# CITY CHARTER HIGH SCHOOL
# PROMOTION RUBRIC

The staff promotion rubric and promotion process at City High has been in existence since the school was created in 2002. City High's staff promotion rubric provides a clear career path of what it means to develop as a professional educator from Apprentice to Journeyman and Journeyman to Expert.  Moving from level to level and receiving the substantial salary increase is based on demonstrating the required level of proficiency on all components.

Competency-based compensation was built into City High's original design to define expectations and incentives for continuous improvement and broad ownership of the school's mission.  In addition to that overarching goal, evaluation research conducted throughout the school's existence suggests that a competency-based approach to compensation and promotion yields benefits for City High. This approach:

> ➤ Encourages teachers to make a long-term commitment to the school
> ➤ Maintains the focus on growth and development
> ➤ Creates an ongoing dialogue between administrators and teachers
> ➤ Inspires teachers to be more reflective about their practice
> ➤ Fosters teacher professionalism

There are three key objectives that underlie the City High promotion process for teachers.  This process rewards teachers who:

1. Engage and play an active and reflective role in their professional growth
2. Raise student engagement and achievement
3. Demonstrate excellence in teaching

The City High promotion process is driven by individual teachers' desires to be reflective about their practice and to take responsibility for their individual professional growth.  Thus the initiative lies with the teacher to move forward, although City High remains committed to providing a culture of rich professional development opportunity as outlined on the following page.

**City High provides various opportunities and supports for teachers to grow professionally and reflect on promotion in the following ways and is represented throughout the promotion process:**

Induction: The support begins the day a teacher starts at City High.  It starts with a short induction program that explains the procedures of the school, responsibilities of staff and the promotion process.  New staff familiarize themselves with Annual Goal Setting and Promotion Criteria documents during Induction. School Administrators and Educational Leaders are available to provide assistance, and partnerships are developed at the grade level and content level.

Goal Setting Meeting: Support continues at the beginning of each year when each teacher meets with either the CEO, Grade Level Principal, or Education Manager individually to discuss goals for the year.  The purpose of the goal setting meeting is to provide each teacher with an individualized, face-to-face conversation with an administrator to discuss the previous year's accomplishments and challenges as well as an opportunity to set goals for the coming year.

Mentorship/Observations: Formal and informal mentoring occurs frequently at City High.  Throughout the school year, teachers will be observed by administrators and/or peers.  Administrator observations will be written up and reviewed in a post-observation conference.  The Educational Leaders and the Teacher Coach are available to offer professional and instructional support to teachers which may include classroom observation. Teachers are encouraged to request observations and feedback as part of a commitment to continuous growth.

Professional Development: Support intended to foster professional growth is provided through two additional means: traditional PD and time to interact with colleagues.  At least seven PD days each year are dedicated to offering a range of workshops aimed at continuous improvement for teachers at different stages in their careers.  Time is provided for each teacher to participate in a Professional Learning Partnership (PLP) with other staff members that a teacher would not normally have the opportunity to work with.  The PLPs allow for staff to learn from each other about a topic of choosing.

Grade Level Team and Content Collaboration: Significant additional time is provided for interaction with colleagues at the same grade level and others teaching the same content.  One or two half-days occur on a monthly basis that are utilized for content and team meetings.  All grade level teams meet on at least a twice weekly basis and in intensive beginning and end

of year retreats.  These times are set aside to meet with colleagues to discuss and work through issues, challenges, and opportunities as they arise.

Ongoing Education: Teachers are provided with two hours daily for professional use - planning individually and with colleagues, contacting parents, meeting with admin, grading, etc.  Also, teachers have access to an annual educational stipend of $3,000 to enroll in courses that support and enhance the instructional content area in which they work within.

## Rubric Components:

1. Unit and Lesson Planning and Preparation
2. Instruction and Delivery
3. Classroom Environment
4. Student Development
5. Professionalism and School Culture

## Levels of Proficiency

The rubric contained in this document is meant to assess the level of proficiency on each of the components.  The rubric uses a three point scale – Advanced, Proficient and Nearly Proficient.

- **Apprentice Teachers** are beginning teachers. The focus is improving and achieving proficiency.
- **Journeyman Teachers** have demonstrated _proficiency_ on Components 1-5.
- **Expert Teachers** have achieved _advanced_ on components 1-5.

| | |
|---|---|
| **ADVANCED** | Consistently demonstrates significant depth and breadth of knowledge and performance as a teacher.  This level of performance results in high levels of student performance. |
| **PROFICIENT** | Demonstrates competency in both knowledge and performance as a teacher.  This level of performance results in above-average to average student performance. |
| **NEARLY PROFICIENT** | Demonstrates gaps or inconsistencies in various aspects of teaching and learning.  This level of performance results in less than average student performance. Teachers who are within the Nearly Proficient category need to focus on achieving Proficiency. |

**Steps for Promotion**

**Step 1 – When a teacher believes that proficiency has been met for the components to move to Journeyman Teacher and wants to be considered for promotion, the Education Manager should be contacted.** The Education Manager and/or the designated Principal will conduct a classroom observation and a follow-up meeting to review the observation and the promotion criteria. At that point, the Education Manager or designated Principal will either provide feedback on areas that need improvement or will recommend going forward with promotion.

**Step 2 – The Education Manager signs the [City High Promotion Sign-Off/Professional Development Log](#) and the teacher chooses a Promotion Coach** who is responsible for supporting the candidate through the promotion process. Promotion Coaches are usually Educational Leaders or designated Expert teachers. The Education Manager will send an email to the Educational Leader Team to alert them that a promotion process has begun. The coach is responsible for supporting the teacher through the promotion process and keeps the Leader Team informed of the candidate's progress. The promotion process must be completed within one year of obtaining the Education Manager's signature. It is the responsibility of the teacher to be aware of the timeline. If the teacher's promotion process exceeds one year, the teacher must begin the process again.

**Step 3 – The teacher creates the Promotion Portfolio**. The promotion portfolio should contain any evidence that demonstrates proficiency (for Journeyman) and advanced (for Expert) on the promotion criteria and of a teacher's reflection on their practice. The portfolio must begin with a 5-10 page personal written narrative. The narrative for Journeymen focuses on the individual's educational and beginning teacher journey while the narrative for Expert describes the teacher's growth and expertise as an educator. The portfolio must address components 1-5.

Evidence can include, but is not limited to: evidence of curriculum, instruction and assessment artifacts, transcripts, the narrative and oral case studies. Each component must be prefaced by a cover sheet with an explanation of the materials included.

**Step 4 – Finalize the components of the portfolio.**  The portfolio must be reviewed and signed off on by the Promotion Coach before it is formally submitted.  Any additions or changes suggested by the Promotion Coach must be made at this time.  Also, case studies must be scheduled with the Education Manager prior to submitting the final version of the portfolio.  Once case studies are proficient and completed, the portfolio may be submitted.

**Step 5 – Submit the portfolio to the Education Manager**.  Once the portfolio has been finalized and submitted, the Education Manager will send an email to the Educational Leader Team to alert them that the teacher has submitted a portfolio and the date by when a decision is required.  The teacher may earn up to 60 hours in ACT 48 credit for completing the promotion process and submitting the Professional Development Log to the Education Manager.

**Step 6 – The Educational Leader Team has six school weeks to review the portfolio and visit the teacher's classes.**  Once the Educational Leader Team reviews the portfolio and visits the classroom, the team meets and makes a recommendation.  The six week time period must occur when school is in session. The six week time period will stop during a month that the school is on break and will resume once the new trimester begins. If a teacher goes on leave during the six week time period, the process stops and resumes when the teacher returns from leave.

**Step 7 – If the Educational Leader Team approves the promotion, the promotion goes into effect immediately.**  The Education Manager alerts the Business Manager of the promotion and the rate at which the teacher will be paid.  If for any reason the Educational Leader Team recommends that the portfolio be amended, it must be resubmitted for a Final Review within two months and the process resumes at step four.

