

Standards of Effective Teaching – OEL Partnership Coordinator

45% Elements of Partnership Coordinator Responsibilities
35% Environment for Learning
20% Professional Responsibilities

Note:

Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements of Effective Partnership Coordinator Responsibilities					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Written Plans for Family/School Events		<ul style="list-style-type: none"> Plans are unavailable or inconsistently available when asked Plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for learning or guiding questions, instructional strategies, means of assessment No accommodations planned for differentiation 	<ul style="list-style-type: none"> 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 learning or guiding questions, instructional strategies, means of assessment Some accommodations planned for differentiation 	<ul style="list-style-type: none"> Plans are available consistently when asked and Are complete: reference to standards, measurable objective(s) for learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for adult learners to practice, means of assessment Accommodations planned for differentiation of most learners 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Includes accommodations for all learners
Authentic Learning Supports SPPS Standards		<ul style="list-style-type: none"> Learning tasks rarely support SPPS curriculum and/or connect to standards (ECIPs, State Academic and Parent Education Standards, parent education core curriculum framework, etc.) Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Learning tasks sometimes supports SPPS curriculum and standards (ECIPs, State Academic and Parent Education Standards, parent education core curriculum framework, etc.) Activities reflect a learning outcome and adult learners are sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Learning tasks consistently support SPPS curriculum and standards (ECIPs, State Academic and Parent Education Standards, parent education core curriculum framework, etc.) Activities reflect a learning outcome and adult learners are regularly involved in authentic learning activities Adult learners routinely select and adapt authentic learning activities to meet and support curriculum and standards 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Connects adult learns with community resources that relate to authentic learning that is occurring in the classroom
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous with some busywork Conveys a negative attitude toward the content Some adult learners receive the message that they are expected to attain high standards and some adult learners do not 	<ul style="list-style-type: none"> Most academic expectations are rigorous with minimal busywork Communicates importance of work, but with little conviction and/or minimal buy-in Most adult learners consistently receive the message that they are expected to attain high standards. 	<ul style="list-style-type: none"> High rigor in which adult learners have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all adult learners can learn Virtually all adult learners receive the consistent message that they are expected to attain high standards 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Both adult learners and teachers maintain a culture of high academic expectations
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse adult learner populations May display favoritism or ignore adult learner groups Adult learners are minimally able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Shows some understanding of diverse adult learner populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Adult learners are sometimes able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt instruction to make content accessible for all Adult learners are able to show up as their authentic selves through the content 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – adult learners question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners

Elements of Effective Partnership Coordinator Responsibilities

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Pedagogical and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of pedagogical knowledge Shows little understanding of early learning, family structures, parent education core curriculum framework, and/or community assets 	<ul style="list-style-type: none"> Displays basic understanding of pedagogical knowledge Shows some understanding of early learning, family structures, parent education core curriculum framework, and community assets 	<ul style="list-style-type: none"> Displays pedagogical knowledge and reflects on current research and best practices within the field Shows solid understanding of early learning, family structures, parent education core curriculum framework, and community assets and can accurately respond to questioning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares pedagogical, parent education core curriculum framework, 1 and/or content knowledge with other staff to impact practices of others Presenter or leader for professional organization
Recognizes Adult Learners Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Rarely crafts interactions that embed adult learners' interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life application of lessons Minimally creates learning experiences that are racially and culturally relevant Rarely introduces families to the program in personalized ways 	<ul style="list-style-type: none"> Sometimes crafts interactions that embed adult learners' interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life application of lessons Sometimes creates learning experiences that are racially and culturally relevant Sometimes introduces families to the program in personalized ways 	<ul style="list-style-type: none"> Routinely crafts interactions that embed adult learners' interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications of lesson Regularly creates learning experiences that are racially and culturally relevant Regularly introduces new families to the program in personalized ways 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Provides adult learner choices based on each adult learner's individual experiences</u>
Objectives/ Goals		<ul style="list-style-type: none"> Goals are seldom stated or no goals are stated. If stated, goals are not measurable Goals are rarely and/or never clear or are stated as adult learner activities Goals rarely take into account the varied learning needs of individual adult learners or groups Goals rarely align to standards 	<ul style="list-style-type: none"> Goals are stated and sometimes measurable Goals are inconsistently clear and may include activities Goals sometimes take into account the varied learning needs of individual adult learners or groups Goals sometimes align to standards 	<ul style="list-style-type: none"> Goals are stated and measurable Goals are consistently clear and are NOT activities Goals regularly take into account varied learning needs of individual adult learners or groups Goals regularly align to standards Goals are adult learner created 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides direction in adult learning goal setting that is individualized, specific, measurable, and support standards All adult learners can identify the measurable goal and explain it in their own words Goals always take into account varied learning needs Able to articulate rationale for the selection of goals and how they explicitly support standards
Accessing Prior Learning		<ul style="list-style-type: none"> Limited attempts to access prior knowledge Displays limited understanding of prior knowledge for adult learners Rarely or never considers the current skills of the adult learners Infrequently recognizes adult learners' interests, abilities, and experiences to access prior learning Infrequently recognizes adult learners' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Occasionally attempts to access prior knowledge Displays some understanding of prior knowledge for some adult learners Occasionally considers the current skills of the adult learners Occasionally recognizes some adult learners' interests, abilities, and experiences to access prior learning Occasionally recognizes adult learners' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Regularly attempts to access prior knowledge Displays solid understanding of prior knowledge for most adult learners Regularly identifies and applies appropriate instruction to the current skills of the adult learners to meet most needs Regularly recognizes adult learners' interests, abilities, and experiences and uses them to provide developmentally appropriate activities to access prior learning Regularly recognizes adult learners' racial and ethnic diversity and uses it to engage adult learners' prior learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all adult learners, including diverse language and learning needs Consistently uses knowledge of individual adult learner skill levels to meet all adult learner needs Always recognizes adult learners' interests, and adult learners are able to share interests/experiences to engage other learners Always recognizes adult learners' racial and ethnic diversity and uses it to engage adult learners' prior learning
Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of adult learner comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that adult learners have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to adult learner's various learning styles Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing and/or actions that adult learners will be required to perform Instructions are clear, concise, and logically organized Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles Encourages adult learners to make deductions in order to explore the new concepts Adult learners are interacting with teacher and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum Points out possible areas of misunderstanding during modeling

Elements of Effective Partnership Coordinator Responsibilities

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Instructional Techniques		<ul style="list-style-type: none"> Utilizes a minimal variety of instructional techniques which do not consider effective strategies for adult learners with diverse language and learning needs 	<ul style="list-style-type: none"> Sometimes attempts varied instructional techniques but is inconsistent Returns to less effective instructional practices if something new does not work 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for adult learners with diverse language and learning needs Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) 	Meets Proficient AND: <ul style="list-style-type: none"> Adult learners demonstrate their ability to access these resources and strategies independently to experience success Shows exceptional creativity and flexibility in facilitating learning
Differentiation		<ul style="list-style-type: none"> Minimal or no modification to product, process, or content to differentiate Few or no adult learners receive differentiated services 	<ul style="list-style-type: none"> Inconsistent modification to product, process, or content to differentiate Some adult learners receive differentiated services 	<ul style="list-style-type: none"> Regular and ongoing modification to product, process, or content to differentiate Virtually all adult learners receive differentiated services 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Differentiated services accommodated adult learner voice and choice leading to personalization</u>
Differentiated Coaching		<ul style="list-style-type: none"> Rarely differentiates coaching Rarely paraphrases Rarely acknowledges or clarifies what the coachee articulates Rarely asks probing/questions 	<ul style="list-style-type: none"> Sometimes differentiates coaching to promote teacher's growth Sometimes paraphrases to acknowledge and clarify Sometimes paraphrases to summarize/organize information Sometimes asks probing questions 	<ul style="list-style-type: none"> Purposefully differentiates coaching to mediate teacher's thinking Uses paraphrasing to acknowledge and clarify Uses paraphrasing to summarize and organize information Probes as appropriate to clarify teacher's thinking Embed positive presupposition e.g. 'So you want active learning to meaningful for your children...' 	Meets Proficient AND: <ul style="list-style-type: none"> Engages in advanced/mediating paraphrasing to shift the level of abstraction toward teacher's core beliefs, assumptions, values, and goals e.g. 'So a value important to you in lesson design is children's voice and choice...'
Purposeful Talk		<ul style="list-style-type: none"> Uses mostly voluntary responses to solicit answers Does not or minimally prompts adult learners to justify or extend their responses 	<ul style="list-style-type: none"> Uses some strategies to engage equitable participation Sometimes prompts adult learners to justify or extend their responses 	<ul style="list-style-type: none"> Routinely uses a variety of questioning strategies that draw equitable participation based on culturally responsive best practices – rigor, relevance, relationships, and realness Regularly prompts adult learners to justify or extend their responses related to content specific language 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Adult learners themselves ensure that all voices are heard with justifications</u> Adult learners display the ability to sustain a discussion with little prompting from teacher Able to modify in real time how purposeful talk is being used
Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few adult learners (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the participants Sequencing of questions is not purposeful Uses little or no discussion in the classroom 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some adult learners (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the participants Sequencing of some questions with minimal regard to adult learners' learning needs 	<ul style="list-style-type: none"> Uses questioning and discussion to involve every adult learner, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the educator to ensure all are participating and considers adult learner input Uses questioning and discussion for higher order thinking 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Adult learners create their own questions around the topic of study for group discussion</u> Adult learners lead the discussion with little direction from the educator Sequencing of questions is purposeful and scaffolds learning for all
Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change 	<ul style="list-style-type: none"> Uses available technology to augment or modify services, as well as for substitution 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Learners Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers adult learners a single pathway to access and present information 	<ul style="list-style-type: none"> Offers adult learners few pathways to access and present information 	<ul style="list-style-type: none"> Offers adult learners multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides adult learners with voice and choice about options for accessing and presenting information</u>

