

TENURED TEACHERS

RUBRIC - PROFESSIONAL GROWTH PLANS

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:

<u>Highly Effective</u> : 17-20
<u>Effective</u> : 13-16
<u>Developing</u> : 9-12
<u>Ineffective</u> : 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)
Self-assessment of professional learning	The teacher provides an <u>accurate and specific</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides an <u>accurate</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides a <u>general overview</u> of their professional learning throughout the year, aligned to their professional growth plan.	The teacher considers their professional learning but draws incorrect conclusions or did not reference their professional growth plan.
Examples of professional learning	The teacher provides <u>specific</u> examples of their professional growth and how it impacted student learning.	The teacher provides <u>specific</u> examples of their professional growth.	The teacher discusses their professional growth in general terms.	The teacher is unable to identify how they grew professionally throughout the year.
Leadership & collaboration	The teacher demonstrates leadership amongst their colleagues in promoting activities related to their professional learning.	The teacher demonstrates collaborative and/or supportive relationships with colleagues related to professional learning.	The teacher demonstrates cordial relationships with colleagues.	The teacher is not collaborative and/or their relationships with colleagues are combative and/or negative.

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
<i>Continuous improvement</i>	The teacher seeks regular opportunities for continued professional learning, including initiating action research (i.e., reflective practice in a continuous improvement cycle) in their classroom.	The teacher seeks and/or initiates regular opportunities for continued professional learning.	The teacher participates in professional learning activities when they are required to do so.	The teacher ignores opportunities to participate in professional learning activities.
<i>Reflecting on professional learning</i>	The teacher addresses the following questions in specific ways: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> • <i>What are areas in which you want to focus next year?</i> 	The teacher addresses the following questions in specific ways: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	The teacher addresses the following questions in general terms: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	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.