|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C3** | | | | | |
| **Year** | **Rubric Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 2012-2013 | SG 3.4 – Assist staff to use data to guide, modify and improve classroom teaching and learning | Does not assist staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; focuses more on student characteristics rather than the actions of teachers; no improvement in student academic achievement. | Occasionally assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement; minimum improvement in student academic growth. | Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement; demonstrated and measureable improvements in student academic growth readily apparent. | Is proficient AND demonstrates leadership by routinely and consistently assisting teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; explicitly demonstrates consistent and measurable improvements in student academic growth. |
| 2013-2014 | SG 3 - Provides evidence of student growth that results from the school improvement planning process | School improvement planning process results in no improvement in student academic growth. | School improvement planning process results in minimal improvement in student academic growth. | School improvement planning process results in measurable improvement in student academic growth. | School improvement planning process results in significant improvement in student academic growth. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C5** | | | | | |
| 2012-2013 | SG 5.2 - Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness. | Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient; assessment results of selected teachers show little to no academic growth of students. | Meets minimum teachers’ contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress; assessment results of selected teachers show minimum academic growth of students. | Meets with faculty members regularly (beyond minimum teachers ‘contract) to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies, such as “SMART” goals, are used allowing timely feedback to make mid-course corrections and improve teacher practice; assessment results of selected teachers show measurable and improving academic growth of students. | Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress; assessment results of selected teachers show consistent academic growth of students. |
| 2013-2014 | SG 5 - Provides evidence of student growth of selected teachers. | Multiple measures of student achievement of selected teachers show no academic growth. | Multiple measures of student achievement of selected teachers show minimal academic growth. | Multiple measures of student achievement of selected teachers show measurable academic growth. | Multiple measures of student achievement of selected teachers show significant academic growth. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C8** | | | | | |
| 2012-2013 | SG 8.3 - Provides evidence of growth in student learning. | Achievement data from multiple sources or data points show no evidence of student growth toward the district’s learning goals; there are growing achievement gaps between student subgroups. | Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district’s learning goals for identified subgroups of students. | Achievement data from multiple sources or data points show evidence of improving student growth toward the district’s learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement. | Achievement data from multiple sources or data points show evidence of consistent growth toward the district’s learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students. |
| 2013-2014 | SG 8 - Provides evidence of growth in student learning. | Achievement data from multiple sources or data points show no evidence of student growth toward the district’s learning goals; there are growing achievement gaps between student subgroups. | Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district’s learning goals for identified subgroups of students. | Achievement data from multiple sources or data points show evidence of improving student growth toward the district’s learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement. | Achievement data from multiple sources or data points show evidence of consistent growth toward the district’s learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students. |