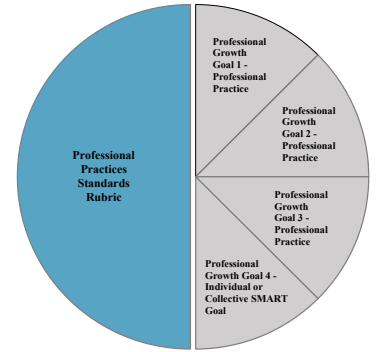


Professional Practice Standards

For any rating(s) of Ineffective, Partially Effective or Highly Effective supporting documentation should be provided in the comments section of the appropriate element(s).

The word “students” in standards/elements could refer to school children but also may refer to adult learners for whom an instructional coach/specialist supports.



QUALITY STANDARD I: Coaches/mentors engage, support, and advance the professional learning of each teacher.

Element A: Uses reflective conversation skills to engage participating teachers in collaborative problem solving and reflective thinking to promote self-directed learning.

Comments:

Element B: Uses a variety of strategies and resources, including technology to respond to participating teacher's professional needs and to the learning needs of all students.

Comments:

Element C: Uses data to engage participating teachers in examination and improvement of practice.

Comments:

Element D: Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

Comments:

Overall Score Standard I – Weighted Score .1667

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD II: Coaches/mentors create and maintain collaboration and professional partnerships to support teacher growth.

Element A: Creates and environment of trust, caring and honesty with all participating teachers to establish and maintain strong relationships and promote professional growth.

Comments:

Element B: Uses coaching and collaboration time effectively, implementing procedures and routines that support participating teachers' learning.

Comments:

Element C: Understands each participating teachers' school and community and builds relationships with school and community members to foster participating teachers' success and student achievement.

Comments:

Element D: Promotes development of participating teachers' professional responsibility and collaboration with families and the broader school community.

Comments:

Overall Score Standard II – Weighted Score .1667

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD III: Coaches/mentors utilize knowledge of student content standards, teaching pedagogy, and teachers.

Element A: Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.

Comments:

Element B: Utilizes knowledge of content standards to advances teacher and student development.

Comments:

Element C: Use knowledge of professional teaching standards to advance teacher and student development.

Comments:

Element D: Uses knowledge of equity principles to deepen participating teachers' application of standards.

Comments:

Overall Score Standard III – Weighted Score .1667

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD IV: Coaches/mentors design and facilitate professional development for teachers.

Element A: Builds on and values prior knowledge, background, interests, experiences and needs of participating teachers.

Comments:

Element B: Designs professional development to promote understanding and application of program standards.

Comments:

Element C: Creates an effective environment for professional learning.

Comments:

Element D: Uses a variety of research-based instructional strategies to differentiate professional development for participating teachers.

Overall Score Standard IV – Weighted Score .1667

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD V: Coaches/mentors utilize assessments to promote teacher learning and development.

Element A: Plans and organizes for implementation of formative assessments to advance classroom practice.

Comments:

Element B: Uses results of formative assessments to guide mentoring.

Comments:

Element C: Develops participating teachers' abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.

Comments:

Overall Score Standard IV – Weighted Score .1667

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD VI: Coaches/mentors develop as a professional leader to advance mentoring and the profession.

Element A: Establishes professional goals and pursues opportunities to grow professionally.

Comments:

Element B: Works with colleagues, administrators and school communities to advance the teaching profession.

Comments:

Element C: Reflects on mentoring practice and program.

Comments:

Element D: Practices habits of mind to advance induction and school improvement.

Comments:

Overall Score Standard IV – Weighted Score .20

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

Summary of Strengths, Concerns and Professional Growth Recommendations

Professional Growth Goal 1

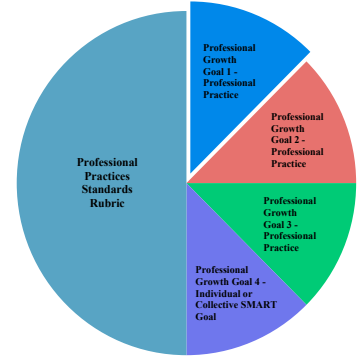
Professional Practice Standard / Element (specific Coach/Mentor action) – determined by Coach/Mentor

Rubric Standard/Element:

Description of Professional Growth:

Description of specific, measurable, target to determine success:

Supporting data or reflection:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

Professional Growth Goal 2

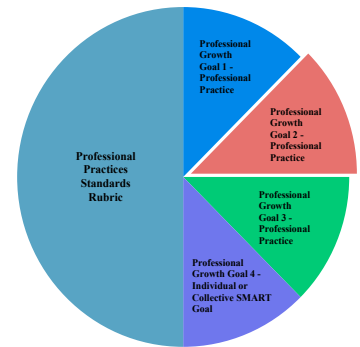
Professional Practice Standard / Element (specific Coach/Mentor action) – determined by Evaluator

Rubric Standard/Element:

Description of Professional Growth:

Description of specific, measurable, target to determine success:

Supporting data or reflection:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

Professional Growth Goal 3

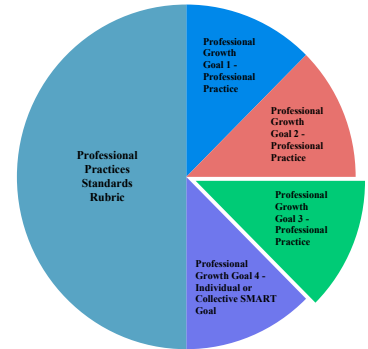
Professional Practice Standard / Element (specific Coach/Mentor action) – mutually determined

Rubric Standard/Element:

Description of Professional Growth:

Description of specific, measurable, target to determine success:

Supporting data or reflection:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

Professional Growth Goal 4 - Individual or Collective SMART Goal

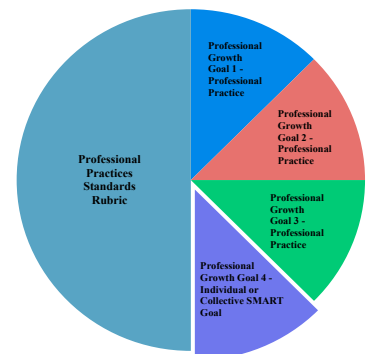
A Measure of Individual or Collective Growth – mutually determined

Description of SMART Goal (Individual or Collective):

Description of Professional Growth:

Description of specific, measurable, target to determine success:

Supporting data or reflection:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.