

2016-17 Distinguished Teacher Review Rubric

Leadership

A Distinguished Teacher serves as a role model and leader for peers across the 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			
	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. Leadership	Assumes informal leadership roles, particularly in 1-1 or small group settings	Assumes formal and/or informal leadership roles, particularly in small group settings, that create improvements in teacher practice and/or student achievement	Assumes multiple or significant formal and informal leadership roles, making individual contributions that create improvements in teacher practice and/or student achievement	Assumes multiple or significant formal and informal leadership roles, making individual contributions that create significant improvements in teacher practice and/or student achievement
B. Mentoring	Mentors, coaches, or provides non-evaluative feedback to teachers and student teachers	Mentors, coaches, or provides non-evaluative feedback to teachers and student teachers creating significant change in teacher practice	Actively contributes to the development of a substantial number of teachers, creating significant change in teacher practice	Actively takes ownership of the development of other teachers, enabling them to serve successfully in leadership roles
C. Sharing New Ideas, Work, and Best Practices	Shares work/ideas and best practices with other teachers	Shares work/ideas with, and models best practice for, other teachers	Proactively shares work/ideas with others and models best practices; is sought out by a wide range of teachers at the campus for new ideas and effective practices	Leads and is recognized as the leader of the implementation of new ideas, work, and best practices across the campus
D. Professional Development	Relays information from meetings or other professional development sessions to others	Plays a role in planning or leading campus professional development	Helps identify campus professional development needs and plays significant role in planning or delivery of campus professional development	Leads planning or delivery of effective professional development that creates significant and/or measurable improvements
E. Collaboration	Collaborates with formal or informal teams to help the campus make sense of information and identify problems	Collaborates with formal or informal teams to help the campus make sense of information, identify and resolve problems, and improve practice or policy	Initiates problem identification and resolution in group settings to pursue more effective ways to improve the campus	Leads problem identification and resolution in group settings, and challenges the status quo, implementing more effective ways to improve the campus, increase morale, and accelerate the goals of the campus
F. Awards and Recognition	Evidences commitment to excellence through individual testimonials or minor awards	Recognized by campus for activities above and beyond assigned duties	Recognized by district for activities above and beyond assigned duties	Recognized beyond a district-level for effective teaching practices which resulted in campus improvements

Note: It is possible to earn zero points in this domain if the provided 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 campus practice, showing a commitment to team innovation and growth.

Key Levers of Lifelong Learning	Performance Levels			
	1 point <i>A teacher at the '1 point' performance level demonstrates one or more of the following:</i>	2 points <i>A teacher at the '2 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 points <i>A teacher at the '4 point' performance level demonstrates one or more of the following:</i>
A. Utilization of Feedback	Receives feedback constructively and acts upon feedback	Receives feedback and acts to improve instructional practice	Receives feedback and acts to significantly improve instructional practice and student performance as measured by quantitative and/or qualitative data	Receives feedback and acts upon feedback to significantly impact campus instructional practice as measured by quantitative and/or qualitative data
B. New Methods and Approaches	Tries new methods and approaches as shared by other professionals or through individual research, data analysis, and/or independent study in the field of education	Seeks out, attains, and implements knowledge of new methods and approaches through individual research, data analysis, and/or independent study resulting in improvement in instructional practice	Seeks out, attains, and implements knowledge of new methods and approaches through individual research, data analysis, and/or independent study resulting in significant improvement of instructional practice and student performance as measured by quantitative and/or qualitative data	Shares knowledge of new methods and approaches gained through individual research, data analysis, and/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 professional development, workshops, and/or conferences, and implements learning into practice	Attends professional development, workshops, and/or conferences, and implements learning resulting in the improvement of instructional practice	Attends professional development, workshops, and/or conferences, and implements learning to significantly improve instructional practice as measured by quantitative and/or qualitative data	Attends professional development, workshops, and/or conferences, and implements learning to significantly impact 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 formal book studies and implements knowledge gained in instructional practice	Reads books, articles, publications, media, and/or participates in formal book studies and implements knowledge gained to improve instructional practice	Reads books, articles, publications, media, and/or participates in formal book studies, and implements learning to significantly improve instructional practice as measured by quantitative and/or qualitative data	Reads books, articles, publications, media, and/or participates in formal book studies, and implements learning to significantly impact campus practice as measured by quantitative and/or qualitative data
E. Technology	Utilizes technology to supplement classroom instruction	Utilizes technology to improve instructional practice	Utilizes technology to tailor instruction to the needs of individual students and otherwise significantly improve instructional practice as measured by quantitative and/or qualitative data	Utilizes technology to significantly impact campus instructional practice as measured by quantitative and/or qualitative data
F. Professional Coursework	Participates in relevant coursework at institutions of higher learning OR participates in other professional programs	Successfully completes relevant coursework at institutions of higher learning OR successfully completes other professional programs	Successfully completes relevant coursework OR completes professional programs and demonstrates implementation of knowledge gained to significantly improve instructional practice as measured by quantitative and/or qualitative data	Successfully completes relevant coursework OR completes professional program and demonstrates implementation of knowledge gained to impact campus practice as measured by quantitative and/or qualitative data

A candidate does NOT have to have a Master's degree or higher to achieve a three or four performance level rating. If other evidence exists, as described above, a candidate without a Master's may still achieve a three or four performance level rating. Moreover, completion of a Master's degree or higher does not guarantee a candidate will achieve a three or four performance level rating.

Note: It is possible to earn zero points in this domain if the provided 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 K-12 teachers and/or impacts K-12 education policy at the campus, district, state or national level.

Key Levers of Contributions	1 point <i>A teacher at the '1 point' performance level demonstrates one or more of the following:</i>	2 points <i>A teacher at the '2 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 points <i>A teacher at the '4 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.	Observed by other professionals, primarily at the feeder and/or district level, thereby resulting in a moderate change in instructional practice.	Observed 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.	Observed 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, primarily at the district level or within local education communities, thereby resulting in a significant impact on instructional practice.	Leads professional development 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.

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