

Entry 1- Professional Growth and Contributions Rubrics

Standard 2				
A successful candidate for the professional certificate shall demonstrate the knowledge for professional development by:	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Met	4 Exceeds Criterion
<p>Criterion b Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or ineffective</i> connection of professional goals to the Needs Assessment. Evidence demonstrates <i>minimal and/or ambiguous</i> use of data to support goal selection. Evidence demonstrates <i>minimal and/or ineffective</i> analysis of current professional resources to identify new learning to reach identified goals. Evidence indicates <i>minimal and/or ineffective</i> documentation of the professional growth's expected impact on student* learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>confusing and/or limited connection</i> of professional goals to the Needs Assessment. Evidence demonstrates <i>confusing and/or limited</i> use of data to support goal selection. Evidence demonstrates <i>uneven and/or partial</i> analysis of current professional resources to identify new learning to reach identified goals. Evidence indicates <i>uneven and/or partial</i> documentation of the professional growth's expected impact on student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>clear and adequate</i> connection of professional goals to the Needs Assessment. Textbox 1.1.1 Evidence demonstrates <i>clear and adequate</i> use of data to support goal selection. Textbox 1.1.1 Evidence demonstrates <i>clear and effective</i> analysis of current professional resources to identify new learning to reach identified goals. Textbox 1.1.1 Evidence indicates <i>adequate and logical</i> documentation of the professional growth's expected impact on student learning. Textbox 1.2.1 	<ul style="list-style-type: none"> Evidence demonstrates <i>significant and thorough</i> connection of professional goals to the Needs Assessment. Evidence demonstrates <i>in-depth and significant</i> use of data to support goal selection. Evidence demonstrates <i>consistent and convincing</i> analysis of current professional resources to identify new learning to reach identified goals. Evidence indicates <i>thorough and insightful</i> documentation of the professional growth's expected impact on student learning.

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<p>Criterion b (continued) Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.</p>	<ul style="list-style-type: none"> Evidence indicates <i>minimal and/or ineffective</i> correlation between the proposed professional growth activities and specific new learning as documented in the timeline. Evidence demonstrates <i>minimal and/or ineffective</i> analysis of the Professional Growth Activities Log. Evidence indicates <i>minimal and/or ineffective</i> analysis of feedback from colleagues to positively impact student* learning. 	<ul style="list-style-type: none"> Evidence indicates <i>vague and/or limited</i> correlation between the proposed professional growth activities and specific new learning as documented in the timeline. Evidence demonstrates <i>vague and/or partial</i> analysis of the Professional Growth Activities Log. Evidence indicates <i>vague and/or limited</i> analysis of feedback from colleagues to positively impact student learning. 	<ul style="list-style-type: none"> Evidence indicates <i>clear and effective</i> correlation between the proposed professional growth activities and specific new learning as documented in the timeline. Textbox 1.2.2 Evidence demonstrates <i>clear and effective</i> analysis of the Professional Growth Activities Log. Textbox 1.3.1 Evidence indicates <i>clear and adequate</i> analysis of feedback from colleagues to positively impact student learning. Textbox 1.3.2 	<ul style="list-style-type: none"> Evidence indicates <i>in-depth and consistent</i> correlation between the proposed professional growth activities and specific new learning as documented in the timeline. Evidence demonstrates <i>consistent and convincing</i> analysis of the Professional Growth Activities Log. Evidence indicates <i>consistent and convincing</i> analysis of feedback from colleagues to positively impact student learning.

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<p>Criterion b (continued) Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or ambiguous data-based</i> analysis of the impact of the professional growth activities to increase student* learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>vague and/or limited data-based</i> analysis of the impact of the professional growth activities to increase student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>clear and adequate data-based</i> analysis of the impact of the professional growth activities to increase student learning. <p style="text-align: right;">Textbox 1.4.1</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>extensive and insightful</i> analysis of the impact of the professional growth activities to increase student learning.
<p>Criterion c Remaining current in subject area(s), theories, practice, research and ethical practice.</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or ineffective</i> (new) goals for future professional growth to sustain students' engagement in the learning process. Evidence demonstrates <i>minimal and/or ineffective</i> rationale grounded in current research/theories to guide next steps. 	<ul style="list-style-type: none"> Evidence demonstrates <i>partial and/or global</i> (new) goals for future professional growth to sustain students' engagement in the learning process. Evidence demonstrates <i>partial and/or sketchy</i> rationale grounded in current research/theories to guide next steps. 	<ul style="list-style-type: none"> Evidence demonstrates <i>clear and appropriate</i> (new) goals for future professional growth to sustain students' engagement in the learning process. Evidence demonstrates <i>clear and appropriate</i> rationale grounded in current research/theories to guide next steps. <p style="text-align: right;">Textbox 1.4.2</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>convincing and insightful</i> (new) goals for future professional growth to sustain students' engagement in the learning process. Evidence demonstrates <i>convincing and insightful</i> rationale grounded in current research/theories to guide next steps.

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Standard 3				
A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Met	4 Exceeds Criterion
Criterion a Advocating for curriculum, instruction and learning environments that meet the diverse needs of each student*.	<ul style="list-style-type: none"> Evidence of <i>minimal and/or ineffective</i> advocacy activities for diverse needs of learners. Evidence of <i>minimal and/or ineffective</i> impact of advocacy on student learning. 	<ul style="list-style-type: none"> Evidence of <i>vague and/or partial</i> advocacy activities for diverse needs of learners. Evidence of <i>vague and/or partial</i> impact of advocacy on student learning. 	<ul style="list-style-type: none"> Evidence of <i>clear and effective</i> advocacy activities for diverse needs of learners. Textbox 1.5.1 Evidence of <i>clear and effective</i> impact of advocacy on student learning. Textbox 1.5.1 	<ul style="list-style-type: none"> Evidence of <i>consistent and thorough</i> advocacy activities for diverse needs of learners. Evidence of <i>consistent and thorough</i> impact of advocacy on student learning.
Criterion b Participating collaboratively in school improvement activities and contributing to collegial decision-making.	<ul style="list-style-type: none"> Evidence of <i>minimal and/or ineffective</i> collaboration with other professionals including colleagues in school improvement activities. Evidence of <i>minimal and/or ineffective</i> impact of collaboration on student learning. 	<ul style="list-style-type: none"> Evidence of <i>vague and/or partial</i> collaboration with other professionals including colleagues in school improvement activities. Evidence of <i>vague and/or partial</i> impact of collaboration on student learning. 	<ul style="list-style-type: none"> Evidence of <i>clear and effective</i> collaboration with other professionals including colleagues in school improvement activities. Textbox 1.5.2 Evidence of <i>clear and effective</i> impact of collaboration on student learning. Textbox 1.5.2 	<ul style="list-style-type: none"> Evidence of <i>consistent and thorough</i> collaboration with other professionals including colleagues in school improvement activities. Evidence of <i>insightful and consistent</i> impact of collaboration on student learning.

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