Standards of Effective Teaching

50% Elements of Effective Instruction   30% Environment for Learning   20% Professional Responsibilities

Probationary Evaluations

Probationary evaluations* consist of targeted elements. These elements are denoted with a 1 for Evaluation 1, 2 for Evaluation 2, and 3 for Evaluation 3. Having targeted elements provides opportunities for focused feedback throughout the school year. The non-targeted elements for the evaluation will be marked as N/A (which does not impact scoring).

> P - 1, 2, 3 means Probationary Evaluations 1, 2, and 3
> P - 2, 3 means Probationary Evaluations 2 and 3
> P - 3 means Probationary Evaluation 3

Educators may request additional 1-2 targeted elements from Evaluation 2 (winter) be added to Evaluation 1 (fall) if they are related to their Individualized Growth and Development Plan (IGDP) goal and want feedback prior to the Evaluation 2 (winter). If this is the case, educators should share this request with their administrator during the fall pre-conference.

Administrators may also add 1-2 targeted elements from Evaluation 2 (winter) to Evaluation 1 (fall)* if the feedback would assist educators in connecting next steps to their areas of strength and/or areas of growth.

Tenured Evaluations

TD&E Summative Evaluations* do not have targeted elements. These evaluations measure every element on the evaluation tool unless it is not applicable based on the educator's job description.

*It is recognized that by Minnesota Law administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the Standards of Effective Teaching. The TD&E committee recognizes that administrators can observe teachers and give meaningful feedback on a regular basis during any part of the three-year cycle (e.g. feedback through classroom visits and walkthroughs). If a teacher is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, Article 18, Section 1, Subd. 3.

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective
Content Knowledge P - 1, 2, 3	Demonstrates limited content knowledge based on lesson design and/or responses to reflective questioning/discussion. Demonstrates little awareness of common student misconceptions and how they can be addressed.	Demonstrates basic content knowledge based on lesson design and/or responses to reflective questioning/discussion. Demonstrates some awareness of common student misconceptions and how they can be addressed.	Demonstrates solid content knowledge based on lesson design and/or responses to reflective questioning/discussion. Demonstrates thorough awareness of common student misconceptions and how they can be addressed.	Meets Effective AND: Is a teacher leader in Content Knowledge and supports/mentors others to grow/develop in this area.
Understanding of Learners P - 1, 2, 3	Demonstrates limited understanding of learners and/or rarely attempts to make content accessible, relevant, and equitable. Rarely incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and/or special needs in lessons.	Demonstrates an understanding of some learners and attempts to make content accessible, relevant, and equitable. Sometimes incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and special needs in lessons.	Demonstrates an understanding of all learners and makes content accessible, relevant, and equitable. Regularly incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and special needs in lessons.	Meets Effective AND: Is a teacher leader in Understanding of Learners and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices that extend and deepen learners' understanding of each other.
Standards-Based Instruction P - 1, 2, 3	Standards-based instruction is rarely present or rarely moves learners toward growth and mastery. Students are rarely involved in authentic learning activities.	Standards-based instruction sometimes moves learners toward growth and mastery. Students are sometimes involved in authentic learning activities.	Standards-based instruction consistently moves learners into growth and mastery. Students are regularly involved in authentic learning activities.	Meets Effective AND: Is a teacher leader in Standard-Based Instruction and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of standards-based instruction.
Technology Integration P - 2, 3	Minimally uses available technology to support learning.	Uses available technology to support learning that sometimes fosters creativity, communication, collaboration, and/or critical thinking.	Regularly uses available technology to support learning and fosters creativity, communication, collaboration, and/or critical thinking.	Meets Effective AND: Is a teacher leader in Technology Integration and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of technology integration.
High Academic Expectations P - 1, 2, 3	Communication and actions (verbal and non-verbal) reinforce beliefs that some students can learn. Strategies are in place to provide some learners critical thinking supports and/or multiple opportunities to be successful with rigorous tasks.	Communication and actions (verbal and non-verbal) reinforce beliefs that most students can learn. Strategies are in place to provide most learners critical thinking supports and/or multiple opportunities to be successful with rigorous tasks.	Communication and actions (verbal and non-verbal) reinforce beliefs that each student can learn. Strategies are in place to provide each learner critical thinking supports and multiple opportunities to be successful with rigorous tasks.	Meets Effective AND: Is a teacher leader in High Academic Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain high academic standards.

