

DELIBERATE PRACTICE PLAN PERFORMANCE RATING RUBRIC 2014-2015

A preponderance of evidence should be used to determine the overall rubric-based score.

Unsatisfactory	Basic/ Needs Improvement/ Developing	Proficient/Effective	Distinguished/ Highly Effective
<p><i>The Teacher...</i></p> <ul style="list-style-type: none"> Created a plan that included a professional learning goal(s) that was (were) unclear and not supported by the needs identified by student, teacher and/or school data. Did not outline a plan of action identifying professional learning that would assist him/her in accomplishing professional learning goal(s). Did not identify and/or implement new instructional strategies into his/her professional practice. 	<p><i>The Teacher...</i></p> <ul style="list-style-type: none"> Created a plan in which the professional learning goal(s) lacked clarity in demonstrating the connection between the goal(s) and the needs identified by student, teacher and/or school data. Outlined a plan of action for professional learning that was general and/or partially related to his/her professional learning goals but was unable to align anticipated instructional practice improvements to goals. Inconsistently implemented instructional strategies and rarely reflected on the impact to his/her professional growth and/or student learning/performance. 	<p><i>The Teacher...</i></p> <ul style="list-style-type: none"> Created a coherent plan that included professional learning goal(s) focused on the needs identified by student, teacher and school data. Outlined a plan of action for specific research-based and/or evidence-based professional learning with an anticipated timeline that is directly related to assisting him/her in accomplishing professional learning goal(s). Implemented specific instructional strategies learned during professional learning events. 	<p><i>The Teacher...</i></p> <ul style="list-style-type: none"> Created a comprehensive plan with professional learning goal(s) that included specific expectations for professional growth and directly aligned with identified growth areas based on student, teacher and school data. Outlined a plan of action that included steps for progress monitoring and specific indicators that enabled the teacher to continuously assess intended learning outcomes for both professional practice and student learning/performance. Implemented specific instructional strategies learned during professional learning events, and based on results from the implementation of specific instructional strategies and ongoing assessment of intended learning outcomes of professional practice, participated in additional professional learning as needed.

Unsatisfactory	Basic/ Needs Improvement/ Developing	Proficient/Effective	Distinguished/ Highly Effective
<ul style="list-style-type: none"> • Did not review his/her plan throughout the school year. • Provided no evidence he/she collaborated with colleagues to improve his/her professional practice for the purpose of improving student performance. • Did not describe new professional learning implemented, showed no analysis of student impact from new learning, and instructional practice was not adjusted accordingly. The artifacts that are included are unrelated to the professional learning goals. 	<ul style="list-style-type: none"> • Made insufficient modifications to the plan when student/teacher data indicated it was needed. • Evidence demonstrated minimal collaboration with colleagues to improve his/her professional practice for the purpose of improving student performance. • Inadequately described the new professional learning implemented, showed limited and/or incorrect analysis of student impact from new learning, and did not adjust instructional practice accordingly. 	<ul style="list-style-type: none"> • Produced coherent evidence that he/she monitored (reflected on) the instructional strategy or strategies as well as the impact on student learning/performance, and, if necessary, made modifications to the strategy or strategies and/or plan based on monitoring results. • Provided evidence that throughout the year the teacher frequently collaborated with colleagues to improve his/her own professional practice for the purpose of improving student performance as described in his/her Deliberate Practice Plan. • Demonstrated the reflective process, specifically the effect on changing/improving the teacher's practice, examples of how he/she impacted student learning/performance, and next steps for continued professional growth. 	<ul style="list-style-type: none"> • Explained in specific terms the progress monitoring of changes in instructional practice utilizing a systematic approach for gathering feedback from both colleagues and students, reflected frequently on the impact of these changes and readily adjusted either the plan or the instructional strategy to promote the intended learning goal. • Provided evidence that throughout the year the teacher frequently collaborated with colleagues to improve his/her own professional practice for the purpose of improving student performance as described in his/her Deliberate Practice Plan. In addition, provided extensive evidence that he/she assisted other educators beyond his/her job role in an ongoing, planned, and meaningful way to improve professional practice for the purpose of improving student performance. • Demonstrated the reflective process, specifically the effect on changing/improving the teacher's practice, examples of how he/she impacted student learning/performance, and next steps for continued growth. In addition, he/she included reflections describing the impact on his/her own instructional practices as well as the other educators that occurred as a direct result of the ongoing planned collaboration.

