# HUDSON COUNTY SCHOOLS OF TECHNOLOGY

PROFESSIONAL VALIDIATION

**RUBRIC FOR PERFORMANCE STANDARDS**

| **1.PLANNING AND PREPARATION** | **UNSATISFACTORY** | **EMERGING** | **PROFICIENT** | **EXEMPLARY** |
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| a. Demonstrates Knowledge of Content and Curriculum | In planning and practice, the teacher makes content errors or does not correct errors made by students. | The teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Displays limited knowledge of the New Jersey Core Curriculum Content Standards. | The teacher displays solid knowledge of the important concepts in the discipline and how these related to one another. Displays Knowledge of the New Jersey Core Curriculum Content Standards. | The teacher displays extensive knowledge of the concepts in the discipline and how these relate both to one another and to other disciplines. Displays extensive Knowledge of the New Jersey Core Curriculum Content Standards and makes meaningful connections. |
| b. Selects Instructional Objectives for Curriculum Adherence and Student Level | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher's plans and practices indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher's plans and practices reflects understanding prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| c. Systematically Plans Instructional Activities | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content | Teacher's plans and practices reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| d. Demonstrates Knowledge of Instructional Materials, Resources and Lesson Plans | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Lesson structure is not uniformly maintained throughout. | Some of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.<br>The lesson or unit has a recognizable structure; but is not always uniformly maintained throughout. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Progression of activities is even, with reasonable time allocation. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. The lesson's structure is clear and allows for different pathways according to diverse student needs |
| e. Utilizes Technology for Home and Classroom Use | Teacher is unaware of resources for students available through the school or district. Appropriate use of technology by the teacher and students is not observed or available. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. | There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |
| f. Establishes High Expectations for the Learning of All Students | Teacher displays little or no knowledge of students' skills and the lesson objectives show no evidence of sequential learning and reflect low expectations. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency and learning. Instructional outcomes convey only modest expectations for student learning and achievement. | The teacher's lesson outcomes represents high expectations and are connected to student proficiency and learning as it relates to the New Jersey Core Curriculum Content Standards. | The teacher displays understanding of individual students' skills and clearly states and articulates the objectives in the assignments and classroom interactions used to establish high expectations in student proficiency and learning as it relates to the N.J.C.C.C.S. |

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| **2. STUDENT PROGRESS AND LEARNING** | **UNSATISFACTORY** | **EMERGING** | **PROFICIENT** | **EXEMPLARY** |
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| a. Assess Students on Course objectives as Required Using a Variety of Evaluative techniques | Course objectives with the required documentation not available. | Some course objectives met with minimal data available. | Course objectives met with data available showing the lessons' effectiveness and the extent to which it is achieved. | Course objectives completely met utilizing the teacher's system for maintaining information on instructional activities and outcomes. |
| b. Monitors Student Progress and Understanding Throughout the Lesson/Unit | Teacher's system for maintaining information on student completion and understanding of assignments is in disarray. No data available. | Teacher's system for maintaining information on student completion and understanding of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student progress in learning is fully effective and documented. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and monitor their own work. |
| c. Demonstrates knowledge of Students(Individual Differences, learning Styles, Skills and Knowledge) | Teacher displays minimal knowledge of developmental characteristics of students and is unfamiliar with the learning styles the students exhibit. | Teacher displays limited knowledge of the developmental characteristics of the students and exhibits the basic understanding of the approaches to learning. | Teacher displays knowledge of the typical developmental characteristics of the students and uses this knowledge of students for instructional planning. | Teacher displays a solid knowledge of the typical developmental characteristics of the students and uses this knowledge in instructional planning approaches. |
| d. Uses Assessment Results for Instructional Planning (Differentiation, Technology, Feedback, Project Based Instruction) | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught, whether the lesson is effective or achieved its instructional outcomes. | Teacher has a generally accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes are met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson. . |
| e. Maintains Accurate Records on Student progress and Performance (Grade Book, Pupil Participation, Student portfolios) | Teacher has no system for maintaining information on student progress in learning or the system is in disarray. | Teacher's documentation is incomplete and needs to be current and systematically organized. | The teacher's documentation is complete, current, and systematically organized. | Teacher's documentation is exemplary and systematically organized, and readily available. |
| f. Maintains a Planbook or Completion of the Course Requirements | Teacher's system for maintaining information is not available. | Teacher's system for maintaining information is incomplete and not organized. | Teacher's system for maintaining information is effective and available for perusal. | Teacher's system for maintaining information is fully effective, systematically organized and readily available. |

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| 3. INSTRUCTION | UNSATISFACTORY | EMERGING | PROFICIENT | EXEMPLARY |
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| a. Selects Appropriate Teaching Methods and Practices to Accomplish the Objectives and Goals Of the Lesson | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. The teacher either gives up or blames the student when a student has difficulty learning. | Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |
| b. Communicates and Presents the Lesson Clearly and Accurately | Teacher's directions, procedures, and vocabulary are confusing to students. Teacher's spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax | Teacher's directions and procedures are clarified after initial student confusion. The Teacher's spoken language is legible. Both are used correctly and conform to standard English.. Vocabulary is correct but limited or is not appropriate to the student backgrounds. | Teacher's directions and procedures are clear to students. Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's directions and procedures are clear to students. Teacher's spoken and written language is correct and conforms to standard English. It is also expressive with well chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |
| c. Adjusts teaching Techniques to Meet the Needs of All Students (Meeting/ Addressing the Needs and Interests of Individual Students) | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | Instructional materials and resources are suitable to the instructional purposes and engage and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choices adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |
| d. Employs Effective Questioning and Discussion Techniques | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| e. Engages Students in all Aspects of Learning (Critical Thinking, Problem Solving Essential Knowledge) | Activities and assignments are inappropriate for student's age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. | Activities and assignments are appropriate to some students and engage then mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| f. Provides Feedback to Students | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| g. Implements Project Based Strategies to Enhance | Students do not engage in self assessment or monitoring of | Students occasionally assess and monitor the quality of their own | Students frequently assess and monitor the quality of their own | Students not only frequently assess and monitor the quality of their own |

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| Instruction, Improve Learning and promote Collaborative planning | progress. Students are not aware of the criteria and performance standards by which their work will be evaluated. | work against the assessment criteria and performance standards. Students know some of the criteria and performance standards by which their work will be evaluated. | work against the assessment criteria and performance standards. Students are fully aware of the criteria and performance standards by which their work will be evaluated. | work against the assessment criteria and performance standards but also make active use of that information in their learning. Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. |
| h. Lessons are Aligned with an Integrated Curriculum | The lessons do not have a clearly defined structure or the structure is chaotic. No integration of content areas observed. | The lesson or unit had a recognizable structure, although the structure is not uniformly maintained throughout. Integration of content areas is utilized minimally throughout the lesson. | The lesson or unit has a clearly defined structure that activities are organized around and addresses the district's integrated curriculum as well as the New Jersey Core Curriculum Content Standards. | The lesson has a distinct defined structure that centers on the district's integrated curriculum and addresses the New Jersey Core Curriculum Content Standards. |

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| 4.THE CLASSROOM LEARNING ENVIRONMENT | UNSATISFACTORY | EMERGING | PROFICIENT | EXEMPLARY |
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| a. Creates an Environment of Respect, Trust, and Rapport with Students and Staff | Teacher interaction with students is negative or inappropriate to the age or culture of the students. Students exhibit disrespect for their peers and teachers. | Teacher/student interactions are appropriate but may reflect occasional inconsistencies or disregard for students' culture. Students exhibit only minimal respect for their peers and teachers. | Teacher/student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teachers and their peers. | Teacher interactions with students reflect genuine respect. Students appear to trust the teacher with sensitive information. Students demonstrate respect and trust to their teachers and peers. |
| b. Provides an Educational Environment and a Culture for Learning to Promote Student Achievement | Students not working with the teacher are not productively engaged in learning. They demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than high quality work. | Students in only some groups are productively engaged in learning while supervised by the teacher. Students minimally accept the responsibility to do good work and invest little of their energy into its quality. | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. Small group work is well organized and most students are productive and engaged in learning. | Small group work is well organized and students are productively engaged at all time with students assuming responsibility for productivity. |
| c. Maintains an Orderly Safe Physical Environment | The classroom is unsafe or learning is not accessible to some students | The classroom is safe and at least essential learning is accessible to most students. | The classroom is safe and learning is equally accessible to all students. | The classroom is safe and the students themselves ensure that all learning is equally accessible to all students. |
| d. Implements Classroom Rules/Routines | No standard of conduct appear to have been established. Teacher does not respond to misbehavior, or the response is inconsistent. | Standards of conduct appear to have been established, and the teacher attempts to respond to student behavior with uneven results or there are no major infractions of the rules. | Standards of conduct are clear to all students. Teacher response to misbehavior is appropriate and respectful. | Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs. |
| e. Monitors Student Behavior and Incorporates Class Management Techniques | Student behavior is not monitored and the teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times by being diligent and observant. | Monitoring by the teacher is preventive. Students monitor their peers' behavior as well as their own. |
| f. Utilizes Classroom Space Effectively | The furniture arrangement hinders the learning activities | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully. Students adjust the furniture to advance their learning. |

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| 5. PROJECT BASED LEARNING, DESIGN, AND MANAGEMENT | UNSATISFACTORY | EMERGING | PROFICIENT | EXEMPLARY |
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| a. Compiles Information for Standard Based Projects Identified for Each Student | Teacher/ Advisor select the topics and define the learning outcomes. The Advisor defines the activities and controls the timelines and the pace of the project. No evidence of the N.J. Core Curriculum Content Standards in use. | Majority projects are teacher-led and/or seminar driven; less than one-fourth are self directed projects. Presentations are inconsistent; some of high quality, others with major gaps; community experts seldom used; many projects are of short duration; state standards often define. Advisors manage and control. Students are learning through the advisor's directed modeling. | Over half of student projects are self directed; community mentors often involved; authentic assessment; solid presentation to diverse audiences; good quality projects. Some projects in the 100-hour range. State standards in use that guide and define the project's scope. Advisors lead and assess. Students manage with advisor facilitation. Project tasks are within time frames set by the advisor and student together. | Majority of student projects are self-directed and meaningful, community and/or neighborhood is often important to the project context; student frequently applies subject areas in an interdisciplinary design; state standards guide rather than define project's scope; high quality presentations; exemplary 100 + hr. projects, student sets and independently accomplishes tasks within timeframes. Advisors coach and negotiate; students manage and control. |
| b. Organizes/Prepares Portfolio Assessment/Personal Student Learning Plans (IEP Goals/Objectives) | No evidence of PLP's being developed or available for perusal. | PLP's being developed; many goals are standardized; plans are primarily driven by structured curriculum/seminars, individual inquiry and sequence requirements. | PLP's being developed; many goals are personalized; a plan to meet core academic skills is implemented and assessed monthly. | A PLP for each student with goals that meet core academic proficiencies and meaningful development of life long learning skills. PLP's drive self-directed student-led, teacher-led, and school wide projects as well as a variety of complementary learning opportunities such as student and teacher designed seminars, |
| c. Determines and Plans Individual Tutoring (Assistance/Support in Specific Content Skills to Address the Standards and Improve Competencies) | Core academic proficiencies and competencies for tutorial assistance are not available for perusal. Lack of reading is evident as well as Literacy gaps. | Core academic proficiencies /competencies receive minimal support in addressing student needs and tutorial assistance. Complete documentation of needs and interests are limited. Students engage in quiet reading but not on a regular basis. Little personalized reading plan. | Core academic proficiencies are developed into a PLP for each student to receive individual tutoring and weekly assessment for monitoring comprehension and success of the problems identified. Time for all students and staff to engage in quiet reading at least three days a week with student s is given a choice. Literacy instruction is evident in all advisories and throughout the school's day. | Core academic proficiencies and meaningful development of life-long skills are developed into a PLP for each student and assessed weekly for progress. Opportunities available for personal and on line tutoring. Dedicated time for students and staff to engage in quiet reading every day; students choose high quality books that expand student knowledge and interest. |
| d. Integrates a Tracking/Reporting System (Project Foundry, Blackboard, etc.) | The project process is tracked via paper. No school wide aggregated results used for data or individual growth. | The project process is tracked via paper; standards are tracked individually but not aggregated school wide; portfolios are not electronic. | Electronic system (i.e. Project Foundry) used to create and track the project process; standards and life skills are tracked to show individual growth and aggregated school wide portfolios. | Electronic system, (i.e. Project Foundry) used to create and track the project process/standards, life skills, and workplace competencies are tracked. They show both individual trajectories and school wide growth; students compile electronic portfolios. |

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| e. | Formulates a Student Coaching Mentoring Plan | An evaluation plan is in place, peers make recommendations as teachers form barriers because of indifference and/or the process is not understood. Some evidence of a productive mentoring plan. Inconsistent linking of students with community experts is obvious. | Advisors teach interpersonal skills; advisors and students are beginning to see themselves as part of a larger community. A few students exert influence, most watch. An evaluation plan is in place with teachers facilitating the process and supporting the needs of the students. Mentoring plan is developing. | Advisors and students view themselves as part of a larger community and act accordingly more and more of the time. Advisors model and teach effective interpersonal skills; students have an active voice. An evaluation process is in place and includes peers, students and parents. A Mentoring plan is developed according to the needs and support of the students. | Advisors often link students with community experts to support learning goals, real world standards, and interpersonal skills. A well developed evaluation plan with timelines, clear expectations, and outcomes that results in the individual's value to the school community. |
| f. | Selects and Assess Program Surveys (HOPE Surveys) by peers, Students, and Parents | Hope study is taken but not being used to guide school improvement plan Advisors do not engage parents in the program process. Parents, community members and organizations are not highly evident in the life of the school. | Hope study results sometimes used to guide school improvement plans. Advisors engage some parents in the project or program process. Parent communication is advisor-dependent not a school culture practice. | Hope Study results guide school improvement plans. Parents communicate several times a year and can be marshaled to support school functions. | Hope study results guide school improvement priorities. Parents, community members and organizations are highly evident in the life of the school. |
| g. | Plans Advisory Meetings and Continuously Defines Usage of the Facility Design | No room for advisories or breakout rooms. The facility has made no plans for renovation or expansion to address the chronic limitations. Student access to advisors is limited and/or inconsistent. The advisory potential is understood and valued, yet still immature. Hope indicators are not being addressed. | Only room for advisories and a few breakout areas. The facility has made plans for future renovation, expansion, or new facility development to address chronic and/ or acute limitations. Advisors meet but have limited time for reflection; individual access to advisors and tracking of progress is limited. Staff meets periodically but is not always cohesive. ` School meetings are infrequent/ineffective. Hope Indicators are flat with inconsistent understanding. | The facility has made plans for future renovation, expansion, or new facility development to address chronic and / or acute limitations. Specialized areas exist for students to develop advanced skills or complete projects. Good use of community facilities to fill the limited facility repertoire. Advisory meetings include time for reflection; positive group work undertaken; advisors meet periodically with students to review progress; students are valued. Hope Indicators are being addressed within consistently maturing advisories. | The facility is designed for decentralized, flexible learning and full time advisories. Advisors meet often with each student to review progress and provide support. Specialized facilities often make up the balance of the facility design and access is readily available to all students. Hope Indicators are being met in a quality, sustainable manner. |
| h. | Incorporates After School Programs/Partnerships (Enrichment/College Courses) | No evidence or documentation of any post secondary services for students. Inconsistent linking of students with community experts. Connecting depends on each advisor and advisory. The long term learning connections are still pretty rare. | Needs and interests are met primarily through core courses and seminars with post secondary planning limited to Seniors. Internships are sporadic and depend often on the parent and/or advisor making contact. Field studies occur but remain less than 20% students involved. | Advisors keep track via a transcript of how many credits and profiles have been met as life -long learning skills are a vital component for all students with post secondary planning which is evident for Junior/Seniors. Field studies occur but remain around 50%. Advisors sometimes link students with community experts to support learning goals. | Advisors and learners both keep track of credits as complementary learning opportunities such as student and teacher designed seminars, workshops, internships, field studies, service learning, peer mentoring, online learning, post-secondary options, community and fieldwork opportunities are available in various occupations. Advisors often link students with community experts to support learning goals, enhance interests and understanding of real world standards. |
| i. | Selects, Summarizes, and Interprets results from Assessments (Rubrics: Projects, Research, Presentations, Writing, Homework, ACT/SAT Scores, Proficiencies (Content Area Criteria), | Information dynamics are weak and performance data are inconsistent and does not drive school improvement or not available for perusal. | Projects are assessed primarily by the advisor. Life skills are sometimes assessed as part of the project; advisor monitors project process; time frames may not always allow students to improve project to meet quality standards. Information dynamics is fair and the | More than one adult using multiple assessments, project products with life skills assessed as part of the project; advisor monitors the project process; time is given for students to improve products to meet quality standards. School assessment is formalized and drives school | More than one adult assesses project products; rubrics include basic skills and standards met. Process is well monitored by advisor and committee; ample opportunity to improve the product to meet standards of quality. School staff aggregates results of performance |

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| | Progress Reports, Marking Period Grades, State Tests (HSPA/Specialized Subjects | | performance data is somewhat used for guidance. | improvement. Electronic system | data for continued school improvement. |
| j. | Identifies Professional Development Plans for Self and School (Program) | An academic accountability plan is not completed or in use to promote staff development needs for the marking period, semester, or school year. Documentation is not available. | An academic accountability plan is being worked upon but has not been activated. Early discussions show a wide range of understanding of what is important to be in the plan; yet there is little consensus on what are best practices. | An academic accountability plan is utilized on a quarter basis that reflects the success, or lack of success, of academic achievement. Intervention and learning strategies are implemented by advisors. Improvement plans are not coordinated. | An academic accountability plan is utilized on a weekly and/or monthly basis that reflects the success, or lack of success, of academic achievement. 'Best Practice' intervention and learning strategies are part of this plan and agreed upon by all advisors. School improvement, professional development, and student/staff PLP plans are in alignment. |
| k. | Selects Student Work Stations and Makes Decisions for Technology Support | No personal workspace evident. Workplace responsibility is not stressed, encouraged, nor modeled by the advisors. Student ownership in not evident or promoted by the advisors. | Personal workspace limited or shared with others; workplace responsibility not stressed enough to build the culture; limited access to technology, student workspace, or lack of it detracts from student's organization. Technology is limited though the development plan is clear. | Personal workspace is valued and workplace responsibility expected and reinforced. Student workstation ownership is observed. Students have shared access to technology and the internet. Technology is infused in both individual and group workspaces and is readily accessible. | Personal workspace is in place and highly valued; workplace responsibility encouraged and modeled by advisors/peers; student ownership is evident with full time access to technology and the Internet which is infused in both individual and group workspaces. |

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| 6. PROFESSIONAL IMPROVEMENT AND RESPONSIBILITIES | UNSATISFACTORY | EMERGING | PROFICIENT | EXEMPLARY |
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| a. Displays Professional Ethics and Decorum | Teacher's relationships with colleagues are negative or self-serving. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher maintains relationships with colleagues in order to fulfill the duties that the school or district requires. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |
| b. Attends Faculty Meetings, Advisory Committees, and Action Research Collaboration | Teacher engages in no professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| c. Provides Adequate Resources for the Well-Being of Students and their Academic Growth (Drug & Alcohol Abuse, Test Taking Skills, After School Programs, College Decisions, and Parental Conferences) | Teacher is not alert to students' needs.<br>Teacher provides minimal information to families about students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to family concerns. | Teacher's attempts to serve students are inconsistent. Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher is active in serving students. Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher is highly proactive in serving students, seeking out resources when needed. Teacher provides information to families frequently on student progress, with students contributing. Response to family concerns is handled with great professional and cultural sensitivity. |
| d. Demonstrates Professional Standards (District Regulations, Department Decisions, Positive Attitude, and promoting School Practices | Teacher makes no effort to share knowledge with others or to assume professional responsibilities and standards. | Teacher finds limited ways to contribute to the profession and district standards. | Teacher participates actively in assisting other educators in professional responsibilities and district standards. | Teacher initiates important activities to contribute to the profession and district standards. |
| e. Professional development (Workshops, Forums, Curriculum Committees, College Credits, advanced Degrees, District Requirements | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting a culture of professional inquiry. |
| f. Professional Participation (School Events, District Projects, Mentorships) | Teacher avoids becoming involved in school events, district/school projects. | Teacher participates in mandated school events and only when specifically asked. | Teacher participated in mandated school events and works on various committees. | Teacher volunteers to participate in school events and heads various projects. |
| g. Highly Proactive in Serving Students (Resourceful) | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |