Model Rubric for Teachers and Instructional Support Providers

### 1.0 Learner Achievement: What do my learners demonstrate?

<table>
<thead>
<tr>
<th>Standard</th>
<th>An <em>emerging model</em> provides evidence of:</th>
<th>An <em>emerging model</em> provides evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A model...</td>
<td>2 Points</td>
<td>1 Point*</td>
</tr>
<tr>
<td>1.1 Ensures learner growth by...</td>
<td>Guiding learners to exceed the standard expectations for achievement—as determined by the district, school, or educator—demonstrated through multiple measures of data.</td>
<td>Guiding learners to meet standard expectations for achievement—as determined by the district, school, or educator—demonstrated through multiple measures of data.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence in the form of multiple authentic sources of data from their practice, which may include but is not limited to any combination of:

**Student Learners**
- Student work samples
- Analysis of student data that measures growth (e.g., assessments, test scores, individualized education program [IEP] goals, attendance data, behavior records)
- Individual learning plans or student growth goals
  *Teacher-created data presentations MUST be substantiated in order for data to be authentic*

**Adult Learners**
- Work samples
- Action plans
- Analysis of teacher data that measures growth (e.g., instructional strategies in lesson planning, rigorous content instruction, attendance data)
  *Teacher-created data presentations MUST be substantiated in order for data to be authentic*

### Guidance

In order to be scored, every artifact that is submitted *must* include all of the following:
- Documentation of learner expectations as determined by the district, school, or educator
- Baseline and post-data along with appropriate analysis (at least one of these artifacts must contain a data source listed below)
- Clearly labeled information
- Evidence that standard expectations for achievement are aligned to appropriate grade and content standards
- Documentation (i.e., official roster) that learner results can be directly attributed to candidate

*Any and all data must be corroborated by the inclusion of *official* class rosters.*

In addition, your data sources must include at least one of the following that meets the criteria outlined in the Standard 1.1 indicators1:
- For teachers—at least one data set from an entire class *(an official class roster MUST be submitted in conjunction with any sets of data)*
- For Instructional Support Providers— at least one school-level data set.
- For School Counselors, Library Media Specialists, and PIEL teachers – at least one data set from an entire class *(a class roster MUST be submitted in conjunction with any class sets of data)*, or at least one school-level data set.

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1 Candidates can only earn a 1 or a 2 for this standard if a data source listed here earns a 1 or a 2.

* A person earning 0 points shows insufficient or no evidence of these standards.

Revised September 2018
## Model Rubric for Teachers and Instructional Support Providers

### 2.0 Instruction/Support Services: What do I do to support my learners?

<table>
<thead>
<tr>
<th>Standard</th>
<th>A model provides evidence of:</th>
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<tbody>
<tr>
<td><strong>2.1 Prepares thoroughly by creating short- and long-term plans that include …</strong></td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>a. Use of data from standards-based, rigorous, and authentic formative and summative assessments to inform plans that will meet individual and group needs.</td>
<td>a. Use of data from standards-based and rigorous formative and summative assessments to identify individual and group needs.</td>
<td></td>
</tr>
<tr>
<td>b. Specific, standards-based, and measurable individual and group goals that lead all learners to expected mastery of course content standards and individual goals.</td>
<td>b. Specific, standards-based, and measurable group goals that lead all learners to expected mastery of course content.</td>
<td></td>
</tr>
<tr>
<td>c. Authentic, developmentally appropriate, and/or individualized activities that anticipate and address common student misconceptions to make content accessible to all learners.</td>
<td>c. Purposeful, developmentally appropriate activities that enhance student understanding of content.</td>
<td></td>
</tr>
<tr>
<td>d. Plans that address all standards and units in a coherent way while leaving some flexibility for re-teaching or lesson extension as needed.</td>
<td>d. The appropriate allocation of standards into units so that skills are connected to broader concepts but do not leave much room for modification.</td>
<td></td>
</tr>
<tr>
<td>e. Standards-based lesson objectives written in developmentally and content-appropriate language that clearly articulate what students will learn and be able to do.</td>
<td>e. Lesson objectives that are standards based but do not always tell learners clearly what they will learn and be able to do.</td>
<td></td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of authentic artifacts from their practice, which may include but is not limited to:

