

Mahtomedi Compensation Plan Program Review Rubric

Component 1

Teacher Leader Positions	Below Proficient	Proficient	Exemplary All of Proficient plus:
1a. The hiring process is transparent and appropriate for the teacher leader positions.			
1b. The job description for each teacher leader position is accessible to all staff members for review, and staff understands the role of the positions.			
1c. Appropriate time is provided for each teacher leader position.			
1d. The teacher leaders are involved in activities that directly impact classroom instruction and student achievement.			
1e. A clear and equitable evaluation system is in place for each teacher leader position.			
1f. All teacher leaders receive initial and ongoing training in school improvement components, such as teacher observation/evaluation, job embedded professional development, coaching and mentoring.			

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Component 2

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
2a. Teachers understand and can clearly describe the purpose, expectations, protocols and desired outcomes of their learning team meetings in relation to the student achievement goals of the district, school and learning team.			
2b. Learning team size and composition allow professional development to be effectively delivered.			
2c. There is dedicated time for learning teams to meet bi-weekly or every month for professional development aligned specifically to the student achievement goals.			
2d. The teacher learning from the learning team meetings applies directly to classroom instruction and includes coaching and support.			

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Component 3

Coaching	Below Proficient	Proficient	Exemplary All of Proficient plus:
3a. All teachers receive information and guidance regarding the elements of MCP coaching.			
3b. All eligible teachers participate in at least one live observation of classroom instruction or job specific work by a trained coach, which includes pre- and post-observation conferences.			
3c. Coaches are highly qualified and trained observers.			
3d. The coaching cycle (with pre- and post-conferences) promotes reflection and improved implementation of best practice.			
3e. All coaches receive annual comprehensive professional development in coaching methods and best practice.			
3f. All coaches meet and collaborate to ensure consistent, common practice.			