Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning	• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • 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	• Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric	• Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do no match the expectations of the rubric or assessment of the evaluator

Use of Data	• Systematically and consistently utilizes formative and summative school and individual student achievement data to:
	  o Analyze the strengths and weaknesses of all his/her students,
	  o Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students
	  o Plan future instructional units based on the analysis of his/her students' work
	  o Reflect on use of instructional strategies that led or impeded student learning
		• 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
			• Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement

School and Community Involvement	• 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	• 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	• 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

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Leadership	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities	Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences	Inconsistently contributes to the school community by assisting and/or mentoring others