

Professionalism Rubric

Indicator	5	3	1
1. Professional Growth and Learning	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need. • Is consistently prepared and highly engaged in professional learning opportunities. • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues. • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth. 	<ul style="list-style-type: none"> • Uses feedback from observations, self-assessment, and to implement and reflect on personal improvement strategies. • Is prepared and engaged in appropriate professional learning opportunities. • Engages in evaluation process with evidence of focus on improving practice and openness to feedback. • Self-reflections on evidence of instruction largely match the expectations of the rubric. 	<ul style="list-style-type: none"> • Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators. • Is unprepared or disengaged in professional learning opportunities provided. • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do not match the expectations of the rubric or assessment of the evaluator.
2. Use of Data	<ul style="list-style-type: none"> • Systematically and consistently utilizes formative and summative school and individual student achievement data to: <ul style="list-style-type: none"> ○ Analyze the strengths and weaknesses of all his/her students. ○ Plan, implement and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students. ○ Plan future instructional units based on the analysis 	<ul style="list-style-type: none"> • Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement. • Analyzes student work to guide planning of instructional units. 	<ul style="list-style-type: none"> • Rarely utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions related to student achievement.

	<ul style="list-style-type: none"> o of his/her students' work. o Reflect on use of instructional strategies that led or impeded student learning. 		
3. School and Community Involvement	<ul style="list-style-type: none"> • Regularly organizes and leads school activities and events that positively impact school results and culture. • Always adheres to school and district personnel policies and serves as a leader and model for others. • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture. 	<ul style="list-style-type: none"> • Regularly supports and contributes to school activities and events. • Regularly adheres to school and district personnel policies. • Regularly works with peers to contribute to a safe and orderly learning environment. 	<ul style="list-style-type: none"> • Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies. • Rarely works with peers to contribute to a safe and orderly learning environment.
4. Leadership	<ul style="list-style-type: none"> • Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: <ul style="list-style-type: none"> o Collaborative planning with subject and/or grade level teams o Actively leading in a Professional Learning Community o Coaching/mentoring o Supervising clinical experiences o Leading data driven professional learning opportunities 	<ul style="list-style-type: none"> • Contributes to the school community by assisting others, including at least two of the following: <ul style="list-style-type: none"> o Collaborative planning with subject and/or grade level teams o Actively participating in a Professional Learning Community o Coaching/mentoring o Supervising clinical experiences 	<ul style="list-style-type: none"> • Inconsistently contributes to the school community by assisting and/or mentoring others.

