



TEACHER PERFORMANCE RUBRIC:

Appendix A

Domain 1: Planning and Preparation for Learning

Standard 1: Plans and Lessons

Guiding Questions:

- Is the content being taught connected to the previous or next lesson?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Plans lessons aimed primarily at entertaining students or covering textbook chapters. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.	Plans lessons with some consideration of long-term goals. Plans lessons that involve a mixture of good and mediocre learning materials.	Designs lessons focused on measurable outcomes aligned with unit goals. Designs lessons that use an appropriate, multicultural mix of materials and technology.	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes. Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.

Possible Evidence to look for:

- Year-long, unit and weekly lesson plans have been developed that include learning goals and learning objectives.
- The lesson is connected to previous learning and to long-term learning goals.
- Lesson plans describe accommodations, modifications and enrichments for diverse learners.
- Standards, goals and learning objectives are posted and clearly communicated and understood by students.

Guiding Questions:

- Is the content being taught connected to common core state standards?
- Is the content being taught the district-approved curriculum?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Plans lesson by lesson and has little familiarity with state standards and tests. Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.	Has done some thinking about how to cover high standards and test requirements this year. Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Plans the year so students will meet high standards and be ready for external assessments. Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals covering most of Bloom's levels.	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments? Plans all unit embedding big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover all Bloom's levels.

Possible Evidence to look for:

- Teacher develops standards-based units with PLC team.
- District-approved curriculum is used when planning units.
- Students demonstrate a variety of activities based upon Bloom's Taxonomy.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Guiding Questions:

- Is the teacher familiar with the wide variety of assessment options that are available, and is he/she able to explain how to use those assessments effectively?
- Does the teacher connect classroom and district assessments with learning goals?
- In what way does the teacher use formative and summative assessments to inform planning, guide instruction, and provide meaningful feedback?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Writes final tests shortly before they are given. Prior planning is not evident.	Drafts unit test as instruction proceeds. Little or no evidence of assessment planning is evident.	Plans unit and on-the spot assessments to measure student learning.	Prepares and designs diagnostic, on-the-spot interim <u>and</u> summative assessments to monitor student learning.

Possible Evidence to look for:

- A variety of formative and summative assessments are in use.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher keeps records of assessments and uses those records to develop relevant and rigorous units, weekly and daily lesson plans.
- The teachers know the levels and needs of the students based on formative and summative assessments and use that information to intervene and re-teach where needed.
- Students are aware of their assessment results and know how they are progressing toward the learning goals.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Guiding Questions:

- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Do students have ownership of classroom and school expectations?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.	Announces and posts classroom rules and consequences.	Clearly communicates and consistently enforces high standards for student behavior.	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations

Possible Evidence to look for:

- Classroom expectations are posted, taught, reinforced and re-taught.
- Students are aware of classroom and school expectations.
- Teachers provide cues or signals when a rule or procedure should be used (e.g. sound or visual signal.)
- Teacher demonstrates knowledge of behavior strategies (e.g. positive reinforcement, grouping.)
- Students demonstrate an awareness of school and classroom expectations.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Guiding Questions:

- Do students feel safe, respected and valued?
- How does the teacher respond to students' treatment of each other in the classroom?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning classroom.	Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.

Possible Evidence to look for:

- Teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- Teacher is poised and dynamic and nips virtually all discipline problems in the bud.
- Students are respectfully engaged in classroom learning and activities.



Guiding Questions:

- Does the teacher understand the critical elements of teaching, positive reinforcement, and logical consequences via the school's behavior support system?
- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Publicly berates students, blaming them for their poor behavior.	Often lectures students on the need for good behavior and makes an example of students with inappropriate behavior.	Fosters positive interactions among students and teaches useful social skills.	Implements a program that successfully develops positive interactions and social-emotional skills.

Possible Evidence to look for:

- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher is involved with the behavior support system or culture team at the school (e.g. EBISS, Pirate Crew.)
- Students are well behaved, treat one another with respect, and follow directions.
- The teacher notices when specific students or groups of students are not engaged or when the energy level in the room is low and re-engages them using a variety of strategies (e.g. movement and kinesthetic.)



Guiding Questions:

- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Do students have access to the instructional materials they need to be successful?
- Is the room set-up and classroom environment safe, accessible and conducive to high levels of learning?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.

Possible Evidence to look for:

- Classroom is organized, attractive, and welcoming.
- Transitions are smooth and maximize instruction.
- The teacher has a very clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain the classroom management system to others.
- Classroom and student displays are appropriate and relevant to teaching assignments while promoting a climate of teaching and respect.


PHOENIX-TALENT SCHOOLS

 EXCELLENCE *for* EVERYONE

Guiding Questions:

- Does the teacher have a sufficient (quantity) and proficient (quality) knowledge of the subject matter being taught?
- Is the content appropriate for the age and development of students?
- Does the teacher tailor content to students' developmental needs?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.

Possible Evidence to look for:

- Goals and learning objectives include content material and are age-appropriate.
- Teacher is able to supplement information provided by textbooks with own learned knowledge and research.
- Teacher is comfortable answering questions and providing in-depth learning opportunities.
- Teacher is learning new things about his/her content and incorporating this new knowledge into the classroom.
- Teacher uses student information and data to accommodate and modify instruction.



Guiding Questions:

- Does the teacher foster a positive climate to encourage risk taking in the classroom?
- Does the teacher use a variety of questioning and discussion techniques to elicit student reflection, higher order thinking and risk taking?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Communicates a “fixed” mindset about ability: some students have it, some don’t.	Doesn’t counteract students’ misconceptions about innate ability.	Tells students that effective effort, not innate ability, is the key.	Actively inculcates a “growth” mindset; take risks, learn from mistakes, through effective effort you can and will achieve at high levels.

Possible Evidence to look for:

- The teacher exudes high expectations and determination, and encourages all students they will master the material.
- Students are willing to take risks in the learning.
- Teacher provides meaningful feedback and encourages students to meet high expectations.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Guiding Questions:

- Does the instructional lesson elicit higher-level thinking and problem-solving for all students?
- How does the teacher create high levels of engagement?
- Does the teacher use a variety of strategies to engage students?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Mostly lectures to passive students or has them work through textbooks and worksheets.	Attempts to get student actively involved but some are disengaged.	Has students think about, discuss, and use the ideas and skills being taught.	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.

Possible Evidence to look for:

- The teacher orchestrates highly-effective strategies, materials, and grouping to involve and motivate students.
- Students are asking questions.
- Use of active participation techniques. Examples include: think-pair-share, cold call, popcorn, jigsaw, SIOP instruction.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Guiding Questions:

- Does the teacher post learning goals and/or objectives in the classroom?
- Are the students aware of and reference learning goals and learning objectives?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Begins lessons without giving the students a sense of where instruction is headed.	Tells students the main learning objectives of each lesson.	Gives students a clear sense of purpose by using the unit's essential questions and the lesson's goals.	Evidence of the learning objective is observable because the teacher has communicated and evaluated essential questions. The students know and demonstrate exactly what is expected.

Possible Evidence to look for:

- The teacher knows required learning goals and is effectively able to communicate those goals to their objectives to students in a way that they understand and learn what is delivered.
- Essential questions, goals, rubrics and/or anchor papers (models) are posted in class.
- Posted learning and language goals, and/or objectives in the classroom include content material.
- Students identify and clearly communicate learning goals.

**PHOENIX-TALENT SCHOOLS**EXCELLENCE *for* EVERYONE

Domain 3: Delivery of Instruction

Standard 12: Connections and Applications

Guiding Questions:

- In what way does the teacher activate prior knowledge?
- Do students connect prior learning to new concepts and material?
- Are lessons and concepts being compared to real world situations and experiences?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.	Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.	Grabs students' interest and makes connections to prior knowledge, experience and reading. Consistently has students summarize and internalize what they learn and apply it to multiple situations and contexts.

Possible Evidence to look for:

- Teacher and students' close lessons or assignments routinely by connecting to prior and future learning.
- Real life objects/materials that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.)
- Teacher capitalizes on teachable moments.
- Students are empowered to make connections to deeper understanding.
- Teacher uses front loading strategies (e.g. pre-teaching vocabulary, SIOP strategies, connecting prior knowledge).
- Teacher uses a variety of questioning strategies.
- Teacher has students examine multiple perspectives and opinions.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 3: Delivery of Instruction

Standard 13: Clarity

Guiding Questions:

- Is the lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional techniques?
- How does the teacher use frequent formative (on-going) assessment techniques to monitor and adjust instruction?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Often presents material in a confusing way, using language that is inappropriate.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.	Uses clear explanations, appropriate language, and good examples to present material.	Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.

Possible Evidence to look for:

- The teacher is effectively able to communicate learning goals and objectives to students in a way that they understand and learn what is delivered.
- Learning and language goals and objectives are clear to students: students are actively engage in learning.
- The teacher has an organized method of lesson delivery. Teachers can produce evidence of systems to facilitate frequent, consistent, specific feedback.
- Teacher can describe how assessments (e.g. formative and summative) are used prior to, during and after instruction.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 3: Delivery of Instruction

Standard 14: Repertoire (Variety of Instruction)

Guiding Questions:

- Does the teacher create high levels of engagement?
- Does the instructional lesson elicit higher-order thinking and problem-solving?
- Does the teacher use a variety of questioning techniques to engage students?
- Does the teacher have a variety of scaffolding techniques?
- How does the teacher group students for the planned lesson?
- Does the teacher use a variety of tools and strategies to engage and motivate students?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Uses only one of two strategies and types of materials and fails to reach most students.	Uses a limited range of classroom strategies, questions, materials and groupings with mixed success.	Orchestrates effective strategies, questions, materials, technology and grouping to foster student learning.	Orchestrates highly effective strategies, questions, materials, technology and groupings to boost the learning of all.

Possible Evidence to look for:

- Teacher uses GRRM (Gradual Release of Responsibility Model.)
- The teacher uses multiple learning strategies to engage students (e.g., technology, music, art, hands-on-learning opportunities, high-level questioning, integration of other subjects, student grouping, etc.)
- Teaching strategies lead to active student engagement in learning (e.g. SIOP strategies, discussion, learning through reading.)
- Student learning is supplemented by a variety of scaffolding techniques (e.g. KWL, adapted test, cloze notes, pacing, Cornell notes, sentence frames, etc.)
- Multiple learning strategies and student protocols are implemented.
- Use of variety of active participation is evident (e.g. think-pair-share, reflection, cold call, jigsaw, popcorn.)



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 3: Delivery of Instruction Standard 15: Differentiation (Adapting to Individual Learning Needs)

Guiding Questions:

- How is instruction differentiated to meet the needs of all learners?
- Does the teacher have competent knowledge of individual student learning needs?
- Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?
- Does the teacher use a variety of instructional strategies?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Fails to differentiate instruction for students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Differentiates and scaffolds instruction to accommodate most students' rate and level of learning.	Successfully reaches all students by skillfully differentiating and scaffolding rate and level of learning.

Possible Evidence to look for:

- Instructional delivery is differentiated to meet the learning needs of all learners (e.g., Realia, artifacts, music, scaffolding, etc.)
- Lesson materials are tailored to student needs (e.g., leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizer, visual schedules, etc.)
- The planned instruction is relevant to student learning styles and needs and to cultural differences.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Guiding Questions:

- Are students aware of criteria that will be used to assess their work?
- Can students explain these criteria to another student or teacher?
- Do students have access to rubrics or criteria before they are used?
- Are criteria used to review work with students to help guide future learning and effort?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.	Tells students some of the qualities that their finished work should exhibit. Posts some 'A' student work as an example to others.	Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students' work with commentary and uses it to motivate and direct effort.

Possible Evidence to look for:

- Student work is seen in the classroom and is used to motivate and guide student learning.
- Models, assessments rubrics and guidelines are accessible or posted in the room.
- Criteria for work have been reviewed with students and are revisited before being used to assess assignments.
- Clear criteria are provided (e.g., verbal and written directions) for work on smaller assignments.
- Teacher feedback/commentary with w+/delta is provided to students on larger projects.
- Both teacher and students exchange feedback (e.g., +/-delta) on larger projects.


PHOENIX-TALENT SCHOOLS

 EXCELLENCE *for* EVERYONE

Domain 4: Monitoring, Assessment and Follow-up

Standard 17: Diagnostic Assessment

Guiding Questions:

- Is the teacher familiar with the distinction between assessment for learning (formative) and assessment of learning (summative)?
- What kind of assessment data does the teacher use to inform instruction?
- How does the teacher use formative and summative assessment data?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Begins instruction without diagnosing students' skills and knowledge.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Diagnose students' knowledge and skills up front and makes small adjustments based on the data.	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.

Possible Evidence to look for:

- The teacher can describe how he/she uses assessment prior to, during and after instruction.
- The teacher has detailed assessment data and records on student performance goals of the unit.
- Appropriate diagnostic assessments are developed based on the learning goals of the unit.
- Lesson plans incorporate data from pre-assessments (e.g., diagnostics) and are revised accordingly.
- The teacher knows and can communicate the level and needs of students based upon formative and summative assessments.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 4: Monitoring, Assessment and Follow-up

Standard 18: Formative Assessment

Guiding Questions:

- Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
- Is the learning objective of the lesson clear to both students and teacher so that misunderstandings can be identified?
- Does the teacher relate interim and on-the-spot (e.g., formative) assessments to diagnostic assessments?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods ("is everyone with me?") to check for understanding.	Looks over students' tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses data from interim assessments to adjust teaching, re-teach, and follow-up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.

Possible Evidence to look for:

- The teacher moves around the room engaging in short, probing conversations with students.
- The teacher convenes small groups to check for clarity.
- Flexible ability groups are seen in the classroom to meet varying needs of students.
- Portfolios of data are used to track struggling students and their progress.
- Teacher uses GRRM to ensure that students are ready for individual work.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Guiding Questions:

- Do students set goals for their learning and progress? Weekly? By unit? Yearly?
- What parts of students' learning are they responsible for and held accountable for?
- Are students being provided timely feedback about their progress in different areas?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Teacher allows students to move on without assessing and improving problems in their work.	Teacher asks students to look over their work, see where they had trouble and aim to improve those areas.	Teacher has students set goals, self-assess and knows where they stand academically at all times.	Teacher ensures students set ambitious goals, continuously self-assess and take responsibility for improving performance.

Possible Evidence to look for:

- Students are aware of their current level of performance and areas in which they can improve.
- Students have set realistic and attainable goals for their learning and are given a chance to reflect and revise them.
- Students apply information learned in assessments to setting learning goals.
- Students record individual goals and monitor progress.



Domain 4: Monitoring, Assessment and Follow-up

Standard 20: Reflection and Analysis

Guiding Questions:

- Are PLC teams meeting regularly to review student/unit progress and to plan for future lessons?
- Does the teacher have in-depth knowledge of the subject area? Do they review any weak areas before teaching the subject?
- Is the teacher a self-directed learner when it comes to professional growth opportunities?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Does not draw lessons for the future when teaching is unsuccessful	At the end of a teaching unit or semester, thinks about what might have been done better.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.

Possible Evidence to look for:

- The teacher participates in regularly scheduled meetings with the PLC team to collaborate on curriculum planning and assessment data.
- The teacher can describe best practices when it comes to instruction, the content areas and research.
- The teacher is constantly pursuing professional growth opportunities and applies what he/she learns. The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
- When appropriate, teacher utilizes student feedback.
- PLC feedback sheets show evidence of reflection.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 5: Family and Community Outreach

Standard 21: Belief

Guiding Questions:

- Does the teacher communicate, both verbally and nonverbally, a belief all students can and should succeed?
- Does the teacher know their students?
- Does the teacher understand their students' needs?
- Does the teacher ask and seek out information about students' backgrounds?
- Does the teacher access school and district resources to support students?
- Does the teacher take into account not only the learning, but also the cultural needs of the students?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Is often insensitive to the culture and beliefs of students' families. Does not communicate to parents knowledge of individual children or concern about their future.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity. Tells parents that he or she cares about their children and wants the best for them.	Communicates respectfully with parents and is sensitive to different families' culture and values. Shows parents a genuine interest and belief in each child's ability to reach standards.	Shows each parent an in-depth knowledge of his/her child and a strong belief he/she will meet or exceed standards.

Possible Evidence to look for:

- The teacher displays exemplar student work in the room or hallway outside the room.
- The teacher has developed and implemented a system of student recognition for meeting learning and behavioral expectations.
- The teacher implements skills in SIOP, assessment, curriculum design, understanding poverty and/or other workshops that help him/her to understand and best teach to students' backgrounds, culture and learning styles.
- The teacher can demonstrate how he/she has tailored the lesson based on the relevant and diverse needs of students.
- The teacher builds upon students' prior knowledge and experiences and is aware of the cultural differences of all students.
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns via home/school communication logs, emails, classroom visits, etc.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 5: Family and Community Outreach

Standard 22: Communication

Guiding Questions:

- Does the teacher communicate effectively and respectfully with parents and community members?
- What methods are used by the teacher to communicate?
- Does the teacher communicate student progress in a timely manner to students and parents?
- Does the teacher communicate upcoming learning goals to parents?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Seldom informs parents of concerns or positive news about their children.	Let parents know about problems their children are having but rarely mentions positive news. Sends home occasional suggestions on how parents can help their children with schoolwork.	Promptly informs parents of behavior and learning problems, and also updates parents on good news. Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Makes sure parents hear positive news about their children first, and immediately flags any problems. Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.

Possible Evidence to look for:

- The teacher communicates in a respectful and positive manner with parents.
- The teacher communicates with parents from a “cup-half-full” rather than a “cup-half-empty” view.
- Grades are posted in a timely manner.
- Student work is returned and feedback given in a timely manner.
- The teacher has a system for communicating with parents.
- The teacher is available to meet during his/her workday and communicates this with parents.
- The teacher encourages parent involvement in the classroom and school/activities.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 5: Family and Community Outreach

Standard 23: Responsiveness

Guiding Questions:

- Does the teacher communicate respectfully, effectively and clearly with parents?
- Does the teacher respond to parent questions or concerns in a timely manner?
- Is the teacher proactive in working with parents in situations that have the potential to turn negative?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Does not respond to parent concerns and makes parents feel unwelcome in the classroom.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Responds promptly to parent concerns and makes parents feel welcome at school.	Deals immediately and successfully with parent concerns and makes parents feel welcome.

Possible Evidence to look for:

- The teacher communicates with parents in a respectful and positive manner in all situations.
- The teacher responds to parent concerns within a day of receiving the.
- The teacher meets with a parent at schools in a location that is conducive to the agenda of the conference.
- The teacher shows empathy to parent concerns.
- The teachers' non-verbal cues match what he/she is saying to the parent.
- The teacher respects and maintains confidentiality of student/family information.
- Students and parents can describe how the teacher interacted positively with them (e.g., survey.)



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 6: Professional Responsibilities

Standard 24: Professionalism

Guiding Questions:

- Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the teacher use to keep track of communication with all stakeholders? How effective is that system?
- Does the teacher reliably perform required duties as assigned?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Frequently acts and/or present self in an unprofessional manner and violates boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Presents self as a consummate professional and always observes appropriate boundaries and expectations.

Possible Evidence to look for:

- The teacher communicates in a professional, respectful and positive manner to everyone.
- The teacher's recordkeeping system is clear, organized, up-to-date and easy to understand, including student progress and completion of assignments.
- The teacher can be counted on to complete all required duties, reports and paperwork.
- The qualities of a consummate professional include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality and among other qualities applicable to the position and school expectations.
- Teacher demonstrates personal integrity.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 6: Professional Responsibilities

Standard 25: School/Culture/Community

Guiding Questions:

- Is the teacher aware of building and district activities/initiatives?
- How does the teacher contribute to these activities/initiatives?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Declines invitations to serve on committees and attends few school-wide activities.	When asked, will serve on a committee and attend school-wide activities.	Shares responsibilities and takes part in grade-level and school wide activities/initiatives.	Is an important member of teacher teams and committees and frequently contributes to school activities/initiatives.

Possible Evidence to look for:

- The teacher is able to inspire others to adopt, support, and participate in building and/or district activities/initiatives.
- Teacher serves on school and/or district committees (e.g., safety committee, site council, union committee, budget committee.)



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Domain 6: Professional Responsibilities

Standard 26: Leadership and Contribution

Guiding Questions:

- How does the teacher support the mission of the school and/or district?
- What strategies or actions does the teacher apply to facilitate the implementation of the school's mission?
- What leadership roles has the teacher pursued at the school and/or district level?
- Does the teacher positively contribute to the school's mission?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Rarely, if ever, contributes ideas that might help improve the school.	Occasionally suggests an idea aimed at improving the school.	Is a positive team player and contributes ideas, expertise to school/district mission.	Provides leadership, valuable ideas and expertise that furthers school/district mission.

Possible Evidence to look for:

- The teacher positively contributes to the school's mission.
- The teacher is frequently involved in building and/or district improvement projects/task forces and staff development.
- The teacher takes on leadership role at the building and/or district level.



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Domain 6: Professional Responsibilities

Standard 27: Working with Teams

Guiding Questions:

- To what extent does the teacher collaborate with others?
- Does the teacher have a respectful relationship with colleagues?
- To what extent does the teacher communicate effectively with colleagues?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Meets infrequently with colleagues and is not open to collaboration.	Meets regularly with colleagues to share ideas about teaching and students.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.

Possible Evidence to look for:

- The teacher highly values collaboration and positive relationships by demonstrating trust, integrity and respect.
- The teacher meets frequently with collaboration teams, such as PLC's.
- The teacher is receptive to input from colleagues.
- The teacher encourages colleagues to share professional ideas, thoughts and comments regarding learning.
- The teacher works cooperatively with appropriate school personnel, including specialists and classified employees, to address issues that impact student learning.



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Domain 6: Professional Responsibilities

Standard 28: Self Improvement

Guiding Questions:

- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- Does the teacher seek involvement in activities that will further his/her professional growth and promote student learning?

Does Not Meet 1	Needs Improvement 2	Proficient 3	Exemplary 4
Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.	Keep an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional groups, reading and/or research to improve teaching and learning.

Possible Evidence to look for:

- The teacher can describe best practices when it comes to instruction, content area and research.
- The teacher is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflection and sharing with others and applies learning.
- The teacher is involved in professional activities that address possible areas for growth.



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