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	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Rubrics and Criteria Charts		<ul style="list-style-type: none"> Criteria has not been developed 	<ul style="list-style-type: none"> Develops criteria that is unclear or has not been clearly communicated to the adult learners No charts or rubrics posted/supplied to adult learners 	<ul style="list-style-type: none"> Develops assessment criteria and standards that are clearly communicated to the adult learners Provides adult learners with a chart or rubric that indicates expectations for the services 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Adult learners assist in creating the assignment criteria</u>
Assessment of Adult Learning		<ul style="list-style-type: none"> Minimal assessment of adult learning 	<ul style="list-style-type: none"> Some assessment of adult learning 	<ul style="list-style-type: none"> Uses various strategies to assess for each adult learner Adult learners are engaged with using criteria and/or rubrics to assess their learning 	Meets Proficient AND: <ul style="list-style-type: none"> Assessment is fully integrated into instruction and used to address individual adult learners' misunderstandings Adult learners are engaged in peer-to-peer feedback and assessment
Academic Feedback		<ul style="list-style-type: none"> Feedback is not or is inconsistently provided Feedback is of poor quality Feedback is not delivered in a way that adult learners can apply Feedback is not provided in a timely manner 	<ul style="list-style-type: none"> Regular feedback is provided Some elements of intentional feedback are present Feedback delivered is applicable 	<ul style="list-style-type: none"> Regular feedback is provided and describes how adult learners can address needs Adult learners understand the purpose of the feedback and how it will be used to monitor progress Feedback is delivered in a way that adult learners can apply in language that exhibits positive growth Feedback is provided in a timely manner 	Meets Proficient AND: <ul style="list-style-type: none"> Adult learners know how to make use of feedback in their learning Adult learners give useful feedback to each other
Engaging Adult Learners		<ul style="list-style-type: none"> Few adult learners are authentically or actively engaged or are off-task Little awareness of when adult learners are not engaged Seldom takes overt action to re-engage adult learners and/or increase adult learner engagement 	<ul style="list-style-type: none"> Some adult learners are authentically and actively engaged Some awareness of when adult learners are not engaged Sometimes takes overt action to re-engage adult learners and/or increase adult learner engagement 	<ul style="list-style-type: none"> Virtually all adult learners are authentically and actively engaged Consistent awareness of when adult learners are not engaged Routinely takes overt action to re-engage adult learners and/or increase adult learner engagement 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Adult learners show ownership in authentic self-directed learning</u>
Event/Service Closure		<ul style="list-style-type: none"> No time allowed for closure 	<ul style="list-style-type: none"> Some time allowed for closure Closure is sometimes connected to the objective Event/Service closure is directed by the facilitator 	<ul style="list-style-type: none"> Ample time allowed for closure Closure is consistently connected to the objective Event/Service closure is directed by adult learners 	Meets Proficient AND: <ul style="list-style-type: none"> Adult learners can articulate a clear connection to the objective during the closure
Use of Data to Drive Services		<ul style="list-style-type: none"> Minimal use of data 	<ul style="list-style-type: none"> Some use of data to assess the effectiveness of services 	<ul style="list-style-type: none"> Routinely uses data to reflect and inform practices Utilizes data to differentiate and modify services Routinely uses data to assess and measure progress toward standards/collaborative agreements 	Meets Proficient AND: <ul style="list-style-type: none"> Shares data and collaborates within teams to make decisions about upcoming services

