### Professionalism Rubric

<table>
<thead>
<tr>
<th>Indicator</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional Growth and Learning</strong></td>
<td>• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need.</td>
<td>• Uses feedback from observations, self-assessment, and to implement and reflect on personal improvement strategies.</td>
<td>• Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators.</td>
</tr>
<tr>
<td></td>
<td>• Is consistently prepared and highly engaged in professional learning opportunities.</td>
<td>• Is prepared and engaged in appropriate professional learning opportunities.</td>
<td>• Is unprepared or disengaged in professional learning opportunities provided.</td>
</tr>
<tr>
<td></td>
<td>• Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues.</td>
<td>• Engages in evaluation process with evidence of focus on improving practice and openness to feedback.</td>
<td>• Engages in evaluation process without evidence of focus on continuous improvement of practice.</td>
</tr>
<tr>
<td></td>
<td>• Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth.</td>
<td>• Self-reflections on evidence of instruction largely match the expectations of the rubric.</td>
<td>• Self-reflections do not match the expectations of the rubric or assessment of the evaluator.</td>
</tr>
<tr>
<td><strong>2. Use of Data</strong></td>
<td>• Systematically and consistently utilizes formative and summative school and individual student achievement data to:</td>
<td>• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement.</td>
<td>• Rarely utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions related to student achievement.</td>
</tr>
<tr>
<td></td>
<td>o Analyze the strengths and weaknesses of all his/her students.</td>
<td>o Analyzes student work to guide planning of instructional units.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Plan, implement and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Plan future instructional units based on the analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **School and Community Involvement**

- Regularly organizes and leads school activities and events that positively impact school results and culture.
- Always adheres to school and district personnel policies and serves as a leader and model for others.
- Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture.

4. **Leadership**

- Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following:
  - Collaborative planning with subject and/or grade level teams
  - Actively leading in a Professional Learning Community
  - Coaching/mentoring
  - Supervising clinical experiences
  - Leading data driven professional learning opportunities
- Regularly supports and contributes to school activities and events.
- Regularly adheres to school and district personnel policies.
- Regularly works with peers to contribute to a safe and orderly learning environment.

- Rarely supports school activities and events.
- Inconsistently adheres to school and district personnel policies.
- Rarely works with peers to contribute to a safe and orderly learning environment.

- Occasionally contributes to the school community by assisting others, including at least two of the following:
  - Collaborative planning with subject and/or grade level teams
  - Actively participating in a Professional Learning Community
  - Coaching/mentoring
  - Supervising clinical experiences

- Inconsistently contributes to the school community by assisting and/or mentoring others.