## 1-Unit and Lesson Planning and Preparation

This component addresses teacher planning and preparation in terms of curriculum unit planning as well as individual lesson planning within each unit.  This includes the smaller week-to-week as well as the day-to-day adjustments needed in the ongoing planning process. Unit and lesson planning for a course requires and should demonstrate an understanding of each student's skills, learning styles, and needs as well as the ability to create goals and objectives aligned with state standards and/or a curricular association. Portfolio evidence may include, but is not limited to: classroom observations, written unit and/or lesson plans, student work samples, weekly or daily calendars, and co-teaching planning documents.

| | ADVANCED | PROFICIENT | NEARLY PROFICIENT |
|---|---|---|---|
| **1A:  Comprehensive Unit and Lesson Design** | -All unit and lesson plan components are in place including:<br>● Objectives/Standards<br>● Timelines/Calendars<br>● Continuity/Connections between lessons<br>● Differentiation<br>● Assessments<br>● Co-Teaching Plans/Models when applicable | -All unit and lesson plan components are in place.  However, there is some disconnect between the pieces or they are not clearly explained. | -The unit and lesson plans are missing one or more components. |
| **1B: Goals, Objectives, and Standards** | -Learning objectives in unit and lesson plans align with school and PDE goals.<br>-Objectives are incorporated into lesson plans so that students are aware of them and they are designed to help drive achievement.<br>-Different objectives are apparent for different students as warranted.<br>-Short and long term assessments focus on progress made on learning objectives. | -Learning objectives are apparent in unit and lesson plans and are made clear to students.<br>-Different objectives may be apparent for different students.<br>-Objectives are stated in behavioral terms. | -Learning objectives are included in unit and lesson plans.<br>-They are made public but not central to plans or clear to students.<br>-There is little or no follow through with objectives in the individual lessons. |

| | | | |
|---|---|---|---|
| **1C: Culturally Responsive Teaching** | -Unit and lesson plans reflect a sustained inclusion of non-white students' cultural backgrounds and identities in teaching and learning.<br>-Planning consistently accounts for and includes issues facing marginalized student groups (non-white, LGBTQ, gender, SES, etc).<br>-Planning reflects ongoing understanding of and connection to students' lives and interests.<br>-Planning consistently includes and celebrates student voice, individual, and cultural expression. | -Unit and lesson plans sometimes use knowledge of non-white students' cultural backgrounds and identities in teaching and learning.<br>-Planning regularly accounts for and includes issues facing other marginalized student groups (non-white, LGBTQ, gender, SES, etc).<br>-Planning reflects basic understanding of and connection to students' lives and interests.<br>-Planning periodically includes student voice, individual, and cultural expression. | -Unit and lesson plans rarely/scarcely acknowledge non-white students' cultural backgrounds and identities in teaching and learning.<br>-Planning seldom accounts for and includes issues facing other marginalized student groups (non-white, LGBTQ, gender, SES, etc).<br>-Planning reflects minimal understanding of and connection to students' lives and interests.<br>-Planning rarely includes student voice, individual, and cultural expression. |
| **1D: Use of Resources** | -The unit plan and individual lessons incorporate a variety of resources available to City High teachers in ways that increase student engagement and achievement.<br>-Resources include written, verbal, pictorial, other media, and/or outside sources. | -The unit plan and individual lessons incorporate resources available to City High teachers efficiently.<br>-Resources include written, verbal, pictorial, and/or other media. | -The unit plan and individual lesson attempt to incorporate various resources but neglect to include key pieces that will enhance student learning. |
| **1E: Content Knowledge** | -The content included in unit and lesson plans demonstrates exceptional ability to deconstruct as well as extend content delivery.<br>-Content is addressed in a way that includes students' prior learning as well as prepares for future learning. | -The content included in unit and lesson plans demonstrates a thorough understanding of the subject matter.<br>-The connections to past topics and materials are evident. | -The content included in unit and lesson plans adhere to the curriculum with no mistakes.<br>-Little to no opportunities for extensions are included. |

**Page 7**

| | | | |
|---|---|---|---|
| **1F:  Account for Pre-requisite and Process Skills** | -The unit plan creatively addresses the basic skill needs of all learners while focusing on the school and PDE goals, outcomes, and standards.<br>-The teacher explicitly describes the methods, techniques, and outcomes that will engage learners and raise their achievement regarding process skills in the unit plan. | -Pre-requisite skills are identified and addressed.<br>-Activities are planned that meet the needs of most learners.<br>- The unit plan accounts for content and process objectives as well as lessons to achieve the objectives. | -Pre-requisite skills are identified, but not clearly addressed in either the unit or lesson plans.<br>- The unit plan addresses process skills, but they are not woven into either the overall plan or the individual lessons. |
| **1G: Differentiation** | -The unit and lesson plans differentiate content for students by need through a variety of instructional strategies, using multiple sources for assessing student progress, and providing support for all learning styles.<br>-Content is planned in a manner that allows for all students to optimally learn. | -The unit and lesson plans recognize different student skill sets and attempt to differentiate content accordingly through using a variety of instructional strategies, multiple assessments, and an understanding of multiple learning styles.<br>-Content is planned appropriately with options available for certain students to optimally learn. | -The unit and lesson plans demonstrate an understanding of the value of differentiating instruction.<br>-The teacher is developing skills to effectively identify student needs and utilize that knowledge to inform instructional and assessment strategies.<br>-Curriculum is followed with little or no extension. |
| **1H:  Knowledge of Students with Disabilities, IEPs and 504 Plans** | -The teacher actively utilizes the information provided by the learning support teacher, IEPs, and 504 plans and has in-depth understanding of the needs and goals of the students in the class.<br>-The teacher works closely and proactively with learning support teachers to seamlessly adapt instruction and content in the inclusion classroom based on student needs.<br>-The content teacher provides the learning support teacher with | -The teacher understands the information provided by the learning support teachers, IEPs and 504 plans and plans accordingly.<br>-The teacher works regularly with learning support teachers to adapt learning and develop instructional strategies to meet the needs of students with disabilities.<br>-The teacher attempts to provide the learning support teacher with materials and assignments in a timely manner but at times not early enough | -The teacher reads the information provided by the learning support teachers, IEPs, and 504 plans and attempts to use it in their planning.<br>-The teacher works with learning support teachers and attempts to adapt learning to meet the needs of students with disabilities as per IEP and 504 plans.<br>-Plans often fall short or timing is too rushed to provide the learning support teacher with materials and |

**Page 8**

| | | | |
|---|---|---|---|
| | materials and assessments in a timely manner so that modifications can occur efficiently and effectively. | to make efficient and effective modifications. | assessments needed to make modifications. |
| **1I: Project Orientation** | -The unit is planned with a cumulative project orientation that embeds both process and content skills. | -The unit contains a project that integrates content knowledge as well as process skills. | -Although some of the lessons may be in the form of a project, there is little or no integration and higher order thinking skills involved. |
| **1J: Use Assessment Data to Inform Instruction** | -Assessments are used to make decisions pertaining to pedagogy, pacing, level of difficulty, and need for individualization. | -Assessments are used to inform all parties in a manner that provides an improvement plan. | -Assessments are used to inform the parent, teacher, and student regarding achievement. |

## 2-Instruction and Delivery

This component addresses how teachers understand and implement instruction in the classroom. This includes utilizing various assessments, adapting for learning styles and needs, and including strategies to ensure that all students are engaged and learning. Varying modes of instruction based on a solid understanding of the concepts as well as the students in each class is required and should be seen throughout how materials are presented and also how instruction is modified for students with learning disabilities. Portfolio evidence may include, but is not limited to: course of study, class assessments, case study, observations, and video observation.

| | ADVANCED | PROFICIENT | NEARLY PROFICIENT |
|---|---|---|---|
| **2A: Lesson Implementation and Assessment** | -The lesson is carefully prepared with all components and materials in place. <br>-Teacher adheres to plans but is flexible enough to take advantage of impromptu opportunities to engage students or further learning. <br>-Student learning objectives and outcomes are incorporated and understood. <br>-Activities are managed so that time on task is maximized. <br>-The lesson's place in the unit and curriculum is clear to students. <br>-Teachers have a solid understanding of student mastery of lesson objectives through the use of appropriate and authentic assessments. <br>-Where applicable, all teachers in the room are prepared for and engaged in the smooth implementation of the lesson. | -All lesson components are in place. <br>-The lesson is carried out according to plan. <br>-Observations indicate that the lesson is well understood and a majority of students are successful. <br>-Implementation allows time for each of the lesson components. <br>-A variety of assessments are used that align with learning objectives. <br>-Where applicable, all teachers in the room understand their particular role in the lesson. | -Most lesson components are in place. <br>-There is some time off task. <br>-Observed lesson does reflect plan for the day. <br>-Occasional activities are rushed or are slower in ways that could have been avoided through better planning or management. <br>-More than one type of assessment is used but doesn't give the teacher a clear understanding of student mastery. <br>-Where applicable, teachers in the room are circulating but do not have a defined role in the lesson plan. |

| | | | |
|---|---|---|---|
| **2B: Student Engagement** | -The teacher's strong instructional methodologies, deep understanding of students' ability levels, and classroom culture and dynamics lead to an exceptional level of student engagement.<br>-There is a sustained focus on methods that connect with students' cultures, identities, and voices.<br>-Teacher's methodologies incorporate a range of approaches relevant to various teenage cultures today. | -The teacher's instructional methodologies, understanding of student ability levels, and classroom culture and dynamics lead to consistent levels of student engagement.<br>-The teacher demonstrates occasional efforts to focus on methods that connect with students' cultures, identities, and voices.<br>-Teacher's methodologies occasionally incorporate approaches relevant to various teenage cultures today. | -The teacher's instructional methodologies reflect surface understanding of student ability levels, classroom culture and dynamics, leading to lower levels of or inconsistent student engagement.<br>-There is a minimal focus on methods that connect with students' cultures, identities, and voices.<br>-Teacher's methodologies seldom incorporate approaches relevant to various teenage cultures today. |
| **2C: Modifications and Adaptations** | -The adaptations and modifications put in place with the learning support teacher during the planning process are seamlessly implemented.<br>-Achievement for students with disabilities is above expectations and in alignment with IEP and 504 plans.<br>-There is clear evidence that the content teacher has collaborated with the learning support teacher or teaching associate so that he or she knows and understands the lesson and an agreed upon plan is in place that facilitates the modifications and adaptations. | -The adaptations and modifications determined with the learning support teacher during the planning process are in place.<br>-This results in higher student achievement and alignment with IEP and 504 plans in class.<br>-There is clear evidence that the content teacher has collaborated with the learning support teacher or teaching associate about what they will be focusing on in the room to make sure modifications and adaptations are occurring. | -Some adaptations and modifications are in place from the planning process, but they are not smoothly implemented.<br>-Not all students are achieving at the level they could be with more appropriate accommodations.<br>-When in the classroom, the learning support teacher or teaching associate is working to do modifications and adaptations but does not have the prior knowledge needed for optimal implementation. |

**Page 11**

| | | | |
|---|---|---|---|
| **2D: Learning Styles** | -Lessons are taught in a way that addresses learning styles through multiple representations and media.<br>-Students with different learning styles can successfully accomplish the learning objectives based on resources teachers plan for and include. | -Lessons are taught with attention paid to learning styles as well as multiple representations.<br>-Students with different learning styles can access the material in various ways giving them more likelihood to accomplish the learning objectives. | -Lessons are taught with multiple representations.<br>-Students with different learning styles have an opportunity to accomplish the learning objectives in more than one way. |
| **2E: Presentation** | -The lesson is presented in a manner that clearly defines objectives, processes, and outcomes for students.<br>-The presentation of the lesson is thoughtful, intentional, and dynamic. | -The lesson is presented with clear objectives, processes, and outcomes.<br>-The presentation of the lesson is thoughtful and intentional. | -The lesson is presented with adequate objectives, and outcomes.<br>-The presentation of the lesson is straightforward. |
| **2F: Deconstructing Concepts** | -Concepts are scaffolded and integrated to a degree that facilitates student understanding and mastery.<br>-Differentiation strategies identified in the planning process are in place so that all students can optimally learn. | -Concepts are taught with attention paid to scaffolding and integration.<br>-Differentiation strategies in the planning process are in place for some students. | -Concept to be learned is presented linearly with some connections made between ideas.<br>-Differentiation is not in place for students at multiple levels. |
| **2G: Questioning Strategies** | -The teacher demonstrates questioning at multiple cognitive levels and the questions are always appropriate for the student being questioned.<br>-The teacher uses multiple questioning strategies and is aware of the purpose behind each strategy. | -The teacher questions students at multiple cognitive levels.<br>-The teacher uses multiple questioning strategies | -The teacher uses questions to encourage greater participation as well as deeper understanding.<br>-The teacher consistently uses one questioning strategy well. |

**3-Classroom Environment**

This component addresses the environment that the teacher creates in his or her classroom. This includes relationship-building with students and an understanding of how students work together as well as the organization of room, materials, and transitions. This component also focuses on classroom management techniques that show how teachers handle disciplinary procedures in an efficient and restorative way to keep classroom order and minimize disruption. Portfolio evidence may include, but is not limited to: classroom observations, case studies, lesson plans, seating charts and room arrangement.

| | ADVANCED | PROFICIENT | NEARLY PROFICIENT |
|---|---|---|---|
| **3A: Student Rapport and Respect** | -The teacher encourages and advises others to provide a nurturing and positive learning environment for all students regardless of background or ability.<br>-The teacher is seen by students as a respected and trustworthy adult and is frequently sought-out by students for help and support.<br>-The teacher helps students hold high expectations for themselves and their peers. | -The teacher maintains a respectful, inclusive, and supportive learning environment for all students regardless of background or ability.<br>-The teacher is seen by students as a respected and trustworthy adult. | -The teacher works towards the development of a respectful, inclusive, and supportive learning environment for all students regardless of background or ability. |
| **3B: Student Grouping** | -Student grouping is handled consistently with best practices regarding cooperative learning.<br>-Group processes are effectively taught and assessed. | -Student groups are chosen with attention paid to group dynamics.<br>-Group processes are consciously taught. | -Student groups are discriminately chosen, but with varying results.<br>-Not enough attention is paid to group processes. |
| **3C: Organization** | -The room is organized in a clear and logical way where all materials and resources are readily and easily accessible by all students. | -All needed materials and resources are accessible by all students.<br>-The classroom routines and procedures are in place and | -Materials and resources are accessible but an organizational method is not in place for students to easily get them. |

| | | | |
|---|---|---|---|
| | -Consistent organizational practices always allow the classroom environment to run smoothly even in unforeseen circumstances. | understood by all students which allows the lesson to run smoothly. | -There are times when the flow of a given lesson is interrupted because placement of certain materials or resources is not optimal or classroom routines and procedures are not in place. |
| **3D: Transitions** | -There is evidence that students have been taught to transition from one activity to another in order to maintain a positive learning environment. | -Transitions are planned so that they maximize learning. | -Most transitions are planned and relatively efficient. |
| **3E: Approach to Management** | -Management procedures promote student learning and responsibility as well as respect for colleagues and students.<br>-The teacher is proactive by making individual connections and consistently holding students accountable to school, team, and classroom expectations.<br>-The teacher easily mitigates minor discipline problems and/or addresses larger issues through a restorative, reflective, and authoritative approach. | -Management procedures are clear and consistent with established school, team, and classroom expectations.<br>-Discipline is used with discretion based on class and student circumstances.<br>-Discipline is properly addressed but often reactive as opposed to proactive. | -Management procedures are apparent, but are not always productive.<br>-Teacher is still working on learning standards and expectations.<br>-Discipline procedures are often inconsistent or permissive. |

## 4-Student Development

This component addresses the multitude of influences that affect student achievement and how teachers use their knowledge of this for instruction and relationship building. Evidence of this should be found both inside and outside of the classroom. This includes understanding how and why students are achieving at their current level, plans to increase achievement, mentoring advisees, as well as the connection between academic and career goals. Student development also requires teachers to know students at a level that allows them to act as both a model and advocate based on their needs. ***An oral case study is required for this component.*** Other portfolio evidence may include, but is not limited to: unit plans, lesson plans, assessments, classroom observations, communication logs, professional development log/letters, and the narrative.

| | ADVANCED | PROFICIENT | NEARLY PROFICIENT |
|---|---|---|---|
| **4A: Analysis of Student Achievement** | -The teacher demonstrates precise, data-driven knowledge of why a student is achieving at a specific level. -The teacher is able to discuss this data with colleagues, students, parents, and administrators in a way that provides understanding and focuses on opportunities for growth. | -The teacher differentiates between the causes of student achievement, motivation, pre-requisite skills, and higher order thinking skills. -The teacher is able to discuss this information with colleagues, students, parents and admin in a way that provides understanding of their current level of achievement. | -The teacher differentiates between the causes of student achievement, motivation, pre-requisite skills, and higher order thinking skills. -The teacher has difficulty discussing this information in a clear and concise way. |
| **4B: Correlation of Instruction to Achievement** | -The teacher deeply understands the correlations between achievement and instruction. -The teacher consults and interprets data from a variety of sources including assessments, report | -The teacher understands the correlations between achievement and instruction. -The teacher consults a variety of sources such as assessments, report cards/transcripts, skill growth, and | -The teacher understands the correlations between achievement and instruction. -The teacher is able to gauge a range of achievement levels but is still working on how to modify instruction to improve achievement. |

| | | | |
|---|---|---|---|
| | cards/transcripts, skill growth, and colleague collaboration. <br> -The teacher is able to take this information and modify instruction in a way that shows increases in achievement. | colleague collaboration to determine student achievement. <br> -The teacher uses the data to modify instruction although not always in a way that increases student achievement. | |
| **4C: Role Model and Advisor** | -The teacher actively works to create lasting bonds with a wide variety of students through his or her actions based on understanding and connecting to students' lives. <br> -The teacher acts as a role model and/or advisor and is someone that students consistently go to for guidance, direction, and support both academically and personally. | -The teacher actively works to make connections and build relationships with students. <br> -The teacher acts as a role model and/or advisor and uses connections with students to provide assistance both in and outside of the classroom. | -The teacher actively works to make connections with students. <br> -The teacher acts as a role model and/or advisor and attempts to engage with students beyond the classroom/lesson. |
| **4D: Child Advocacy** | -The teacher uses acquired knowledge of home, educational background, cultural background, peer group, and specific emotional issues to support and advocate for students. <br> -This advocacy can and often occur at many levels including the classroom, advisory, team, administration, wellness, and/or home. | -The teacher actively seeks knowledge of home, educational background, cultural background, peer group, and specific emotional issues to support and advocate for students. <br> -This advocacy often occurs at the classroom, advisory, and team level. | -The teacher understands that variables from home, peer group, culture, etc. can impact student experiences. |
| **4E: Graduation Status** | -The teacher thoroughly understands the various elements that go into graduation at City High including WATS, Pittsburgh Promise Readiness, as well as post-high school planning | -The teacher understands the various elements that go into graduation at City High including WATS and Pittsburgh Promise Readiness. | -The teacher is still learning some of the various elements that go into graduation at City High. <br> -The teacher understands the Graduation Status Report and is able |

| | | |
|---|---|---|
| | constraints such as skill levels, career goals, home life, and financial aid. -The teacher is able to use this knowledge in conjunction with the Graduation Status Report to engage the parent and student in a deep dialogue on the connection between academic achievement and career goals. | -The teacher is able to use this knowledge in conjunction with the Graduation Status Report to provide guidance and direction for students and parents on academic achievement and current status. | to use it to provide information to students and parents. |

## 5-Professionalism & School Culture

This component addresses how a teacher functions as a learner, professional, team member, and school stakeholder. This includes being an active participant and leader in areas such as professional development and school activities as well as in the various teaming opportunities at the class, content, and grade levels. Professionalism and school culture also requires carrying oneself in a way that follows the expectations of City High's work environment in daily activities and interactions, problem solving, and parent relationship building. Portfolio evidence may include, but is not limited to: workshop planning documents, professional learning partnership work/projects, workshop evaluations, certificates and/or certifications, communication logs, parent emails, Act 48 logs or letters, professional development organizations, classroom observations, narrative, and peer observations.

| | | | |
|---|---|---|---|
| **5A: Mission and Core Beliefs** | -The teacher is a role model, advocate of, and leader for City High's mission and core beliefs.<br>-The teacher lives and promotes the mission and core beliefs visibly in daily practice. | -The teacher is a role model for City High's mission and core beliefs.<br>-The teacher lives and promotes the mission and core beliefs consistently. | -The teacher believes in the purpose of City High's mission and core beliefs.<br>-The teacher attempts to practice the mission and core beliefs. |
| **5B: Teaming: Classroom, Content, Grade** | -The teacher values the collaborative environment and takes a leadership role in the classroom, content, and grade level teams.<br>-The teacher's collaboration and communication skills lead to empowering their team members.<br>-The teacher is a forward thinker that creates and implements new procedures, programs, processes, etc. | -The teacher is a valued member of the classroom, content, and grade level teams.<br>-The teacher's collaboration and communication skills make them an asset to the team approach.<br>-The teacher consistently implements team decisions. | -The teacher participates in the classroom, content, and grade level teams.<br>-The teacher inconsistently implements team decisions.<br>-The teacher's collaboration and communication skills can make them difficult to work with productively. |
| **5C: Professional Development and Continuing Education** | -The teacher develops and leads workshops and strands.<br>-The teacher is an active participant in Professional Learning Partnerships. | -The teacher is an active participant in workshops, strands, and Professional Learning Partnerships. | -The teacher is a consistent participant in workshops, strands, and Professional Learning Partnerships. |

| | | | |
|---|---|---|---|
| | -The teacher uses what is learned in observations to improve his or her craft.<br>-The teacher maintains certification and Act 48, earning their hours in a timely manner during each five year cycle.<br>-The teacher demonstrates the values of a life-long learner, participating in organizations and/or workshops, taking classes, or obtaining an advanced degree through a college or university. | -The teacher follows up about and attempts ideas and activities learned in PDs and observations to improve his or her craft.<br>-The teacher has earned their Instructional II Certificate and maintains their Act 48 hours. | -The teacher has his or her Instructional I certification and is working towards Instructional II.<br>-The teacher has attended some continuing education classes/workshops in the last five years. |
| **5D:  Parent Engagement** | -The teacher takes the time to develop relationships with parents through consistent contact and engagement.<br>-The teacher uses relationships with parents as a tool for student success.<br>-The teacher is proactive in reaching out to parents for both positive areas such as upcoming events and areas for improvement such as tardiness. | -The teacher maintains the appropriate balance between email, phone, and face-to-face conferencing.<br>-The teacher offers practical suggestions or solutions to solve problems.<br>-The teacher provides specific positive feedback about students to build/maintain relationships. | -The teacher contacts parents for classroom issues and/or general school information.<br>-The teacher provides general positive feedback about students. |
| **5E:  School Activities and Events** | -The teacher designs, develops, and/or implements new school activities<br>**<u>AND/OR</u>**<br>acts as an advisor to an after-school club.<br>-The teacher actively participates in activities during the school day including clubs and field trips. | -The teacher actively participates in school activities during the school day including clubs and field trips.<br>-The teacher attends at least two after-school activities/events per year. | -The teacher participates in activities that are a part of the school day.<br>-The teacher rarely supports or attends any additional clubs or events. |

**Page 19**

| | | | |
|---|---|---|---|
| | -The teacher supports and/or attends at least two after-school activities/events per year. | | |
| **5F: Teacher Professionalism** | -The teacher exemplifies a growth mindset in the following ways:<br>● receives and responds to feedback in a positive manner and uses feedback for improvement.<br>● proactively seeks help, opinions, and advice from others in any opportunity.<br>● follows through on and works to improve designated roles.<br>● consistently works on collaboration and communication skills.<br>● practices self-reflection in efforts to continuously improve.<br>-The teacher implements the student handbook consistently.<br>-The teacher has a stellar attendance record and leaves detailed coverage plans for others.<br>-The teacher always practices confidentiality during conversations with students, staff, and families and is a trusted member of the faculty. | -The teacher understands the value of a growth mindset although has not mastered all of the described areas (see advanced).<br>-The teacher implements the student handbook.<br>-The teacher follows through with designated role(s).<br>-The teacher has a good attendance record and leaves coverage plans for others.<br>-The teacher practices confidentiality during conversations with students, staff, and families. | -The teacher receives feedback and selectively uses feedback for improvement.<br>-The teacher seeks help from others when told.<br>-The teacher Implements the student handbook<br>-The teacher follows through with designated role(s) at the minimum level.<br>-The teacher has a decent attendance record and leaves coverage plans for others.<br>-The teacher has to be reminded to practice confidentiality during conversations with students, staff, and families. |

| | | | |
|---|---|---|---|
| **5G: Teacher Conduct** | -The teacher adheres to the City High Handbook in *all* of the following ways:<br>● Arrives and departs at the appropriate times<br>● Always in dress code<br>● Maintains professional demeanor with co-workers and students with appropriate boundaries<br>● Compliant with school policies | -The teacher adheres to the City High Handbook in *most* ways but is lacking in one of the following:<br>● Arrives and departs at the appropriate times<br>● Follows dress code<br>● Maintains professional demeanor with co-workers and students with appropriate boundaries<br>● Compliant with school policies | -The teacher adheres to the City High Handbook in *two or fewer* the following ways:<br>● Arrives and departs at the appropriate times<br>● Follows dress code<br>● Maintains professional demeanor with co-workers and students with appropriate boundaries<br>● Compliant with school policies |