	Below Standard	**Developing**	**Effective**	**Highly Effective**
Written Lesson Plans P - 1, 2, 3	Lesson plans are unavailable or inconsistently available when asked. Or, lesson plans are incomplete and missing more than one of the following: ● reference to standards ● measurable objective(s) for student learning or guiding questions ● instructional strategies ● means of assessment Minimal or no accommodations planned for differentiation.	Lesson plans are available consistently when asked but may be incomplete with no more than one of the following missing: ● reference to standards, ● measurable objective(s) for student learning or guiding questions ● instructional strategies ● means of assessment Some accommodations planned for differentiation.	Lesson plans are available consistently when asked and are complete with: ● reference to standards, ● measurable objective(s) for student learning or guiding questions ● instructional strategies ● means of assessment Accommodations planned for differentiation of most learners.	Meets Effective AND: Written lesson plans can be used as exemplars and accommodations are planned for all learners.
Learning Objective P - 1, 2, 3	Rarely communicates guiding questions and/or goals connected to content and/or language objectives, and/or rarely facilitates student understanding of them.	Sometimes communicates guiding questions and/or goals connected to content and language objectives,and/or sometimes facilitates student understanding of them.	Regularly communicates guiding questions and/or goals connected to content and language objectives, and regularly facilitates student understanding of them.	Meets Effective AND: Is a teacher leader in Learning Objectives and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of learning objectives.
Accessing Prior Knowledge P - 2, 3	Minimally engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	Sometimes engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	Regularly engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	Meets Effective AND: Is a teacher leader in Accessing Prior Knowledge and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of accessing prior knowledge.
Instructional Strategies P - 1, 2, 3	Minimally uses a variety of instructional strategies to teach/reinforce objectives. Utilizes instructional strategies that adapt to some students' diverse learning needs and/or rarely engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes uses a variety of instructional strategies to teach/reinforce objectives. Utilizes instructional strategies that adapt to most students' diverse learning needs and sometimes engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Regularly uses a variety of instructional strategies to teach/reinforce objectives. Consistently utilizes instructional strategies that adapt to each student's diverse learning needs and regularly engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Meets Effective AND: Is a teacher leader in Instructional Strategies and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of instruction.
Academic Language P - 1, 2, 3	Minimally teaches and/or models academic language connected to the content-language objective(s). Rarely provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	Sometimes teaches and models academic language connected to the content-language objective(s). Sometimes provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	Regularly teaches and models academic language connected to the content-language objective(s). Consistently provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	Meets Effective AND: Is a teacher leader in Academic Language and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of academic language.

	Below Standard	**Developing**	**Effective**	**Highly Effective**
Learning Groups P - 2, 3	Rarely implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	Sometimes implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	Regularly implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	Meets Effective AND: Is a teacher leader in Learning Groups and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of learning groups.
Differentiation P - 2, 3	Provides minimal modification to product, process or content to differentiate instruction for some learners based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	Provides some modification to product, process or content to differentiate instruction for most learners based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	Consistently provides modification to product, process or content to differentiate instruction for each learner based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	Meets Effective AND: Is a teacher leader in Differentiation and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of differentiated instruction.
Questioning and Discourse P - 2, 3	Minimally uses a variety of questioning and discourse strategies or uses practices that are relevant and responsive to some learners.	Sometimes uses a variety of questioning and discourse strategies that invites equitable and culturally responsive participation and promotes higher order thinking for each learner. Uses practices that are relevant and responsive to most learners that ensures that most voices are represented and prompts students to justify/extend their responses.	Routinely uses a variety of questioning and discourse strategies that invites equitable and culturally responsive participation and promotes higher order thinking for each learner. Uses practices that are relevant and responsive to each learner that ensures that all voices are represented and prompts students to justify/extend their responses.	Meets Effective AND: Is a teacher leader in Questioning and Discourse and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners lead questioning and/or discourse.
Assessment Criteria P - 1, 2, 3	Rarely utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Rarely communicates assessment criteria and/or provides access to learners.	Sometimes utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Sometimes communicates assessment criteria and provides access to learners.	Routinely utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Regularly communicates assessment criteria and provides access to each learner.	Meets Effective AND: Is a teacher leader in Assessment Criteria and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership/co-creation of assessment criteria.
Teacher Assessment of Learning P - 2, 3	Rarely implements assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor some learners' progress toward the learning objective(s). Minimally uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	Sometimes implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor most learners' progress toward the learning objective(s). Sometimes uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	Routinely implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor each learner's progress toward the learning objective(s). Regularly uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	Meets Effective AND: Is a teacher leader in Assessment of Learning and supports/mentors others to grow/develop in this area.
Student Assessment for Learning P - 2, 3	Rarely provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	Sometimes provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	Regularly provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	Meets Effective AND: Is a teacher leader in Student Assessment for Learning and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of their assessment of learning.

	Below Standard	**Developing**	**Effective**	**Highly Effective**
Academic Feedback P - 1, 2, 3	Rarely provides differentiated, timely, and/or specific feedback.	Sometimes provides differentiated, timely, and/or specific feedback.	Regularly provides differentiated, timely, and specific feedback that affirms, clarifies, and advances student learning.	Meets Effective AND: Is a teacher leader in Academic Feedback and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of academic feedback.
Learner Engagement P - 1, 2, 3	Rarely attempts/strives to authentically and/or cognitively engage each learner in appropriate/relevant content. Rarely utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes attempts/strives to authentically and cognitively engage each learner in appropriate/relevant content. Sometimes utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Consistently attempts/strives to authentically and cognitively engage each learner in appropriate/relevant content. Consistently utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Meets Effective AND: Is a teacher leader in Learner Engagement and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of engagement.
Pacing P - 2, 3	Learning time on each component of the lesson is rarely appropriate or without opportunities for connections to learning objective(s). Student-involved lesson closure is rarely present.	Learning time on each component of the lesson is mostly appropriate. Student-involved lesson closure is sometimes present.	Learning time on each component of the lesson is consistently appropriate with regular opportunities for connections to learning objective(s). Student-involved lesson closure is consistently present.	Meets Effective AND: Is a teacher leader in Pacing supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of lesson closure.
Co-Teaching If in a partnership (Gen Ed, EL, and/or SPED) P - 2, 3	Minimal or no co-teaching strategies and/or shared instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Minimal or no co-teaching collaboration/planning.	Selects some co-teaching strategies and/or some sharing of instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Some utilization of available methods for co-teaching collaboration/planning.	Purposefully selects co-teaching strategies and shared instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Utilizes available methods for purposeful collaboration/planning.	Meets Effective AND: Is a teacher leader in Co-Teaching and supports/mentors others to grow/develop in this area.
**Environment for Learning**			
	Below Standard	**Developing**	**Effective**	**Highly Effective**
Relationships in the Learning Community P - 1, 2, 3	Fosters a sense of community that respects the identities of some learners, evidenced by words, actions, and attitudes that model and promote inclusion of some learners. Rarely facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of most learners, evidenced by words, actions, and attitudes that model and promote inclusion of most learners. Sometimes facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of each learner, evidenced by words, actions, and attitudes that model and promote inclusion of all students. Consistently facilitates a learning community with students in which each feels welcomed, respected, and supported.	Meets Effective AND: Is a teacher leader in Relationships in the Learning Community and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of the learning community.

	Below Standard	**Developing**	**Effective**	**Highly Effective**
Behavioral Expectations P - 1, 2, 3	Creates expectations that sometimes align with positive school-wide expectations. Expectations, rituals, and/or routines are rarely taught, modeled, practiced and/or re-taught when needed. Occasionally communicates and/or minimally reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	Creates expectations that align with positive school-wide expectations. Expectations, rituals, and/or routines are sometimes taught, modeled, practiced and/or re-taught when needed. Sometimes communicates and/or positively reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	Creates with learners, expectations that align with positive school-wide expectations. Expectations, rituals, and routines are regularly taught, modeled, practiced and re-taught when needed. Consistently communicates and positively reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	Meets Effective AND: Is a teacher leader in Behavioral Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of behavioral expectations.
Behavior Monitoring and Response P - 2, 3	Rarely monitors and/or manages behaviors. Redirections and/or responses to behavior are inconsistent, ineffective, disrespectful, and/or racially and culturally inequitable.	Sometimes monitors and manages behaviors. Redirections and responses to behavior are mostly respectful, effective, and/or racially and culturally equitable.	Consistently monitors and manages behaviors and their impact on the learning community. Redirections and responses to behavior are consistently respectful, effective, and racially and culturally equitable.	Meets Effective AND: Is a teacher leader in Behavioral Monitoring and Response and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of behaviors.
Learning Space P - 1, 2, 3	Learning space is not safe at times or space arrangement is rarely a resource for learning activities.	Attempts to adjust available space with some effectiveness and/or space arrangement is sometimes a resource for learning activities.	Arranges available space to support a safe learning environment. Space arrangement is consistently a resource for learning activities.	Meets Effective AND: Is a teacher leader in Learning Space and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of the learning space.
Transitions P - 2, 3	Transitions are minimally purposeful or rarely maximize instructional time.	Transitions are mostly purposeful to maximize instructional time.	Transitions are consistently purposeful to maximize instructional time. When appropriate, students are self-directed during transitions.	Meets Effective AND: Is a teacher leader in Transitions and supports/mentors others to grow/develop in this area OR demonstrates exemplary practices in which learners promote and sustain their ownership of transitions.
Organization of Materials P - 1, 2, 3	Physical and/or digital materials are minimally organized and/or inaccessible. The organization system is clear to some learners.	Physical and digital materials are mostly organized and/or accessible. The organization system is clear to most learners.	Physical and digital materials are consistently organized and accessible. The organization system is clear to each learner and supports student learning.	Meets Effective AND: Is a teacher leader in Organization of Materials and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of material organization.
Engaging Families P - 2, 3	Rarely engages families in the learning community throughout the school year and/or minimally works to build reciprocal relationships. Rarely promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes some cultures and backgrounds of families.	Sometimes engages families in the learning community throughout the school year and works to build reciprocal relationships. Sometimes promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes most cultures and backgrounds of families.	Regularly engages families in the learning community throughout the school year and works to build reciprocal relationships. Promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes all cultures and backgrounds of families.	Meets Effective AND: Is a teacher leader in Engaging Families and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain engaging their family.

	Below Standard	Developing	Effective	Highly Effective
Partnerships with Support Staff and Volunteers P - 2, 3	Minimally establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers.	Sometimes establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers.	Regularly establishes, clarifies, and reinforces clear expectations for support staff and/or volunteers to support/monitor student learning.	Meets Effective AND: Is a teacher leader in Partnerships with Support Staff and Volunteers and supports/mentors others to grow/develop in this area.

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective
Professional Conduct P - 1, 2, 3	Inconsistently complies with federal laws, state laws, and/or SPPS policies and procedures. Inconsistently implements school's and district's strategic plan, mission, vision, and/or operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures. Mostly implements school's and district's strategic plan, mission, vision, and operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures; models high standards of professional conduct. Regularly implements school's and district's strategic plan, mission, vision, and operating procedures.	Meets Effective AND: Is a teacher leader in modeling Professional Conduct and supports/mentors others to grow/develop in this area.
Record Keeping P - 1, 2, 3	Maintenance of student progress and records is mostly inaccurate, incomplete, and/or not up to date.	Maintenance of student progress and records is mostly accurate, complete, and up to date.	Maintenance of student progress and records is consistently accurate, complete, and up to date.	Meets Effective AND: Is a teacher leader in Record Keeping and supports/mentors others to grow/develop in this area.
Communication with Families P - 1, 2, 3	Rarely provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is minimally conveyed in a timely, professional, linguistically, and/or culturally sensitive manner.	Sometimes provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is sometimes conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Regularly provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is regularly conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Meets Effective AND: Is a teacher leader in Communication with Families and supports/mentors others to grow/develop in this area (e.g. models the use of effective communication systems for colleagues).
Professional Relationships P - 2, 3	Collaborates ineffectively and/or disrespectfully. Communications and interactions rarely foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions sometimes foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions regularly foster a sense of community that respects the identities and roles of colleagues.	Meets Effective AND: Is a teacher leader in Professional Relationships and supports/mentors others to grow/develop in this area.
Reflective Practices & Feedback P - 2, 3	Rarely uses data and feedback to self-assess strengths and identify areas of growth. Rarely articulates and implements changes based on self-reflection and data.	Sometimes uses data and feedback to self-assess strengths and identify areas of growth. Sometimes articulates and/or implements changes based on self-reflection and data.	Regularly uses data and feedback to self-assess strengths and identify areas of growth. Regularly articulates and implements changes based on self-reflection and data.	Meets Effective AND: Is a teacher leader in Reflective Practices & Feedback and supports/mentors others to grow/develop in this area.
Professional Growth P - 2, 3	Minimally plans for and/or participates in relevant professional learning activities. Rarely implements learning to improve educational practices and/or professional growth.	Sometimes plans for and participates in relevant professional learning activities. Sometimes implements learning to improve educational practices and professional growth.	Regularly plans for and participates in relevant professional learning activities. Regularly implements learning to improve educational practices and professional growth.	Meets Effective AND: Is a teacher leader in Professional Growth and supports/mentors others to grow/develop in this area.

	Below Standard	**Developing**	**Effective**	**Highly Effective**
Due Process (SPED only) P - 1, 2, 3	Rarely provides effective case management: (one or none present) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (2 or less present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are sometimes met for evaluation reports, IEPs, and/or progress reports.	Sometimes provides effective case management: (2 out of 3) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (3 out of 4 present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are mostly met for evaluation reports, IEPs, and progress reports.	Consistently provides effective case management: (3 out of 3 present) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (4 out of 4 present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are consistently met for evaluation reports, IEPs, and progress reports.	Meets Effective AND: Is a teacher leader in Due Process and supports/mentors others to grow/develop in this area.
Written TD&E Reflections P - 3	Responses show little evidence of integrated learning or insights gained from the experience(s). Reflections are not submitted or responses are incomplete.	Responses show some evidence of integrated learning or insights gained from the experience(s).	Responses show thorough evidence of integrated learning or insights gained from the experience(s) and how the learning experience(s) contributed to educator efficacy.	Meets Effective AND: Is a teacher leader in TD&E Written Reflections and supports/mentors others to grow/develop in this area. Written TD&E reflections can be used as an exemplar.
TD&E Components P - 3	One or more TD&E components are missing and/or incomplete or TD&E components are sometimes completed in a timely manner, based on school/department timelines.	All TD&E components are complete and mostly completed in a timely manner, based on school/department timelines.	All TD&E components are complete and consistently completed in a timely manner, based on school/department timelines.	Meets Effective AND: Is a teacher leader with TD&E Components and supports/mentors others to grow/develop in this area.

Summary

Areas of Strength:

Areas of Growth:

Next Steps: