

<u>Teacher</u>	Ann Richardson	<u>Assessor</u>	Jeremiah Clark; Christina Guevara			
<u>Date</u>	10/22/19	<u>Class</u>	B4			
Graded Proficiency	Unsatisfactory	Basic	Proficient	Distiguated	Not Observed	Notes
Purpose						
(P1) Learning Target Connected to Standard	Lessons are not based on grade level standards/essential elements or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards/essential elements. The daily learning target(s) align to the standard.	Lessons are based on grade level standards/essential elements. The daily learning target(s) align to the standards. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards/essential elements. The daily learning target(s) align to the standards. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Canvas - Most Can			
(P2) Lessons connected to previous and future lessons, broader purpose, and transferable skill.	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Assignment Results			
(P3) Design of performance task	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learning/understanding to engage in new performance tasks.	Please provide evidence for this standard.	

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Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Assignment Results			
(P4) Communication of learning target(s)	Teacher rarely states or communicates with students about the learning targets.	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understandgin of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understandgin of the learning target(s), and references the target(s) throughout instruction.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Discussions or Teacher Student Conferences			
(P5) Success criteria	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Self-Checks in Canvas			
Student Engagement						

<u>Teacher</u>	Ann Richardson	<u>Assessor</u>	Jeremiah Clark; Christina Guevara			
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(SE1) Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another. Students question one another for deeper thinking.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Self-checks in canvas			
(SE2) Ownership of Learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Self-Led Mastery with Guided Learning/Also, Self-checks in Canvas and Unit Tests			
(SE3) Capitalizing on students' strengths	Teacher has little knowledge of how students' strenghts (academic background, life experiences, and culture/language) could be used as an asset for student learning.	Teacher has knowledge of how students' strenghts (academic background, life experiences, and culture/language) and applies it in limited ways not connected with unit goals.	Teacher capitalizes on students' strenghts (academic background, life experiences, and culture/language) and applies it in ways connected with unit goals.	Teacher capitalizes on students' strenghts (academic background, life experiences, and culture/language) and applies this knowledge in a variety of ways connected to the unit.	Please provide evidence for this standard.	

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Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Completion in Canvas of Work			
(SE4) Opportunity and support for participating and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence						
(SE5) Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of student-teacher and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expend ideas for themselves and others.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Canvas Discussions and Student and Teacher Led Lecture			
Curriculum and Pedagogy						

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(CP1) Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials ans tasks align with students' levels of challenge.	Please provide evidence for this standard.	You adjust your instruction to meet your students' needs.
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Canvas			
(CP2) Teacher knowledge of content	Teacher demonstraits a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstraits an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstraits an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstraits an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as previous and future years.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Lecture and Checking for Understanding/Along with Completion of Assignments			

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(CP3) Discipline-specific teacher approaches	Teacher rarely uses discipline-specific teaching approaches and straegies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and straegies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within the unit.	Teacher uses discipline-specific teaching approaches and straegies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and straegies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Please provide evidence for this standard.	You reinforce habits of thinking daily.
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Review Lessons in Canvas			
(CP4) Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy- such as time, space, structure or materials- to differentiate for individual learning strengths and needs.	Teacher usesmultiple strategies- such as time, space, structure or materials- to differentiate for individual learning strengths and needs.	Teacher usesmultiple strategies- such as time, space, structure or materials- to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.	Please provide evidence for this standard.	I think you could plus this category by using rubrics and menus of performance task activities.
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			See Video Assignment with Script			

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(CP5) Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to or support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to or support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to or support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Individual Scaffolds are pushed in during student minutes/must observe			
Assessment for student learning						
(A1) Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Please provide evidence for this standard.	What do your rubrics look like?
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Self-Checks			

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(A2) Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Please provide evidence for this standard.	
Highest Criterion Met	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Course Pre-test/Once already			
(A3) Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstratit learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstratit learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstratit learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Please provide evidence for this standard.	
Highest Criterion Met	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Self-Checks			
(A4) Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	Please provide evidence for this standard.	Based on your knowledge of iep's and goals you adjust your lessons accordingly.
Highest Criterion Met	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Course Pre-test/Once already and Self-Checks serve as both formative and summative assessments			
(A5) Collection systems for formative assessment data	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	Please provide evidence for this standard.	
Highest Criterion Met	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			Self-Checks			
Classroom environment and culture						
(CEC1) Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	Physical environment of the classroom is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	Physical environment of the classroom is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	Physical environment of the classroom is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Observable			

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(CEC2) Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and learning. Students support the learning of others.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Evidence			Student Teacher Conferences at end of quarter, but starting groups as of Wednesday			
(CEC3) Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or managment of routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines, and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines, and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Individual Movement/Student Led helps students to control their own transitions when they are ready to move.			

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(CEC4) Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction promote rivalry and/or unhealthy competitions among students or some students are relegated to low status positions.	Teacher demonstraits positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher demonstraits positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher demonstraits positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	Please provide evidence for this standard.	I love your student conferences that personalize your interaction with them and highlight what you love about their work.
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence			Observable			
(CEC5) Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking or students' cultures. Students self monitor and remind one another of norms.	Please provide evidence for this standard.	Do students independently promote and maintain the culture you have established?
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Review Assignments			
Professional Collaboration & Communication						

<u>Teacher</u>	Ann Richardson	<u>Assessor</u>	Jeremiah Clark; Christina Guevara			
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(PCC1) Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence				Ad Nauseum		
(PCC2) Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			As Needed/ Records are available via email			

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<u>Date</u>	10/22/19	<u>Class</u>	B4			
Graded Proficiency	Unsatisfactory	Basic	Proficient	Distigished	Not Observed	Notes
(PCC3) Communication within the school community about student progress	Teacher maintains student records. Teacher rarely communicates student progress information to relevent individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevent individuals within the school community; however, performance data may have minor flaws of be narrowly defined (e.g. test scores only).	Teacher maintains accuarate and systematic student records. Teacher communicates student progress information- including both successes and challenges- to relevent individuals within the school community in a timely, accurate, and organized manner.	Teacher maintains accuarate and systematic student records. Teacher communicates student progress information- including both successes and challenges- to relevent individuals within the school community in a timely, accurate, and organized manner. Teacher and student communicate accurately and positively anout student successes and challengeges.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			Review Grades in Canvas			
(PCC4) Support of school, charter and state curricula, policies and initiatives	Teacher is unaware of or does not support school, charter or state initiatives. Teacher violates a charter policy or rarely follows charter curricula.	Teacher supports and has an understanding of school, charter, and state initiatives. Teacher follows charter policy and impliments charter curricula.	Teacher supports and has an understanding of school, charter, and state initiatives. Teacher follows charter policy and impliments charter curricula. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising the aligned curriculum.	Teacher supports and looks for oppotunities to take leadership roles in developing and implimenting school, charter, and state initiatives. Teacher follows charter policy and impliments charter curricula. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising the aligned curriculum.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence			It is taking us 3 quarters to get through 1 semester's worth of work. I am pacing with the group. Review due dates in Canvas.			

<u>Teacher</u>	<i>Ann Richardson</i>	<u>Assessor</u>	<i>Jeremiah Clark; Christina Guevara</i>			
<u>Date</u>	<i>10/22/19</i>	<u>Class</u>	<i>B4</i>			
Graded Proficiency	Unsatisfactory	Basic	Proficient	Distiguated	Not Observed	Notes
(PCC5) Ethics and advocacy	Teacher's professional role towards adults and students is unfriendly or demeaning, crosses ethicl boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	Please provide evidence for this standard.	
Highest Criterion Met - Teacher Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Admin Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence				Observable		

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