- Daily lessons/support plans
- Unit plans
- Meeting agendas
- Completed professional development planning templates
- Candidate-created scope and sequences
- Individual and group goals
- Assessments (quizzes, unit tests, teacher-created assessments, exit tickets)
- Data (assessment data)

**Note:** You MUST upload a lesson/session plan, official roster and attendance data in the Demonstration Video Plan and Materials section of this standard, and these materials must abide by the artifact guidance requirements. You may, if you wish, upload other lesson-related materials in this section, such as learner work samples.

### Guidance

Evidence that is submitted **should** include the following:

- Only artifacts (no videos) for standard 2.1
- Data and analysis used to determine learner needs
- Specifically stated standards addressed in the lesson/support (i.e., national, state, local, organizational)
- Definition of mastery as it relates to the lesson/support and evidence that it has occurred (e.g., 80 percent of students mastered lesson, IEP goal met, cross-curricula application, real-world application)

### Scoring

- Did the candidate meet at least three indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least four indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero for this standard

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1 An authentic assessment is a product that requires students to demonstrate and apply their learning in real-life context. Authentic assessments must be standards based and/or aligned to the objective.

* A person earning 0 points shows insufficient or no evidence of these standards.

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Revised September 2018
# Model Rubric for Teachers and Instructional Support Providers

## 2.0 Instruction/Support Services: What do I do to support my learners?

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<tr>
<td><strong>A model ...</strong></td>
<td><strong>2 Points</strong></td>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>Delivers excellent instruction/support by...</td>
<td></td>
</tr>
<tr>
<td><strong>6%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Differentiating instruction by tailoring the instructional activities or presentation methods to teach each concept to individual or group learning needs and styles.</td>
<td>a. Differentiating instruction by using a variety of instructional activities or presentation methods to teach each concept.</td>
</tr>
<tr>
<td></td>
<td>b. Speaking and/or writing clearly using correct grammar and in an expressive manner that enriches the lesson/session and learner engagement.</td>
<td>b. Speaking and/or writing clearly using correct grammar and age-appropriate vocabulary.</td>
</tr>
<tr>
<td></td>
<td>c. Having learners evaluate whether examples or work samples demonstrate mastery.</td>
<td>c. Sharing examples with learners to demonstrate mastery.</td>
</tr>
<tr>
<td></td>
<td>d. Providing feedback to learners based on the learners’ demonstrated understanding of key concepts and mastery of the objective.</td>
<td>d. Providing multiple and varied ways for learners to show their understanding of key concepts and mastery of the objective.</td>
</tr>
<tr>
<td></td>
<td>e. Providing clarification or lesson extension as appropriate based on results from checks for understanding.</td>
<td>e. Checking for understanding at key points in the lesson.</td>
</tr>
<tr>
<td></td>
<td>f. Supporting learners to select appropriate academic tools for their learning.</td>
<td>f. Providing a variety of academic tools to support learning.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- **Official roster of learners in the video and a session/lesson plan for the video lesson must** be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the profile. (You may also include other lesson-related materials in that section, such as learner work samples.)

### Guidance

Evidence that is submitted **should** include the following:

- Sample of graded learner work (upload with lesson plan and accompanying documents under 2.1)
- Communicated objective that addresses 2.2 indicators
- Identified key concepts
- Understanding checks that lead to immediate adjustments to the lesson/session
- Evidence of learner choice as it relates to engagement and/or mastery
- Addressing misunderstandings regarding the content, strategy, or skill in the lesson/support
- Evidence that learners can self-select to obtain mastery

### Scoring

- Did the candidate meet at least four indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least five indicators at the 1-pt. level? If yes, score = 1 pt.
- If no, the score is zero for this standard.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Revised September 2018
## 2.0 Instruction/Support Services: What do I do to support my learners?

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<tbody>
<tr>
<td><strong>2.3</strong> Requires learners to extend their thinking by…</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.8%</strong></td>
<td>a. Asking questions that lead learners to demonstrate higher order thinking skills (e.g., evaluating options, hypothesizing future implications) as they explain their reasoning, apply new skills, or make connections to other disciplines or issues beyond the classroom.</td>
<td>a. Asking questions that lead learners to demonstrate understanding and synthesize information as they explain their reasoning, apply new skills, or make connections to other disciplines or issues beyond the classroom.</td>
</tr>
<tr>
<td></td>
<td>b. Engaging all learners in higher order thinking, problem solving, and/or innovative thinking.</td>
<td>b. Providing learners with opportunities to use higher order thinking, problem solving, and/or innovative thinking.</td>
</tr>
<tr>
<td></td>
<td>c. Modeling thinking and providing ongoing opportunities and expectations for learners to share and analyze their own thought processes.</td>
<td>c. Modeling thinking for learners and providing occasional opportunities for students to share and analyze their own thought processes.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- Official roster of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the profile.

### Guidance

Evidence that is submitted should include the following:

- Candidate modeling of higher order thinking for learners
- Candidate questioning that leads learners to problem solving, explaining, and/or applying
- Options to ensure rigor for learners (e.g., Just Right books, TAI level, IEP goal, data grouping, lesson adjustment)

### Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

*A person earning 0 points shows insufficient or no evidence of these standards.*

Revised September 2018
# Model Rubric for Teachers and Instructional Support Providers

## 2.0 Instruction/Support Services: What do I do to support my learners?

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<tbody>
<tr>
<td><strong>2.4</strong> Demonstrates mastery of content and pedagogy</td>
<td><strong>2 Points</strong></td>
<td><strong>1 Point</strong></td>
</tr>
</tbody>
</table>

### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- Official roster of learners in the video and a session/lesson plan for the video lesson **must** be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the profile.

### Guidance

Evidence that is submitted **should** include the following:

- Cross-curricula connections
- Content accuracy
- Candidate modeling use of academic language

### Scoring

- Did the candidate meet at least three indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least three indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard.

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Revised September 2018
### 2.0 Instruction/Support Services: What do I do to support my learners?

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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2.5 Creates a positive academic environment in which…

<table>
<thead>
<tr>
<th>3.6%</th>
<th>A model …</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Learners take academic risks and receive constructive feedback from their teacher/support staff and peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. All learners and the teacher/support staff establish a culture that respects differences and encourages achievement and growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Learners hold themselves and each other accountable to high standards of academic achievement and conduct.³</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Authentic Artifacts

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- Official roster of learners in the video and a session/lesson plan for the video lesson must be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the profile.

#### Guidance

Evidence that is submitted **should** include the following:

- Mutual respect shared among all video participants
- Evidence of learners holding themselves and one another accountable for achievement and conduct

#### Scoring

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

³ This indicator would be visible in a setting where learners themselves enforce an academic culture of excellence.

* A person earning 0 points shows insufficient or no evidence of these standards.
# 2.0 Instruction/Support Services: What do I do to support my learners?

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<tbody>
<tr>
<td>A model ...</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td><strong>2.6 Maximizes learning time by...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.6%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Ensuring all learners are engaged at all times by modifying instruction or support and engagement strategies as needed, if necessary.</td>
<td>a. Ensuring most learners are engaged at any given time by providing an appropriate individualized response to misconduct or disengagement that does not disrupt instruction or support.</td>
<td></td>
</tr>
<tr>
<td>b. Establishing routines and procedures that learners manage with little or no guidance or support.</td>
<td>b. Establishing routines and procedures that are consistently enforced.</td>
<td></td>
</tr>
<tr>
<td>c. Pacing the lesson in a way that recognizes that learners progress at different rates and ensures they have sufficient time to engage with content, reflect upon it, and internalize their understanding.</td>
<td>c. Maintaining an appropriate pace so that most learners can follow the lesson or session, including some time for general reflection and closure.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Authentic Artifacts**

- **Required video (up to 45 minutes)** includes standards 2.2 through 2.6
- Official roster of learners in the video and a session/lesson plan for the video lesson **must** be uploaded under “Demonstration Video Plan and Materials” in 2.1. Failure to upload an official roster and a session/lesson plan will result in disqualification of the profile.