Elements of Effective Partnership Coordinator Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Professional Learning Opportunities (if applicable)		<ul style="list-style-type: none"> • Provides few professional learning opportunities • No professional learning protocol has been established • Rarely engages participants in activities that help them reflect on their learning • Rarely provides opportunities to relate what is being addressed in a lesson or activity to their personal interests • Content and activities do not build on previous goals 	<ul style="list-style-type: none"> • Provides some professional learning opportunities based on needs or school/program plan • Professional learning protocol has been established and Partnership Coordinator follows it sometimes • Sometimes engages participants in activities that help them reflect on their learning • Sometimes provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests • Plans the organization of content and activities in such a way that each piece of content or activity builds on previous goals 	<ul style="list-style-type: none"> • Provides a variety professional learning opportunities based on needs or school/program plan • Professional learning protocol has been established and Partnership Coordinator implements it fully • Regularly engages participants in activities that help them reflect on their learning • Regularly provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests • Successfully implements content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Empowers participants to co-facilitate professional learning opportunities for staff
Program/ Task Development		<ul style="list-style-type: none"> • Little to no forward progress in program development/tasks in which the Partnership Coordinator is responsible • No or little coordination of resources for the program • Cannot articulate vision for the work • Program development minimally aligns to school, department, partnerships, and/or district goals 	<ul style="list-style-type: none"> • Some forward progress in program development/tasks in which the Partnership Coordinator is responsible • Some coordination of resources for the program • Can articulate vision for the work • Program development mostly aligns to school, department, partnerships, and/or district goals 	<ul style="list-style-type: none"> • Regular and ongoing forward progress in program development/tasks in which the Partnership Coordinator is responsible • Regular and ongoing coordination of resources for the program • Clearly articulates vision for the work and can explain the vision to others • Program development consistently aligns to school, department, partnerships, and/or district goals 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Exceptional forward progress in program development/tasks bringing the work to a new level

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships Between Partnership Coordinator and Adult Learners		<ul style="list-style-type: none"> Interaction with at least some adult learners is negative, demeaning, sarcastic, or inappropriate Interactions reflect inconsistencies, favoritism, or disregard for adult learners' cultures 	<ul style="list-style-type: none"> Partnership Coordinator-adult learner interactions are generally appropriate 	<ul style="list-style-type: none"> Partnership Coordinator-adult learner interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and Partnership Coordinator seeks input/advice on what is appropriate cultural norms for adult learners outside of the teacher's culture 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes adult learner contributions
High Behavioral Expectations		<ul style="list-style-type: none"> Few to no standards of conduct for rituals and routines appear to have been established Minimal implementation of district or program rules and procedures is evident Adult learners are confused as to what is expected of them 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines appear to have been established Some implementation of program rules and procedures is evident Adult learners appear to understand what is expected of them some of the time 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines are clear to all adult learners and appear to have been co-created with adult learner input Program rules and procedures are fully implemented Virtually all adult learners appear to understand what is expected of them most of the time 	Meets Proficient AND: <ul style="list-style-type: none"> Standards of conduct for rituals and routines are modified based on adult learners' needs Assists with developing program rules and procedures All adult learners appear to understand what is expected of them all of the time
Behavior Monitoring and Response		<ul style="list-style-type: none"> Adult learner behavior is not monitored Unaware of what adult learners are doing Does not respond to behavior, or the response is inconsistent, overly repressive, or does not respect the adult learner's dignity 	<ul style="list-style-type: none"> Sometimes intervenes to redirect adult learner behavior May miss behaviors of some adult learners Attempts to respond to behavior but with uneven results 	<ul style="list-style-type: none"> Alert to adult learner behavior at all times Monitoring is preventative and consistent Response to behavior is appropriate and results in the desired behavior Response is sensitive to adult learners' individual needs 	Meets Proficient AND: <ul style="list-style-type: none"> Monitoring is subtle and preventative <u>Adult learners monitor their own and their peers' behavior, correcting one another respectfully</u> Response to behavior is highly effective
Organization of Materials		<ul style="list-style-type: none"> Minimal systems of organization are noted Materials are in disarray 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Evidence of organization and materials are somewhat available 	<ul style="list-style-type: none"> System of organization is clear to adult learners and supports learning Materials are neat, clean, and uncluttered; and are readily available 	Meets Proficient AND: <ul style="list-style-type: none"> Adult learners can explain and maintain the system <u>Adult learner input has been considered in creating the system and adult learner suggestions for improvement are welcomed</u>
Engaging Adult Learners and Stakeholders		<ul style="list-style-type: none"> Does not attempt to engage adult learners and/or stakeholders in services Rarely builds relationships with adult learners and/or stakeholders Seldom seeks opportunities to learn about cultures, race, and backgrounds of adult learners and/or stakeholders Does not create a welcoming environment for adult learners and/or stakeholders 	<ul style="list-style-type: none"> Attempts to engage adult learners and stakeholders in opportunities Builds relationships with some adult learners and stakeholders but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of adult learners and stakeholders 	<ul style="list-style-type: none"> Routinely engages adult learners and stakeholders in opportunities by providing accessible ways for adult learners and stakeholders to participate; crafts services that involve adult learner interaction Builds reciprocal relationships with most adult learners and stakeholders and sees them as an asset in learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of adult learners and stakeholders Creates a welcoming environment for adult learners and stakeholders 	Meets Proficient AND: <ul style="list-style-type: none"> Builds reciprocal relationships with all adult learners and stakeholders and uses them as an asset in learning Works with adult learners and stakeholders in the community outside the school

