

# PROBATIONARY TEACHERS RUBRIC - PORTFOLIO PROJECT

The rubric below will be applied to the evidence discussed with the teacher and their administrator during the final conference. A rubric score of 1 to 4 will be calculated for each element, totaling 20 points. The rating total will translate to the following HEDI ratings:

Highly Effective: 17-20

Effective: 13-16

Developing: 9-12

Ineffective: 0-8

*Any of the five elements not completed will result in a rating of zero.*

*A rating lower than Effective will automatically trigger the rating review process.*

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
<b><i>Accuracy: Self-assessment of teaching practice and student learning</i></b>	The teacher's reflections <u>accurately capture</u> what happened throughout the lessons and how they impact student learning and growth.	The teacher's reflections are <u>mostly accurate</u> in capturing what happened throughout the lessons and how they impact student learning and growth.	The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.	The teacher's reflections are not accurate in capturing what happened throughout the lesson.
<b><i>Specificity: Self-assessment of teaching practice and student learning</i></b>	The teacher reflects upon <u>specific</u> elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon <u>somewhat specific</u> elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon <u>general</u> elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.	The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework.
<b><i>Response to feedback</i></b>	The teacher reflects upon <u>specific</u> ways they will use the feedback from the lesson observation in future teaching.	The teacher reflects upon ways they will use the feedback from the lesson observation in future teaching.	The teacher acknowledges that they want to change the lesson but does not provide future actions.	The teacher does not describe how they will use feedback in the future.

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
<b>Continuous improvement</b>	The teacher identifies <u>at least two</u> resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The teacher identifies <u>one</u> resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The teacher references general resources they will utilize to advance their professional learning.	The teacher does not identify resources to enhance their professional learning.
<b>Reflecting on professional learning</b>	The teacher addresses the following questions in specific ways: <ul style="list-style-type: none"> <li>● <i>What were your greatest areas of growth?</i></li> <li>● <i>What helped you to grow in these areas?</i></li> <li>● <i>What are areas in which you want to focus next year?</i></li> </ul>	The teacher addresses the following questions in specific ways: <ul style="list-style-type: none"> <li>● <i>What were your greatest areas of growth?</i></li> <li>● <i>What helped you to grow in these areas?</i></li> </ul>	The teacher addresses the following questions in general terms: <ul style="list-style-type: none"> <li>● <i>What were your greatest areas of growth?</i></li> <li>● <i>What helped you to grow in these areas?</i></li> </ul>	The teacher generally discusses their areas of growth.

### Rating Review Process

If a rating for the Student Performance Category (based on the teacher’s professional growth plan or portfolio project) is lower than Effective, the following procedure occurs.

The deputy superintendent or designee will:

1. Review any documents that were presented during the final conference.
2. Discuss the rating and evidence with the lead evaluator and building principal.
3. Discuss the rating and evidence with the teacher.
4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, will provide a written review with a new scoring rubric
5. Review the decision with the superintendent.
6. Present the review to the teacher and administrator.