



**Parkrose
School District**

10636 NE Prescott St.
Portland, OR 97220

t: 503.408.2100
f: 503.408.2140

www.parkrose.k12.or.us

Dr. Karen Fischer Gray,
Superintendent

Date: March 3, 2009

To: Parkrose School District Board of Education

From: Marian L. Young, Director of Human Resources

Re: Draft Rubrics for Parkrose Standards for Classroom Teachers

A handwritten signature in black ink, appearing to read 'M. Young', written over the 'From:' line.

Attached you will find a draft of the rubrics that we are developing to use along with the teaching standards in the evaluation of classroom teachers. This format will be ready to implement for the 2009-10 school year.



DRAFT
Parkrose Standards for Teachers

February 2009

Domain 1	Creating an environment for learning
Standard 1.1	The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.
Standard 1.2	The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.
Standard 1.3	The teacher manages and monitors students' behavior to maximize instructional time.
Domain 2	Teaching for learning
Standard 2.1	The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic needs, cultural heritage, interest and community.
Standard 2.2	The teacher uses a variety of assessments that align with standards.
Standard 2.3	The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.
Standard 2.4	The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures and assessment criteria.
Standard 2.5	The teacher demonstrates content knowledge.
Standard 2.6	The teacher uses standards-based instructional strategies that promote conceptual understanding, extend student thinking and monitors/adjusts instruction to meet individual needs.
Standard 2.7	The teacher provides timely, constructive feedback to students about their progress toward the learning objectives, using a variety of methods and corrects student errors/misconceptions.
Domain 3	Professionalism
Standard 3.1	The teacher tracks student progress toward meeting the standards (including indicators and benchmarks) maintains instructional records that clearly show the basis for grade assignment, and keeps accurate non-instructional records.
Standard 3.2	The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.
Standard 3.3	The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.
Standard 3.4	The teacher improves content knowledge and pedagogical skills by participating in professional development activities and applying what is learned.



Domain 1 *The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.*
Standard 1.1

Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Teacher interactions with students	Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate.	Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate.	Teacher interactions with students are generally appropriate.	Teacher interactions with student are negative, demeaning, and/or inappropriate.
B. Interactions among individuals	Teacher routinely encourages respectful interactions appropriately addresses any disrespectful interaction. An inclusive and a caring classroom environment is maintained. -or- Interactions are respectful.	Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals.	Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals.	Teacher tolerates inappropriate and/or disrespectful interactions among individuals.



Domain 1 *The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages Standard 1.2 transitions to maximize instructional time.*

Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Routines and procedures	<p>Teacher establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment.</p> <p>Teacher acts to maintain a safe environment.</p>	<p>Teacher establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment.</p> <p>Teacher acts to maintain a safe environment.</p>	<p>Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time.</p> <p>Teacher acts to maintain a safe environment.</p>	<p>Teacher uses procedures for managing student groups, supplies, and/or equipment that result in a considerable loss of instructional time.</p> <p>Teacher maintains an environment where hazards exist.</p>
B. Transitions	<p>Teacher establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost.</p>	<p>Teacher establishes and directs procedures for some transitions. No instructional time is lost.</p>	<p>Teacher establishes procedures for some transitions. Instructional time is lost.</p>	<p>Teacher does not establish procedures for most transitions. Considerable instructional time is lost.</p>



Domain 1
Standard 1.3
The teacher manages and monitors student behavior to maximize instructional time.

Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Monitoring of student behavior and response to misbehavior	<p>Teacher monitors student behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task.</p> <p>Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained.</p> <p>-or-</p> <p>Student misbehavior is not evident.</p>	<p>Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task.</p> <p>Teacher response to misbehavior is appropriate and consistent.</p>	<p>Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task.</p> <p>Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior.</p>	<p>Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which results in a considerable loss of individual, group, and/or whole class time on task.</p> <p>Teacher does not respond to off-task or disruptive behavior.</p> <p>-or-</p> <p>Teacher response to student misbehavior is inconsistent and/or has minimal results.</p>

DRAFT
Parkrose Standards for Teachers
Domain 2

Domain 2 Standard 2.1		<i>The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.</i>			
Elements	Distinguished	Proficient	Basic	Unsatisfactory	
A. Acquisition of information about individual learners	Teacher acquires extensive and detailed information about individual students as learners from a variety of sources and in an ongoing manner.	Teacher acquires detailed information about individual students as learners from a variety of sources and/or in an ongoing manner.	Teacher acquires general or global information about students as learners from a variety of sources and/or in an ongoing manner.	Teacher does not acquire knowledge of individual students as learners, - or - Teacher does not acquire knowledge from a variety of sources or in an ongoing manner, - or - Evidence not provided.	
	Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through all of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher analyzes and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through most of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher clearly communicates how planning shows general awareness of the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through a few of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher planning shows little or no awareness of the students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills There is little evidence that the teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. -or- Evidence not provided.	
B. Use of acquired information	Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through all of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher analyzes and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through most of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher clearly communicates how planning shows general awareness of the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through a few of the following: -Student collaborative work and choice -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs.	Teacher planning shows little or no awareness of the students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills There is little evidence that the teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. -or- Evidence not provided.	

DRAFT
 Parkrose Standards for Teachers
 Domain 2

The teacher uses a variety of assessments that align with standards.				
Domain 2 Standard 2.2 Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Alignment and techniques	Teacher uses assessments that: -are aligned to objectives -demonstrate a variety of techniques -are formal and informal -are used for both summative and formative purposes Assessments demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that: -are aligned to objectives -are formal and/or informal -are used for both summative and formative purposes Assessments demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that: -are aligned to objectives -are formal and/or informal -are used for summative and/or formative purposes Assessments do not demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that are not aligned to lesson objectives. Assessments do not demonstrate rigor. -or- Evidence not provided.

DRAFT
Parkrose Standards for Teachers
Domain 2

Domain 2		The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.	
Standard 2.3	A. Lesson Effectiveness	B. Student Engagement	C. Future Instruction
	<p>Teacher makes a thoughtful and accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> -the extent to which the instructional goals of the lesson were met -citing specific examples from the lesson -strengths and/or weaknesses related to individual student success <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes an accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> -the extent to which the instructional goals of the lesson were met -citing examples from the lesson <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes a generally accurate assessment of the lesson's effectiveness which includes:</p> <ul style="list-style-type: none"> -the extent to which the lesson met the instructional goals <p>Teacher clearly communicates the evidence.</p>
	<p>Teacher makes a thoughtful and accurate assessment of the level of student engagement which is supported with details and addresses specific examples of positive and/or negative student actions.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes an accurate assessment of the level of student engagement which lists examples of positive and/or negative student actions.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes a generally accurate assessment of the level of student engagement.</p> <p>Teacher clearly communicates the evidence.</p>
	<p>Teacher offers insightful explanations for why the content and/or delivery of the lesson would not be changed for future instruction.</p> <p>Teacher offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the lesson.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher offers appropriate explanations for why the content and/or delivery of the lesson would not be changed for future instruction.</p> <p>Teacher offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the lesson.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction.</p> <p>Teacher makes general suggestions about how the lesson would be changed for future instruction.</p> <p>Teacher clearly communicates the evidence.</p>
			<p>Teacher misjudges and/or makes an inaccurate assessment of the lesson's effectiveness or the extent to which the instructional goals of the lesson were met.</p> <p>Teacher does not assume responsibility for lesson effectiveness.</p> <p>Teacher does not address the lesson observed.</p> <p>Teacher does not clearly communicate the evidence.</p>
			<p>Teacher makes an inaccurate assessment of the level of student engagement.</p> <p>Teacher does not assume responsibility of student engagement.</p> <p>Teacher does not clearly communicate the evidence.</p> <p>-or-</p> <p>Teacher did not submit the Evidence of Reflection form.</p>
			<p>Teacher does not explain why changes may or may not be necessary.</p> <p>Teacher gives up and/or blames the students or the environment for the students' lack of success.</p> <p>-or-</p> <p>Teacher does not address the lesson observed.</p> <p>-or-</p> <p>Teacher did not submit the Evidence of Reflection form.</p> <p>Teacher does not clearly communicate the evidence.</p>

DRAFT
 Parkrose Standards for Teachers
 Domain 2

Domain 2 *The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, Standard 2.4 and assessment criteria.*

Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Lesson Planning	<p>Teacher plans lessons with clear and measurable standards-based instructional objectives and with benchmarks and/or grade level indicators identified. (examples: daily plans, curriculum maps, unit goals)</p> <p>Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding the standards, and makes connections within or across disciplines.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with clear and measurable standards-based instructional objectives. (examples: daily plans, curriculum maps, unit goals)</p> <p>Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting the standards, and makes connections within or across disciplines.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with standards-based instructional objectives. (examples: daily plans, curriculum maps, unit goals)</p> <p>Teacher select instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the standards, and makes connections within or across disciplines.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with instructional objectives absent or not aligned with the standards. (examples: daily plans, curriculum maps, unit goals)</p> <p>Teacher selects instructional activities that are not aligned to the instructional objectives, or that set high expectations, or that are not constructed for progress toward meeting the standards, or that do not make connections within or across disciplines.</p> <p>-or-</p> <p>Lesson plans are not aligned with the lesson observed.</p> <p>-or-</p> <p>There are not lesson plans available.</p>
B. Standards-based instructional objectives	<p>Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning.</p>	<p>Teacher clearly and accurately communicates standards-based instructional objectives.</p>	<p>Teacher communicates standards-based instructional objectives.</p>	<p>Teacher communicates little or nothing about the standards-based instructional objectives.</p> <p>-or-</p> <p>The instructional objectives are not standards-based.</p>
C. Instructional directions and procedures	<p>Teacher clearly and accurately communicates instructional directions and procedures for the activity.</p> <p>Teacher anticipates possible student misunderstanding.</p>	<p>Teacher clearly and accurately communicates instructional directions and procedures for the activity.</p>	<p>Teacher communicates instructional directions and procedures for the activity.</p> <p>-and/or-</p> <p>Teacher makes repeated attempts to clarify direction and procedures.</p>	<p>Teacher does not communicate instructional directions and procedures for the activity.</p> <p>-or-</p> <p>Teacher communicates instructional directions or procedures inaccurately.</p>

DRAFT
 Parkrose Standards for Teachers
 Domain 2

Domain 2
 Standard 2.4
 (cont'd.)

The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Distinguished	Proficient	Basic	Unsatisfactory
D. High expectations	<p>Teacher communicates high expectations based on individual student abilities for standards-based student work.</p> <p>Teacher routinely emphasizes completion of work and consistently encourages the students to expend their best effort.</p>	<p>Teacher communicates high expectations for standards-based student work.</p> <p>Teacher emphasizes completion of work and encourages the students to expend their best effort.</p>	<p>Teacher communicates expectations for standards-based student work.</p> <p>Teacher emphasizes completion of work but does not encourage the students to expend their best effort.</p>	<p>Teacher does not communicate expectations for standards-based student work.</p> <p>Teacher does not emphasize completion of work and/or does not encourage the students to expend their best effort.</p>
E. Assessment criteria	<p>Teacher clearly communicates to students the assessment criteria that are aligned with the standards-based instructional objectives and includes the task-specific criteria for various performance levels.</p>	<p>Teacher clearly communicates to students the assessment criteria that are aligned with the standards-based instructional objectives.</p>	<p>Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the standards-based instructional objectives.</p>	<p>Teacher does not communicate assessment criteria to students.</p> <p>-0-</p> <p>Assessment criteria is not aligned with the standards-based instructional objectives.</p>

DRAFT
 Parkrose Standards for Teachers
 Domain 2

Domain 2
 Standard 2.5
 The teacher demonstrates content knowledge.

Elements	Distinguished	Proficient	Basic	Unsatisfactory
<p>A. Content knowledge</p>	<p>Teacher conveys accurate content knowledge, including standards-based content knowledge.</p>	<p>Teacher conveys accurate content knowledge, including standards-based content knowledge.</p>	<p>Teacher conveys some minor content inaccuracies that do not contribute to making the content incomprehensible to the students.</p>	<p>Teacher conveys some minor content inaccuracies that contribute to making the content incomprehensible to the students.</p>

DRAFT
Parkrose Standards for Teachers
Domain 2

Domain 2 *The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.*

Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Instructional strategies	Teacher uses challenging standards-based instructional strategies at the appropriate cognitive level that promote conceptual understanding and meet individual needs.	Teacher uses challenging standards-based instructional strategies at the appropriate cognitive level that promote conceptual understanding.	Teacher uses standards-based instructional strategies at the appropriate cognitive level that do not promote conceptual understanding. -or- Teacher uses standards-based instructional strategies at the inappropriate cognitive level that promote conceptual understanding.	Teacher uses standards-based instructional strategies at the inappropriate cognitive level that do not promote conceptual understanding. -or- Teacher does not use standards-based instructional strategies. -or- Teacher uses inappropriate activities.
B. Extension of thinking	Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught, to reflect on their understanding and to consider new possibilities.	Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught.	Teacher creates situations that challenge students to think about the content being taught.	Teacher creates situations that do not challenge students to think about the content.
C. Monitoring, adjusting and student engagement	Teacher invites input from students in order to monitor and adjust instruction/activities/pacing to respond to differences in student needs. -or- The instruction and activities address the needs of the students. Teacher pursues the active engagement of all students.	Teacher monitors and adjusts instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students.	Teacher has difficulty monitoring and adjusting instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students.	Teacher fails to monitor and adjust instruction/activities/pacing to respond to differences in student needs. Teacher does not pursue the active engagement of all students.
D. Discourse	Teacher initiates and leads discourse at the evaluative synthesis, and/or analysis levels to explore and extend the content knowledge.	Teacher initiates and leads discourse at the evaluative synthesis, and/or analysis levels to explore and extend the content knowledge.	Teacher frames content-related discussion that is limited to a question and answer session.	Teacher permits off-topics discussions, or does not elicit students responses.

DRAFT
 Parkrose Standards for Teachers
 Domain 2

Domain 2 *The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.*

Standard 2.6

Elements	Distinguished	Proficient	Basic	Unsatisfactory
E. Thought-provoking questions	<p>Teacher routinely asks thought-provoking questions at the evaluation, synthesis, and/or analysis levels that focus on the objectives of the lesson.</p> <p>Teacher seeks clarification and elaboration through additional questions.</p> <p>Teacher provides appropriate wait time.</p>	<p>Teacher asks thought-provoking questions at the evaluation, synthesis, and/or analysis levels that focus on the objectives of the lesson.</p> <p>Teacher seeks clarification through additional questions.</p> <p>Teacher provides appropriate wait time.</p>	<p>Teacher asks questions that are relevant to the objectives of the lesson.</p> <p>Teacher asks follow-up questions.</p> <p>Teacher is inconsistent in providing appropriate wait time.</p>	<p>Teacher frequently asks questions that are inappropriate to the objectives of the lesson.</p> <p>Teacher frequently does not ask follow-up questions.</p> <p>Teacher answers own questions.</p> <p>Teacher frequently does not provide appropriate wait time.</p>
F. Using materials, resources and technologies	<p>Teacher selects and adapts a wide range of available instructional materials, resources and technologies to enhance and extend students' understanding and learning.</p>	<p>Teacher selects a range of available instructional materials, resources and technologies for student learning.</p>	<p>Teacher uses a minimum amount of available instructional materials, resources and technologies for student learning.</p>	<p>Teacher fails to use available instructional materials, resources and technologies for student learning.</p>

DRAFT
Parkrose Standards for Teachers
Domain 2

Domain 2 *The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors and misconceptions.*

Elements	Distinguished	Proficient	Basic	Unsatisfactory
<p>A. Quality methods and timeliness</p>	<p>Teacher routinely provides substantive, accurate, specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using variety of methods and facilitates student self-assessment.</p>	<p>Teacher provides accurate, specific and timely feedback to students about their progress toward the learning objectives. Teacher provides feedback using variety of methods and facilitates student self-assessment.</p>	<p>Teacher provides accurate and timely, but general feedback to students about their progress toward the learning objectives. Teacher provides feedback using a limited number of methods.</p>	<p>Teacher provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. -or- Feedback is not provided in a timely manner.</p>
<p>B. Student errors and misconceptions</p>	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. Teacher anticipates and addresses common content-related misconceptions.</p>	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. Teacher addresses common content-related misconceptions as they arise.</p>	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. Teacher addresses some common content-related misconceptions as they arise.</p>	<p>Teacher does not correct student content errors. Teacher fails to address content-related misconceptions.</p>



Domain 3
Standard 3.1 *The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.*

Elements	Distinguished	Proficient	Basic	Unsatisfactory
<p>A. Grading decisions</p>	<p>Teacher provides evidence for and explains how a variety of recorded assessment are used as the basis for the assignment of grades.</p> <p>Teacher provides evidence for and explains the systematic process used, in an ongoing manner, to track the multiple and varied assessments for each student's progress toward meeting the standards.</p> <p>Teacher submits grades in a timely manner.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades.</p> <p>Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the standards.</p> <p>Teacher submits grades in a timely manner.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides evidence for how records are used as the basis for the assignment of grades.</p> <p>Teacher provides evidence for tracking student progress toward meeting the standards.</p> <p>Teacher submits grades in a timely manner.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher maintains no instructional records.</p> <p>Teacher maintains inaccurate or incomplete instructional records that may not support grades.</p> <p>Teacher fails to submit grades in a timely manner.</p> <p>Teacher does not clearly communicate an explanation of evidence.</p> <p>Evidence not provided.</p>



Domain 3 *The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.*

Standard 3.2

Elements	Distinguished	Proficient	Basic	Unsatisfactory
<p>A. Academic/social progress</p>	<p>Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher communicates with the family about the student's academic and social progress.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher fails to communicate with the family concerning the student's academic and social progress</p> <p>Teacher does not clearly communicate an explanation of evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>
<p>B. Instructional program</p>	<p>Teacher establishes a pattern of providing information to the family about the instructional program beyond that required by the school.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides information to the family about the instructional program when required by the school.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides inadequate information to the family about the instructional program when required by the school.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides incorrect or no information to the family about the instructional program.</p> <p>Teacher does not clearly communicate an explanation of evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>
<p>C. Family Involvement</p>	<p>Teacher creates and encourages opportunities for family involvement in classroom and/or school-side activities and in the student's learning.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher Encourages family involvement in classroom and/or school-wide activities.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher makes few or not attempts to encourage family involvement.</p> <p>Teacher does not clearly communicate an explanation of evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>



DRAFT
Parkrose Standards for Teachers
Domain 3

2/27/2009

Domain 3 *The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and*

Standard 3.3

	Distinguished	Proficient	Basic	Unsatisfactory
A. Development and implementation of decisions and discourse about professional issues	<p>Teacher provides leadership in developing and implementing decisions made at the team/department and school level.</p> <p>Teacher demonstrates a pattern of initiating, leading, and engaging other teacher in discourse about professional issues.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher implements decisions made at the team/department and school level.</p> <p>Teacher engages in discourse about professional issues.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher implements most decisions made at the team/department and school level.</p> <p>Teacher attends professional development opportunities.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not implement decisions made at the team/department and school level.</p> <p>Teacher does not engage in discourse about professional issues.</p> <p>Teacher does not clearly communicate the evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>
B. Participation in school events	<p>Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates and engages in required school events and committees.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher attends required school events and committees.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not participate in required school events and committees.</p> <p>Teacher does not clearly communicate the evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>
C. Participation at the district level	<p>Teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on committees and/or disseminates information when appropriate.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates in and implements district initiatives.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates in and implements the majority of district initiatives.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not participate in and/or implement district initiatives.</p> <p>Teacher does not clearly communicate the evidence.</p> <p>-or-</p> <p>Evidence not provided.</p>



DRAFT
Parkrose Standards for Teachers
Domain 3

2/27/2009

Domain 3 *The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and*
Standard 3.3

	Distinguished	Proficient	Basic	Unsatisfactory
D. Involvement in a professional learning community	Teacher takes a leadership role in a professional learning community.	Teacher actively participates in a professional learning community.	Teacher attends professional learning community meetings.	Teacher avoids participation in professional learning community, resisting opportunities to become involved.
E. Relationships with Colleagues	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	Teacher's relationships with colleagues are characterized by mutual support and cooperation.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Teacher's relationships with colleagues are negative or self-serving.



**Domain 3
Standard 3.4**

The teacher improves content knowledge and pedagogical skills by participating in professional development activities.

Elements	Distinguished	Proficient	Basic	Unsatisfactory
<p>A. Content and pedagogical skills</p>	<p>Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and pedagogical skills.</p>	<p>Teacher participates in required school/district professional development activities.</p>	<p>Teacher attends required school/district professional development activities.</p>	<p>Teacher does not attend required school/district professional development activities. -or- Evidence not provided.</p>