Professional Responsibilities

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Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or site teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or site teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or site teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of instruction and/or services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications in instruction and/or services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and adult learner data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or learners 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or learners 	Meets Proficient AND: <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and/or learners Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and learners Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and learners Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all learners 	Meets Proficient AND: <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Rarely provides information to families about citywide partners and community programming Difficult for families to contact or does not respond when contacted 	<ul style="list-style-type: none"> Sometimes provides information to families about citywide partners and community programming Information is available to families, but ways of being contacted are not communicated through multiple methods 	<ul style="list-style-type: none"> Routinely provides information to families about citywide partners and community programming Available to respond to family concerns, and ways of being contacted are clearly communicated through methods that work for the particular family's needs Utilizes school/district resources to communicate in home language 	Meets Proficient AND: <ul style="list-style-type: none"> Is proactive in communicating with families if information/resources needs to be shared
Asset Building		<ul style="list-style-type: none"> Rarely sets up and maintains collaboration with groups, programs, and agencies in the community Rarely engages in asset building appropriate to the SPPS community Special events are rarely scheduled and marketed to build on programming and curriculum 	<ul style="list-style-type: none"> Sometimes sets up and maintains ongoing collaboration with groups, programs, and agencies in the community Sometimes engages in asset building appropriate to the SPPS community Special events are sometimes scheduled and marketed to build on programming and curriculum 	<ul style="list-style-type: none"> Sets up and maintains ongoing collaboration with groups, programs, and agencies in the community Regularly engages in asset building appropriate to the SPPS community Special events are regularly scheduled and marketed to build on programming and curriculum 	Meets Proficient AND: <ul style="list-style-type: none"> Stakeholders utilize and maintain collaboration with groups, programs, and agencies in the community.

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to Department/District		<ul style="list-style-type: none"> Does not support the OEL mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for stakeholders Non-compliant with SPPS policies and procedures Rarely collaborates with program staff regarding duties Inconsistently involved in required program events 	<ul style="list-style-type: none"> Understands and supports the OEL mission/vision Understands and supports the district strategic plan, mission, and vision Complies with SPPS policies and procedures and acts in a professional and ethical manner Sometimes checks in with program staff regarding duties 	<ul style="list-style-type: none"> Makes decisions that support and reflect OEL's mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with SPPS policies and procedures and models high standards of professional and ethical conduct Routinely checks in with program staff regarding duties Involved in required program events 	Meets Proficient AND: <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all learners can succeed Volunteers to participate in program/district events and makes a substantial contribution Takes initiative in assuming a leadership role in program and/or district events
Record Keeping		<ul style="list-style-type: none"> Rarely maintains effective records of OEL program components (e.g. School Readiness, Coaching, Family Support) 	<ul style="list-style-type: none"> Sometimes maintains effective records of OEL program components (e.g. School Readiness, Coaching, Family Support) 	<ul style="list-style-type: none"> Maintains fully effective records of OEL program components (e.g. School Readiness, Coaching, Family Support) 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in developing record keeping protocol
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the program

Summary

Areas of Strength:

Areas of Growth:

Next Steps: