Instructs bell to bell

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Engages within one minute	Much time is wasted before beginning the lesson	Instructional time lost because teacher is not ready to begin the lesson	Teacher consistently engages students within one minute of the bell	Students are taught to be self-directed learners who engage in activities within one minute of the bell
Transitions	Transitions are chaotic with much time lost between lesson segments	Not all transitions are efficient which results in some loss of instructional time	Teacher ensures that transitions are well-planned and do not result in loss of time between instructional segments	Students are able to self-progress from one learning segment to the next through well-established classroom routines
Purposeful Closure	Lesson ends abruptly without purposeful closure or review of learning objective	Lesson closure is perfunctory and does not effectively prepare all students for follow-up practice or to link lesson to future learning	Lesson closure is well-summarized, thought-provoking and clearly linked to GLEs	All students are engaged and teachers use this time to guide reflection, prepare students for follow-up practice, and to make connections to future learning
Performance Rating		☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

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

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Selection of Instructional Strategies	Lacking instructional focus; classroom activities merely consume time	Selects an instructional strategy specific to the subject matter to support student understanding	Selects multiple instructional strategies that maintain focus and cognitively engage students	Strategically selects from an extensive repertoire of instructional strategies that challenge students at all levels
Instructional Delivery	Instructional delivery is *poorly executed*	Instructional delivery *engages some,* but not all of the students	Instructional delivery is *effective in engaging students* in important learning	Instructional delivery is *well-executed* and effectively leads to *significant student learning*
Directions and Expectations	Teacher's written and/or oral directions are *regularly confusing* to the students, leaving them with questions about what they are supposed to do	Teacher's written and/or oral directions are *sometimes unclear*, causing students to frequently ask the teacher to repeat the directions	Teacher's written and/or oral directions *consistently contain an appropriate level of detail* and are clear to students; minimal clarification required by teacher	Teacher's written and/or oral directions anticipate possible student misunderstanding and teacher plans accordingly (pre-teaching vocab, scaffolding, etc.)
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

3c. Engages students in learning

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Active Engagement	Lecture and/or busy work characterize the learning experience (passive learning)	Learning experiences are primarily teacher-directed, the teacher experiments with different engagement strategies	Teacher promotes an expectation of active learning process and collaboration	Teacher facilitates challenging learning experiences that promote collaboration, independent learning, and choice for all students
Multiple Response Techniques	Calls on only one student at a time to respond	Attributes the correct responses of a few students to the entire class	Solicits responses from all students to show that they are understanding (e.g. clickers, thumbs up, dry erase boards)	Expects thoughtful responses from all students that clearly demonstrates critical thinking
Class Discussions	Teacher monopolizes class discussions	Teacher has limited success engaging all students in class discussions and/or a few students are allowed to dominate discussions	Teacher successfully engages all students in class discussions	Teacher organizes the classroom and skillfully prepares students to effectively contribute to class discussions
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

3d. Checks for student understanding

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Lesson Sequence and Pacing	The teacher does not check for understanding and is therefore unable to adjust sequence or pacing of lesson when students are confused	The teacher does not incorporate sufficient checks for understanding *during* the lesson, *but may adjust future* lessons based on student response data	The teacher uses a variety of techniques to check student understanding, and adjusts the lessons sequence and pacing *during* the lesson	The teacher uses a variety of techniques to check student understanding and adjust the lesson to ensure *individual* student success (SPED, ALP)
Questioning Strategies	Teacher questioning skills are relatively poor and elicit limited responses	Only some teacher questioning strategies invite a thoughtful response	Teacher questioning strategies prompt students to extend their thinking and elaborate their answers	Strategic teacher questioning strategies require students to think critically by defending or justifying their answers. Thoughtful questions deepen the discussion
Implementations of Demonstrations of Learning (DOLs) DEFINE DOLs	DOLs are rarely used	DOLs are at times cumbersome and difficult to gain information from	DOLs are readily used, completed in a short period of time and easy to understand	The DOLs are quick, effective and varied from day to day
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

3e. Deliver rigorous content

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Adherence to Rigorous Curriculum	Content presented is too easy for the majority of students and teacher has departed for prescribed curriculum	Lessons or units require limited intellectual engagement and/or curriculum is not always presented with fidelity	Lessons or units consistently provide rigorous intellectual engagement and/or curriculum is taught with fidelity	Lessons or units are expertly designed to maximize rigorous learning. Curriculum is taught and expanded with fidelity
Prior Knowledge and Making Connections	Lesson content is poorly presented. Teacher neglects key pieces of content	Teacher assumes students will make appropriate links to prior knowledge and relevance	Presentation of new content is challenging, appropriate, and links well with students' prior knowledge	Presentation of new content is challenging, appropriate, and links well with students' prior knowledge. Teacher skillfully makes learning relevant to students' lives
Relevance for Students	Presentation of lesson is uninteresting. Students are bored and uninvolved in learning	Whether or not they find it interesting, student follow the teacher's directions and do what is asked of them	Students are interested and engaged in the lesson, and can state how the subject is *relevant to their own learning*	Students find the lesson engaging and can explain how the subject is relevant to *other disciplines*
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

3f. Integrate 21st Century Skills and Instruction (Critical Thinking/Reasoning, Problem Solving, Information Literacy, Collaboration and Communication, Self-Direction and Invention)

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Skills of a 21st Century Learner	Lesson or unit does not further the development of 21st Century skills	Lesson or unit design helps students to develop at least one 21st Century skill	Lesson or unit design includes varied strategies for teaching 21st Century skills	Lesson or unit design provides opportunities for students to *demonstrate* 21st Century skills
Materials and Resources	Instructional materials or resources are inappropriate, ineffective and/or not used at all	Instructional materials and resources limit student access to different perspectives	Teacher selects a variety of appropriate instructional materials and resources that provide students with different perspectives	Teacher selects a variety of relevant materials that enhance, extend the instructional experience and reflect diverse perspectives
Technology Integration	Technology is rarely if ever used for efficiency or instruction	Teacher experiments with technology, but it may distract from the attainment of the lesson objectives	Technology promotes efficiency, understanding of content and is appropriate to accomplish the lesson objective	Teacher skillfully uses technology to extend student expertise of both content and available technology
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

3g. Provides feedback about student proficiency

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Timely Feedback	When feedback is given, it is too little, too late	Feedback is provided too late for the student to use it to improve performance	Feedback is provided in a timely manner and students are able to make necessary improvement in the next assigned task	Timely feedback reinforces what the student did well and it outlines specific strategies for students to improve their performance in the next assigned task
Homework	Homework is basically irrelevant and does not further learning	Loose connection between the assigned homework and the concepts/skills taught in class	Homework effectively reinforces key concepts and skills from the lesson	Homework effectively reinforces key concepts and skills from the lesson. An efficient system of shared responsibility exists
Grading & Reporting	Grading is inconsistent and heavily subjective (lacking rubric). Posting of grades on IC is not timely.	Grading is completed and posted at the end of the unit. Grades and progress reports are completed per the school schedule.	Grading and reporting system accurately reflects student learning and is shared with students/parents on an ongoing basis through IC	Teacher proactively establishes and communicates the system used for grading and reporting student learning.
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

Performance Standard #4 - Interventions to meet diverse needs

Professional Educators increase the probability of advancing individual student achievement

4a. Differentiate instruction based on student needs and background

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Differentiation Techniques	No visible effort put forth to differentiate for diverse needs	Uncoordinated or inconsistent effort to differentiate for diverse needs; may not clearly understand needs	Appropriately implements differentiated instruction techniques that meet the needs of the students	Analyzes student achievement data to effectively design and differentiate instruction
Differentiates for learning Styles and Abilities	No visible evidence that learning styles and abilities have influenced instruction	Requires support from others to differentiate for different learning styles and abilities	Clear evidence of differentiated *instruction* based on knowledge of learning styles and abilities	Differentiates for learning styles and abilities on multiple levels, including *assessment, content, process and product*
Student Backgrounds and Interests	One size fits all approach to lesson design	Acknowledges or makes some reference to student backgrounds and interests in the lesson	Takes diverse student backgrounds/interests into consideration when designing and implementing instruction	Exhibits a heightened sensitivity, awareness and response in all areas to culturally diverse student backgrounds and interests
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

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

Key Indicators	Ineffective	Partially Effective		Effective		Highly Effective	
Response to Intervention	Assumes minimal responsibility in the RTI process and/or does not collaborate with SPED	Attends RTI meetings to discuss student concerns		Participates in the RTI process and consults with special service providers to support student needs		Assumes a proactive role in the RTI process and readily offers effective and individualized strategies to support the student	
Intervention Implementation	Makes no visible effort to implement interventions	Requires additional skill development to effectively implement selected interventions with fidelity		Implements interventions with skill and fidelity		Strategically implements and manages interventions for multiple students while maintaining fidelity	
Progress Monitoring	Does not generate progress monitoring data	Records some progress data		Regularly records progress monitoring data to determine whether interventions are effective. May increase frequency of monitoring for certain students.		Maintains progress monitoring data and analyzes it to improve interventions. Uses *multiple*progress monitoring tools.	
Performance Rating		☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

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

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Plan for special learning needs	Instruction is not differentiated for students with special needs	Uses second-hand student information to plan instruction for students with special needs	Accesses and utilizes student information to plan instruction for students with special needs	Routinely accesses, organizes and analyzes student information to adjust instruction for students with special needs
Individual student plans	Fails to implement accommodations or modifications	Implements required accommodations or modifications with support from others	Independently implements appropriate accommodations or modifications as indicated in student plan	Effectively implements appropriate accommodations or modifications in *all* student areas
Interdependence	Resists or is passive in collaborating with others	Allows others to take the lead in directing student plans	Collaborates or co-teaches with others to implement student plans	Seeks partnerships and works interdependently whenever necessary to implement individual student plans
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

Performance Standard #5 – Classroom Environment
Professional Educators establish a culture that is conducive to student well-being and learning
5a – Contribute to a safe and orderly learning environment

Key Indicators	Ineffective	Partially Effective		Effective		Highly Effective	
Rules and Regulations	Is non-compliant or negligent with respect to school rules and/or student safety, both inside and outside the classroom	Is often unclear or inconsistent in the implementation of school rules or safety requirements; supervision of students may lack the appropriate level of attention		Complies with school behavioral rules and safety requirements, and supervision of students is given the appropriate level of attention		*Consistently implements* and reinforces school rules and safety requirements. Is *fully engaged* at all times with active supervision of students. *Prompts students to assume responsibility* for school rules.	
Safe and Organized Environment	Classroom arrangement is either unsafe or impedes learning	Creates a safe classroom environment, but limited attention has been given to use of space		Classroom environment is safe, organized and designed to support student learning		Establishes a comfortable, safe and inviting learning environment that is organized and maximizes efficiency	
Physical Resources: furniture arrangement, technology and learning stations	Uses physical resources poorly and learning is not accessible to some students	The use of physical resources limits engagement		The use of physical resources contributes to all students being able to access learning		Varies physical resources for optimal use; factors in individual student needs when arranging the classroom environment	
Performance Rating		☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

5b. Use effective classroom management procedures

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Routines and Procedures	Established classroom routines and procedures are not reinforced	Procedures and routines are established but they are inconsistently reinforced. Teacher spends too much instructional time redirecting behavior	Efficient procedures and routines are clearly established and well known to students	Procedures and routines are so well-established that they are efficiently *managed* by self-directed learners
Learning Experiences and Activities	Learning experiences and activities are disorganized and poorly managed	Learning experiences and activities are primarily managed by the teacher and may result in wasted time while students wait for teacher direction	Learning experiences are routinely organized in such a way that learning time is maximized	Teacher has successfully instilled a sense of urgency in all students related to learning experiences and activities
Independent and Cooperative Work	Procedures for independent and cooperative work are not established or reinforced, resulting in considerable 'down time'	Teacher redirection is required to engage in independent or cooperative work	Procedures for independent and cooperative work are known in advance and most students are engaged in learning	Students have been well trained to consistently manage their own independent or cooperative work and to hold themselves accountable
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

5c. Effectively manage student behavior

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Discipline Plan	Does not have a clear set of classroom rules or procedures, resulting in unclear student expectations, increasing vocal intensity and/or spending too much time on behavioral issues	Most students seem to understand the classroom rules and standards of conduct. Consequences for inappropriate behavior are inconsistently applies	Teacher has established classroom rules and standards of conduct that are clear to all students. Consequences for inappropriate behavior are reasonable and consistently applied	*Teacher has effectively passed on the responsibility for managing classroom rules and conduct to students. Monitoring by the teacher is subtle and proactive*
Redirection Techniques	Lessons have numerous disruptions	Teacher's strategies to redirect inappropriate behavior are limited, resulting in too much time spent redirecting student behavior	Teacher is skilled and uses a variety of effective techniques to redirect students	Very little time is spent by the teacher managing student behavior because a culture of respect has been established and students' respect the rights of others to learn
Circulation During Instruction	Remains basically stationary when teaching	Utilizes teacher proximity to students to prevent disruptive behavior	Teacher circulates during instruction to effectively monitor behavior and learning	Teacher circulates during instruction and *interacts* with students to assess progress and student thinking; teacher exhibits a heightened awareness of all students
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

5d. Promote positive and respectful rapport

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Student to Student Interactions	Teacher allows student interactions in the classroom that are disrespectful (conflict, sarcasm, teasing and bullying)	Teacher periodically reinforces appropriate interactions between students	Teacher is intentional about efforts to consistently foster polite and respectful student to student interactions	Teacher has established a classroom culture that fostershighly respectful student to student interactions
Teacher to Student Interactions	General interactions between teacher and student reflect a lack of rapport	Teacher-student interactions are cordial, but superficial	Teacher-student interactions are positive, respectful and produces a rapport with *most*students	Teacher fosters a strong rapport with ALL students that is consistently positive and respectful
Respect for Differences	The teacher's actions or words embarrass or devalue student	Teacher does not consistently reinforce a respect for student differences	Teacher reinforces high expectations for respecting student differences	Teacher is intentional about teaching and demonstrating respect for student differences
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

Performance Standard #6 – Professional Development
Professional educators have a responsibility for professional growth and positive leadership

6a. Understand their role and responsibility in implementing the ACS Unified Improvement Plan (UIP)

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Leadership Skills	Allows others to fulfill the goals and priorities outlined in the UIP	Works collaboratively with school leadership to fulfill the goals and priorities outlined in the UIP	Initiates collaboration with partner or team to fulfill goals and priorities outlined in the UIP	Serves in a school-wide leadership capacity to fulfill goals and priorities outlined in the UIP
Collegial Partnerships	Does not actively work with others to support school improvement efforts	Maintains minimal relationships with colleagues to support school improvement efforts	Provides mutual support and cooperation with colleagues and administrators to fulfill school improvement efforts	Initiates partnerships with colleagues in order to further lead school improvement efforts
Focus on Quality Instruction	Is generally unsupportive of school improvement efforts as evidenced by vocal disagreements and/or refusal to make necessary changes	Teacher actively supports the school's efforts to improve the quality of instruction for all students	Teacher visibly supports and promotes the school's efforts to improve the quality of instruction for all students	Teacher is actively engaged in leading efforts to improve the quality of instruction for all students
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

6b. Promote Professional Learning Communities (PLCs) through collaboration and purposeful involvement

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
PLC Participation	Works in isolation without evidence of collaboration with colleagues to implement ideas/concepts generated in the PLC	Willing to collaborate with colleagues, but requires additional skill development and practice for effectively implementing the ideas/concepts of the PLC	Actively participates in a PLC, enthusiastically and independently implements the ideas/concepts of the PLC within own classroom	Exhibits highly collaborative leadership skills that support the PLC members' efforts to implement the ideas/concepts of the PLC
Professional Inquiry	Rarely, if ever, demonstrates a professional curiosity or challenges other PLC members thinking	Takes some initial steps to engage in professional dialogue with colleagues	Consistently displays professional curiosity with colleagues by asking 'Why' and/or actively pursuing data or solutions related to the question	Engages in collective inquiry by challenging self and others to continually think about broader professional or philosophical questions.
Professional Learning	Little to no effort to share knowledge or contribute productively to the professional learning of the team	Exchanges ideas regarding instructional materials and teaching strategies	Voluntarily participates in team efforts to improve programming	Shares best practices with others through modeling or conducting professional development inside the school
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

6c. Continue Professional Growth

Key Indicators	Ineffective	Partially Effective	Effective	Highly Effective
Life Long Learning	Does not engage in professional development except to maintain license	Participates in professional development to gain new skills to improve teaching practices	Actively evaluates own teaching practices and seeks new professional development opportunities related to personal growth goals	Continually challenges self to embrace new ideas and teaching methods to enhance teaching effectiveness and grow professionally
Mentorship and Peer Feedback	Not receptive to feedback from mentors or peers	Seeks and accepts support from mentors or peers	Positively impacts peers by providing mentorship or feedback	Serves as a skilled mentor for other educators
Performance Goal Setting	Sets low performance goals or does not monitor or meet personal performance goals	Develops individual performance goals and monitors own progress as required	Establishes individual SMART goals that align with the school UIP and monitors own progress as required	Sets individual SMART goals that go above and beyond those reflected in school UIP; monitors own progress and consistently achieves goals
Performance Rating	☐ 1	☐ 2 ☐ 2	☐ 3 ☐ 3	☐ 4 ☐ MASTER

Performance Standard #7: Professional Responsibilities
Professional Educators have a responsibility to the profession, school, parents, students and the public

7a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education policies, the ACS Teacher Code of Ethics document, and school rules.

Key Indicators	Ineffective	Partially Effective		Effective		Highly Effective	
Legal and Professional Responsibilities	Disregards or has no awareness of legal and professional responsibilities pertaining to education	Has a limited understanding of legal and professional responsibilities, and may actively seek to raise personal awareness		Understands and abides by legal and professional responsibilities pertaining to education		Understands and abides by legal and professional responsibilities pertaining to education as well as help peers with this.	
Compliance	Does not comply with rules, either out of ignorance or blatant disregard	Inconsistently complies with rules		Personally complies with all rules		Actively contributes to the effective implementation of rules	
Confidentiality	Disregards the legal and professional aspects of confidentiality practices	Seeks clarification and understanding of confidentiality practices		Maintains the legal and professional aspects of confidentiality practices.		Personally maintains and regularly reminds peers of the legal and professional aspects of confidentiality practices	
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER

7b. Demonstrate Professionalism

Key Indicators	Ineffective	Partially Effective	Effective		Highly Effective	
Respectful Workplace	Frequently treats other disrespectfully, including peers, students, parents or visitors	Interactions with peers, students, parents or visitors are periodically disrespectful and need to be addressed	Consistently treats peers, students, parents and visitors with respect		Consistently models and promotes a culture of respect for others	
Honesty and Integrity	Displays unethical or dishonest conduct	Poor judgment by teacher *raises questions* about their honesty and integrity	Deals with students, parents and colleagues with honesty and integrity		Displays the highest level of ethical and professional conduct	
Other Duties as Assigned	Absent or habitually late for assigned duties; unwilling to help with additional tasks	Usually completes assigned duties and responsibilities	Assumes responsibility for the timely and successful implementation of assigned duties and responsibilities		Over time improves upon the effective and efficient implementation of assigned duties and responsibilities	
Performance Rating	☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4 ☐ MASTER

7c. Effectively Communicates and Solves Problems

Key Indicators	Ineffective	Partially Effective		Effective		Highly Effective	
Communication	Poorly communicates with others. Communication is neither accurate, understandable or timely	Communicates adequately		Consistently communicates clear and accurate information in an efficient and timely manner		Strong Performer rating + Communication serves to advance understanding in challenging situations	
Conflict Resolution	Minimal involvement or interest in identifying solutions to issues	Makes limited or grudging contributions to the resolution of conflicts		Actively participates in solution generation, using conflict resolution strategies		Facilitates and models effective conflict resolution skills and strategies	
Professional Composure	Loses composure or becomes defensive when faced with a difficult problem or person	Requires *guidance* or *prompting* from others to help maintain composure when faced with a difficult problem or person		Assumes responsibility for and successfully maintains professional composure when faced with a difficult problem or person		Anticipates and diffuses conflicts and is a calming presence when faced with a difficult problem or person.	
Performance Rating		☐ 1	☐ 2	☐ 2	☐ 3	☐ 3	☐ 4	☐ MASTER