

2021-2022 Distinguished Teacher Review Rubric

Leadership

A Distinguished Teacher serves as a role model and leader for peers across the PK- 12 campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.

| Key Levers of Leadership | Performance Levels | | | |
|--|--|--|--|---|
| | 2 points <i>A teacher at the '2 point' performance level demonstrates one or more of the following:</i> | 4 points <i>A teacher at the '4 point performance level demonstrates one or more of the following:</i> | 6 points <i>A teacher at the '6 point' performance level demonstrates one or more of the following:</i> | 8 points <i>A teacher at the '8 point' performance level demonstrates one or more of the following:</i> |
| A. Leadership in Student Activities | Assumes a leadership role, particularly in co-curricular or extra-curricular activities | Assumes a leadership role, particularly in co-curricular or extra-curricular activities, that creates improvements in student achievement | Assumes a leadership role, making individual contributions to co-curricular or extra-curricular activities, that creates improvements in student achievement as measured by qualitative and/or quantitative data | Assumes a leadership role, making individual contributions to co-curricular or extra-curricular activities, that significant improvements in student achievement as measured by qualitative and/or quantitative data |
| B. Mentoring | Formally mentors and provides non-evaluative feedback to teachers and/or student teachers on the campus | Formally mentors and provides non-evaluative feedback to teachers and/or student teachers that creates change in teacher practice on the campus | Formally mentors and provides non-evaluative feedback to multiple teachers at the campus that creates change in teacher practice as measured by qualitative and/or quantitative data | Formally mentors and provides on-going feedback to multiple teachers creating a significant change in teacher practice at the campus as measured by qualitative and/or quantitative data |
| C. Collaboration | Relays information and/or collaborates with other teachers or teams to help the campus make sense of information and identify problems | Collaborates with other teachers or teams to help the campus make sense of information, identify and resolve problems, and improve practice or policy | Leads teams, making individual contributions to help the campus make sense of information, identify and resolve problems, and improve practice or policy as measured by qualitative and/or quantitative data | Leads teams in problem identification and resolution, challenging the status quo, thereby implementing more effective ways to improve the campus and accelerate the goals of the campus as demonstrated by qualitative or quantitative data |
| D. Professional Development | Develops and delivers formal professional development at the campus | Develops and delivers formal professional development that creates a change in teacher practice at the campus | Develops and delivers formal professional development, making individual contributions by participating in problem identification, that creates change in teacher practice at the campus as measured by qualitative and/or quantitative data | Develops and delivers formal professional development, making individual contributions by leading problem identification, that creates significant change in teacher practice at the campus as measured by qualitative and/or quantitative data |
| E. Family and Community Engagement | Participates in and/or establishes opportunities for parental and/or community involvement at the campus | Participates in and/or establishes opportunities for parental and/or community involvement that improves campus practice | Establishes and leads opportunities for parental and community involvement, making individual contributions that improves campus practice as demonstrated by qualitative and/or quantitative data | Leads problem identification and establishes opportunities for parental and community involvement, making individual contributions that significantly improves campus practice as demonstrated by qualitative and/or quantitative data |
| F. Awards and Recognition | Receives informal recognition for activities above and beyond assigned duties at the campus | Receives awards and formal recognition from the campus and/or feeder for activities above and beyond assigned duties which resulted in campus improvements | Receives awards and formal recognition from the district for activities above and beyond assigned duties which resulted in campus improvements | Receives awards and formal recognition from beyond the district level for effective teaching practices which resulted in campus improvements |

Note: It is possible to earn zero points in this domain if the submitted experiences in the Application do not meet the minimum domain criteria outlined above.

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Lifelong Learning

A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve individual and PK - 12 campus practice, showing a commitment to team innovation and growth.

| Key Levers of Lifelong Learning | Performance Levels | | | |
|---|---|--|--|--|
| | 1.5 points <i>A teacher at the '1.5 point' performance level demonstrates one or more of the following:</i> | 3 points <i>A teacher at the '3 point performance level demonstrates one or more of the following:</i> | 4.5 points <i>A teacher at the '4.5 point' performance level demonstrates one or more of the following:</i> | 6 points <i>A teacher at the '6 point' performance level demonstrates one or more of the following:</i> |
| A. Utilization of Feedback | Receives and acts upon formal, specific feedback | Receives and acts upon formal, specific feedback thereby improving an aligned instructional practice | Receives and acts upon formal, specific feedback to significantly improve an aligned instructional practice as measured by quantitative and/or qualitative data | Receives and acts upon formal, specific feedback to significantly impact and improve an aligned campus instructional practice as measured by quantitative and/or qualitative data |
| B. New Methods and Approaches | Tries and implements specific new methods, approaches and/or technology as shared by other professionals or through individual research, data analysis, or independent study in the field of education that is directly tied to an area of growth | Tries and implements specific new methods, approaches and/or technology through individual research, data analysis, or independent study that directly addresses an area for growth resulting in improvement in instructional practice | Tries and implements specific new methods, approaches and/or technology through individual research, data analysis, or independent study that directly addresses an area for growth resulting in significant improvement of instructional practice and student performance as measured by quantitative and/or qualitative data | Shares knowledge of specific new methods, approaches and/or technology that directly addresses an area for growth gained through individual research, data analysis, or independent study with team, grade level, and/or department resulting in a significant impact of campus practice as measured by quantitative and/or qualitative data |
| C. Professional Development | Attends specific professional development, workshops and/or conference, and implements new learning into an explicit instructional practice | Attends specific professional development, workshops, and/or conferences, and implements new learning resulting in the improvement of an explicit instructional practice | Attends specific professional development, workshops, and/or conferences, and implements new learning to significantly improve an explicit instructional practice, as measured by quantitative and/or qualitative data | Attends specific professional development, workshops, and/or conferences, and implements learning to significantly impact an explicit campus practice; Provides formal professional development to staff to communicate and share knowledge gained from learning experiences as measured by quantitative and/or qualitative data |
| D. Staying Current in the Field of Education | Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements knowledge gained to address a specific instructional practice. | Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements knowledge gained to improve a specific instructional practice | Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements learning to significantly improve a specific instructional practice as measured by quantitative and/or qualitative data | Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements learning to significantly impact a specific campus practice as measured by quantitative and/or qualitative data |
| E. Professional Coursework | Participates in relevant coursework at institutions of higher learning OR participates in other professional programs | Participates in relevant coursework at institution of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained, resulting in improved instructional practice | Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to significantly improve instructional practice as measured by quantitative and/or qualitative data | Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to impact campus practice as measured by quantitative and/or qualitative data |

Note: It is possible to earn zero points in this domain if the submitted experiences in the Application do not meet the minimum domain criteria outlined above.

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Contributions to the Profession

A Distinguished Teacher contributes to the improvement of instructional practice of other PK-12 teachers and/or impacts PK-12 education policy at the campus, district, state or national level.

| Key Levers of Contributions | 1.5 points <i>A teacher at the '1.5 point' performance level demonstrates one or more of the following:</i> | 3 points <i>A teacher at the '3 point performance level demonstrates one or more of the following:</i> | 4.5 points <i>A teacher at the '4.5 point' performance level demonstrates one or more of the following:</i> | 6 points <i>A teacher at the '6 point' performance level demonstrates one or more of the following:</i> |
|--|---|---|---|--|
| A. Classroom Visits | Observed by other professionals, primarily at the campus level, thereby influencing instructional practice | Formally sought out by other professionals, primarily at the feeder and/or district level, thereby resulting in a moderate impact on instructional practice | Formally sought out by other professionals, primarily at the district level, thereby resulting in a significant impact on practice at the district level or within local education communities | Formally sought out by other professionals from across the state or nation, thereby resulting in a significant impact on practice of a broad range of educators or education communities |
| B. Sharing of New Ideas, Work, and Best Practices | Shares new ideas, work or best practices with other teachers, primarily at the campus level, thereby resulting in a minor change in instructional practice | Shares new ideas, work or best practices with other teachers, primarily at the feeder and/or district level, thereby resulting in a moderate change in instructional practice | Develops educational resources, shared primarily at the district level or within local education communities, thereby resulting in a significant impact on district practice or local education communities | Develops educational resources shared at the state or national level, thereby resulting in a significant impact on practice of a broad range of educators beyond local education communities |
| C. Professional Development | Leads professional development and/or mentors other professionals, primarily at the campus level, thereby resulting in a minor change in instructional practice | Leads professional development and/or mentors other professionals, primarily at the feeder level, thereby resulting in a moderate change in instructional practice | Leads professional development and/or mentors, primarily at the district level or within local education communities, thereby resulting in a significant impact on instructional practice | Leads professional development and/or mentors at the state or national level, thereby resulting in a significant impact on practice of a broad range of educators or education communities |
| D. Education Policy | Collaborates on initiatives, teams or committees, primarily at the campus level, thereby resulting in a minor impact on practice or education policy | Collaborates on initiatives, teams or committees, primarily at the feeder and/or district level, thereby resulting in a moderate impact on practice or education policy | Substantially contributes to an initiative, team, or committee, primarily at the district level, thereby significantly impacting practice or policy at the district or within local education communities | Substantially contributes to an initiative, team, committee, or board at the state or national level, thereby significantly impacting practice or policy within the state or nation |