**Guidance**

Evidence that is submitted **should** include the following:

- Evidence of clearly identified expectations
- Evidence of learner engagement
- Evidence of teacher/support staff management (i.e. prevention and/or reaction)

**Scoring**

- Did the candidate meet at least two indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet at least two indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

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## 2.0 Instruction/Support Services: What do I do to support my learners?

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</thead>
<tbody>
<tr>
<td>2.0</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>2.7</td>
<td>Constantly moves learners toward success by…</td>
<td>a. Establishing a system of ongoing communication between the teacher/support staff, learners, and stakeholders. b. Conferencing with learners about current data and using the data to reflect on progress and set mastery goals.</td>
</tr>
<tr>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of authentic artifacts from their practice, which may include but is not limited to:

- Completed conferencing/support staff documentation
- Completed learner growth surveys
- Phone call logs
- Copies of written communication (e-mails, notes) received and sent
- Evidence of data sharing with learners and stakeholders

### Guidance

Evidence that is submitted **should** include the following:

- Only artifacts (no videos) will be accepted for standard 2.7.
- Stakeholders may include the teacher team, parents, instructional support providers, administrators, special educators, and/or related service providers.
- Communication systems (e.g., progress charts, completed and signed home/school logs, parent sign-off on routine or periodic communications, signed Behavior Intervention Plans, Performance Improvement Plans, action plans, mentor logs)

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard.

---

*A person earning 0 points shows insufficient or no evidence of these standards.

Revised September 2018
### 3.0 Developing as a Professional: How do I make myself better?

<table>
<thead>
<tr>
<th>Standard</th>
<th>A model provides evidence of impact of:</th>
<th>An emerging model provides evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A model...</strong></td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td><strong>3.1 Engages in professional development by...</strong></td>
<td>Actively participating in multiple, systemic, ongoing, and sustained professional developments and applying learning from professional development to their practice.</td>
<td>Participating in multiple, regular professional developments to improve knowledge of content and pedagogy.</td>
</tr>
</tbody>
</table>

#### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.

- Documentation of new strategies, skills, and/or content learned during professional development
- Lesson or session plans, self-reflection, and/or work samples that demonstrate how the professional developments were implemented in the candidate’s practice
- Data that shows impact as a result of applying learning.

#### Guidance

Evidence that is submitted **should** include the following:

- Evidence of professional development participation activities (e.g. sign-in sheets, agendas, certificate of attendance)
- Evidence of implementation of the professional development content in the candidate’s practice
- Evidence of professional developments, application of learning, and impact of the application of learning.

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* A person earning 0 points shows insufficient or no evidence of these standards.

Revised September 2018
### Model Rubric for Teachers and Instructional Support Providers

#### 3.0 Developing as a Professional: How do I make myself better?

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<th>Standard</th>
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<tr>
<td>A model...</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td><strong>3.2</strong> Demonstrates academic risk taking by...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.67%</td>
<td>a. Identifying ineffective strategies or content and implementing research-based skills, strategies, or content in an effort to increase learners’ success.</td>
<td>a. Identifying ineffective strategies that may impede learners’ success or content that may impede learners’ success.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluating the effectiveness of the research-based skill, strategy, or content on learners and determining next steps.</td>
<td>b. Identifying research-based strategies or content to increase learners’ success.</td>
</tr>
</tbody>
</table>

#### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.

- Research regarding the new skills, strategies or content.
- Data that shows how the candidate improved
- Lesson or session plans and/or work samples that demonstrate implementation of a new theory or activities
- Design and use of assessments
- Documentation of implementation and evaluation plan of a new strategy in candidate’s practice

#### Guidance

Evidence that is submitted **should** include the following:

- Evidence of a systematic effort to design and implement a variation in time, curriculum, technology, instructional strategies, and/or assessments
- Evidence of a systematic evaluation of the impact of the implementation on learners
- Evidence of adjustments considered based on reflection
- Evidence of identifying a need, implementing a solution, and evaluating the effectiveness of the implementation.

#### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

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*A person earning 0 points shows insufficient or no evidence of these standards.

Revised September 2018
## 3.0 Developing as a Professional: How do I make myself better?

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<tbody>
<tr>
<td>A model…</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
<tr>
<td>3.3</td>
<td>a. Systematically gathering evidence to evaluate change in instruction/support as a result of utilizing reflective tools.</td>
<td>a. Using reflective tools.</td>
</tr>
<tr>
<td></td>
<td>b. Drawing data-and evidence-based conclusions about how reflective instruction/support can be further adjusted to meet learner needs, implementing additional adjustments if necessary, and evaluating and documenting the impact of adjustments.</td>
<td>b. Gathering and analyzing data about the effectiveness of reflective tools and practice.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of how developing as a professional has impact.

- Reflective tools that lead to adjustments
- Observations, lessons/support studies, video analysis, and other tools with corresponding action plans or adjustments
- Data analysis and next steps
- Evidence of adjustments considered based on reflection

### Guidance

Evidence that is submitted should include the following:

- Evidence of reflective tools
- Evidence of effort to systematically gather and analyze data, draw conclusions, and alter practice as needed
- Evidence of gathering data, reflecting on data, and making adjustments to instruction/support as a result of these conclusions.

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

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Revised September 2018
### Model Rubric for Teachers and Instructional Support Providers

#### 4.0 Leadership: How do I make my colleagues and community better? 20%

<table>
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<tbody>
<tr>
<td>A model...</td>
<td>2 Points</td>
<td>1 Point</td>
</tr>
</tbody>
</table>

#### 4.1 Contributions to the school community by...

<table>
<thead>
<tr>
<th>10%</th>
<th>a. Leading stakeholder efforts to improve learners’ academic achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Identifying a school community need and taking the lead on implementing, evaluating, and communicating a course of action to address the need.</td>
</tr>
</tbody>
</table>

**Authentic Artifacts**

A model provides evidence of leadership that has a positive impact.

- Collaboration with stakeholders and the corresponding impact
- Identifying and addressing school community needs and the corresponding impact
- Data that shows impact of actions on school community need.
- Evidence of evaluating a course of action through comparing results with previous data, reflecting on strengths and weaknesses of course of action, and/or eliciting reactions from stakeholders regarding the course of action.

**Guidance**

Evidence that is submitted should include the following:

- Stakeholders may include teachers, parents, instructional support providers, community members and organizations, nonprofit organizations, vendors and consultants, administrators, special educators, related service providers, and/or students.
- Evidence of working with or leading stakeholders
- Evidence of identifying a school community need, and evaluating and revising a course of action to address the need

**Scoring**

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

*A person earning 0 points shows insufficient or no evidence of these standards.

Revised September 2018
## 4.0 Leadership: How do I make my colleagues and community better?

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<tr>
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<tbody>
<tr>
<td><strong>A model...</strong></td>
<td><strong>2 Points</strong></td>
<td><strong>1 Point</strong></td>
</tr>
</tbody>
</table>

### 4.2 Positively influences the practice of peers by...

<table>
<thead>
<tr>
<th>Points</th>
<th>A. Initiating and organizing one or more PLCs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>B. Identifying a collegial need and taking the lead on implementing, evaluating, and revising a course of action to address the identified need.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Points</th>
<th>A. Participating in one or more PLCs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>B. Being involved in colleagues' efforts to identify a collegial need and developing a course of action to address it.</td>
</tr>
</tbody>
</table>

### Authentic Artifacts

A model provides evidence of leadership that has a positive impact.

- Candidate-created or candidate-led professional growth activities and the corresponding impact
- Specific data and action plans to identify and address collegial needs
- Evaluation of the correlations between candidate-created or candidate-led action plans and whether the colleague's needs have been met
- Data that shows the impact of actions on collegial need.

### Guidance

Evidence that is submitted **should** include the following:

- Evidence of initiating and organizing one or more PLCs
- Evidence of identifying a collegial need and taking the lead on implementing, evaluating, and revising a course of action to address that need

### Scoring

- Did the candidate meet both indicators at the 2-pt. level? If yes, score = 2 pts.
- If no, did the candidate meet both indicators at the 1-pt. level? If yes, score = 1pt.
- If no, the score is zero for this standard

*A person earning 0 points shows insufficient or no evidence of these standards.*

Revised September 2018
Model Rubric for Teachers and Instructional Support Providers

Rubric Glossary

Overall

**Authentic artifacts** – Artifacts that can clearly be attributed to the candidate, and that provide irrefutable evidence of linkage to the candidate, the learners, and/or the other stakeholders to whom the artifact pertains. Authentic artifacts are corroborated by other sources, when necessary; substantiated with other evidence, when necessary; and leave no doubt of the veracity of the evidence therein.

Domain 1.0

**Standard expectations** – Standard expectations for learners are the expectations defined by the grade level, age group, curricular, 504, IEP, district, state, or national requirements for a set of learners.

**Exceed standard expectations** – Teachers that lead their learners beyond standard expectations move their learners past the expectations defined by the grade level, age group, curricular, 504, IEP, district, state, or national requirements for a set of learners.

**Multiple measures** – A measure of data is a distinct set of data through which learner growth can be demonstrated. Multiple measures is at least two such sets of data. Thus, if one of a teacher’s measures of data that shows learner growth is NWEA scores, there must be at least one more distinct set of data included that is different from NWEA scores.

Domain 2.0

**Formative assessments** – Formative assessments are ongoing assessments, reviews, and observations that are used to improve instruction and learner achievement.

**Summative assessments** – Summative assessments are assessments given at the end of an instructional phase to assess student progress.

**Scaffolding** – Scaffolding is a structure of providing leveled support to help learners meet success independently.

**Academic Rigor** – Academic rigor is teaching with the expectation that learners will not only demonstrate content mastery, but also be able to think critically and apply their skills in the content being taught.

**Differentiation** – Differentiation is the process of adapting content, process, and/or product in response to student readiness, interest, and/or learning profile.

**Academic tools** – Academic tools are tools that teachers use to support students in their learning. These can include technological tools, different forms of media, manipulatives, visual examples, books, etc.

*A person earning 0 points shows insufficient or no evidence of these standards.

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Domain 3.0

**Systemic, ongoing, and sustained professional development** – Professional development that occurs on a regular basis over an extended period of time, and that follows a specific thread or the Cycle of Development.

**Reflective tool** – A reflective tool is any format through which a teacher reflects on instruction, curriculum, student learning, etc. A reflective tool could be a journal, anecdotal notes, an analysis of data, or anything else that allows a teacher to think critically about his/her practice.

Domain 4.0

**Professional Learning Community** - A professional learning community (PLC) is an extended, long-term learning opportunity to foster collaboration among colleagues. A PLC is characterized by extensive dialogue, reflective inquiry, and the development of common practices. A PLC is NOT a traditional Professional Development session, with a facilitator and audience.

**Collegial Need** – A collegial need is any way in which a colleague may require help or support. Colleagues could need help with behavior management, planning lessons or units, writing grants, gathering and analyzing student data, or anything else that directly impacts their students’ success.

*A person earning 0 points shows insufficient or no evidence of these standards.*

Revised September 2018