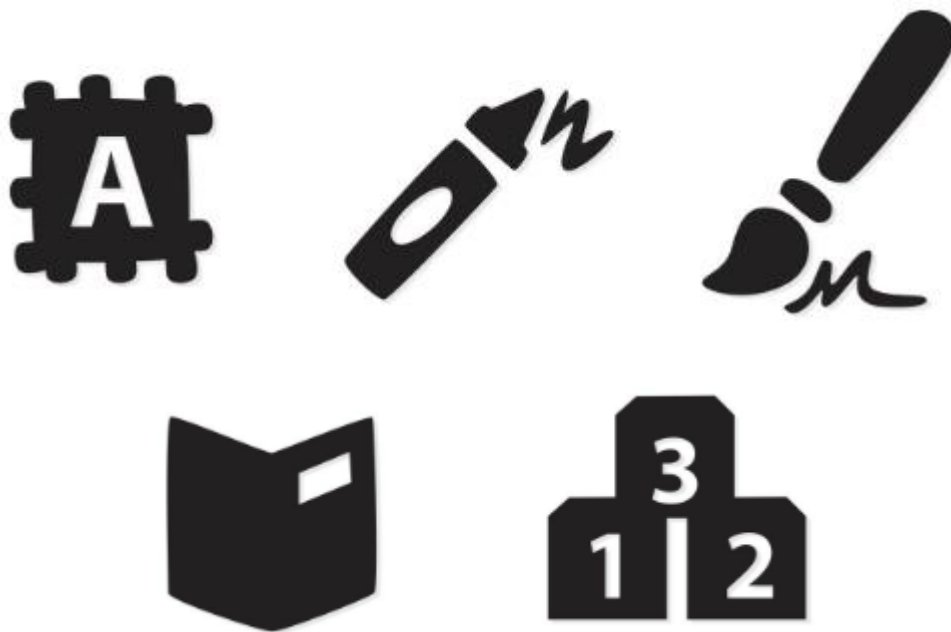


Paterson Public Schools



**Early Childhood Preschool Intervention and Referral Team
(PIRT)
Practice Rubric**

Professional Educator Performance Standards

1. Planning and Preparation (x2)

- ❖ Professional educators prepare for supporting quality preschool instruction using a comprehensive approach.

2. Use of Data to Inform Instruction (x2)

- ❖ Professional educators use data to support preschool classroom teachers in delivering high quality/individualized instruction.

3. Delivery of Services (x3)

- ❖ Professional educators coach and support preschool teachers to deliver quality instruction.

4. Interventions to Meet Diverse Needs (x3)

- ❖ Professional educators increase the probability of advancing individual student achievement through coaching/modeling and supporting classroom teachers.

5. Classroom Environment (x2)

- ❖ Professional educators establish a culture that is conducive to supporting preschool teachers with student well-being and learning.

6. Leadership (x2)

- ❖ Professional educators have a responsibility for professional growth and positive leadership.

7. Professional Responsibilities (x1)

- ❖ Professional educators have a responsibility to the profession, district, parents, students and the public.

PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

Professional educators prepare for supporting quality preschool instruction using a comprehensive approach.

Educators should know and be able to:

1a. Establish a culture of high expectations for learning and achievement.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Expectations & Inclusion	<input type="checkbox"/> Support practices maintain the status quo and do not contribute to the building culture of high expectations for students.	<input type="checkbox"/> Acts in ways that demonstrate support of the building culture as one of inclusion and high expectations for most students.	<input type="checkbox"/> Support practices reinforce and strengthen the building culture as one of inclusion and high expectations for <i>all</i> students.	<input type="checkbox"/> Initiates and engages in problem-solving with preschool classroom teachers to advance the culture of the building as one of inclusion and high expectations for <i>all</i> students.
	Culture of Excellence	<input type="checkbox"/> The culture in the classroom reinforces low level learning expectations, and/or plans to meet even minimal student achievement goals are not clear.	<input type="checkbox"/> The classroom culture supports student improvement efforts suitable for most students and the teacher outlines the steps to meet student achievement goals.	<input type="checkbox"/> Supports the preschool classroom teacher to establish a culture in the classroom that challenges <i>all</i> students to continuously improve. Assists in developing a plan to measure progress toward meeting challenging student achievement goals.	<input type="checkbox"/> Supports a culture of excellence in the classroom that focuses on stretching student achievement for <i>all</i> student groups. Assists preschool teachers in differentiated plans to meet rigorous student achievement goals; there is a system in place to continuously measure progress toward goal attainment.
	Communicating Expectations	<input type="checkbox"/> There is little to no evidence that achievement expectations have been communicated to preschool teachers in advance, and/or achievement goals are low.	<input type="checkbox"/> Achievement expectations are not communicated well to preschool teachers and/or the achievement goals are not high enough for some students.	<input type="checkbox"/> Achievement expectations are communicated in advance to preschool teachers and provides example of how students can meet challenging achievement goals.	<input type="checkbox"/> Preschool teachers are well-preared to articulate the steps they must take to reach rigorous achievement goals.

<i>1a.</i> PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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1b. Use adopted preschool curriculum and content knowledge to collaborate with preschool teachers in the design of instructional lessons.

INDICATORS OF EFFECTIVENESS	Curriculum and Assessment Alignment	UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
		<input type="checkbox"/> PIRT specialist does not collaborate with preschool teachers, thus lesson plans do not align with The Creative Curriculum and NJPTLS.	<input type="checkbox"/> PIRT specialist collaborates with preschool teachers when specifically asked to do so, thus lesson plans are partially aligned to The Creative Curriculum and NJPTLS.	<input type="checkbox"/> PIRT specialist initiates collaboration with preschool teachers, thus lesson plans closely align to The Creative Curriculum and NJPTLS.	<input type="checkbox"/> PIRT specialist continually collaborates and supports preschool teachers to create lesson plans that are based on a thorough understanding of how to “unpack” The Creative Curriculum and NJPTLS.

<i>1b.</i> PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Standard #1 Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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PERFORMANCE STANDARD #2: USE OF DATA TO INFORM INSTRUCTION

Professional educators use data to support preschool classroom teachers in delivering high quality/individualized instruction.

Educators should know and be able to:

2a. Focus on improving instruction using data.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING			PROFICIENT		EXEMPLARY	
	Use of Electronic Data Management Tools	<input type="checkbox"/> Does not support preschool teacher with student achievement data; does not access Preschool data to support PIRT process.	<input type="checkbox"/> Accesses electronic data management tools to view class achievement results.			<input type="checkbox"/> Uses electronic data management tools and shares achievement results for individuals and groups of students.		<input type="checkbox"/> Regularly accesses and systematically uses electronic data management tools to support preschool teachers retrieve data, organize data tables and create profiles on multiple measures of individual and group student achievement results.	
	Uses Data to Inform Instruction	<input type="checkbox"/> Even when data is provided, there is no evidence that the information is used to make instructional decisions.	<input type="checkbox"/> Attempts to support instructional decisions linked to analysis of data, although inferences about the data may not be complete.			<input type="checkbox"/> Makes accurate use of student achievement data when supporting preschool classroom teachers in making instructional decisions.		<input type="checkbox"/> Works closely with preschool classroom teacher to accurately draw inferences from multiple data sources with which to make decisions about instruction for both whole group and individual student instruction.	
	Uses Disaggregated Data to Refine Instruction	<input type="checkbox"/> No data is considered with which to make changes in instruction.	<input type="checkbox"/> Examines data at the group level and uses these data when planning support services for preschool teachers.			<input type="checkbox"/> Examines data at the item level to support preschool teachers find strengths and challenges for disaggregated groups of students which is appropriately used when planning instruction for whole and small groups.		<input type="checkbox"/> Systematically examines data at the item level to support preschool teachers in finding strengths and challenges both for disaggregated groups and for individual students.	
2a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary	

2b. Use a variety of assessment methods when designing classroom assessments.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Classroom Assessments	<input type="checkbox"/> Specialist does not support classroom assessment; evidence collected by preschool teachers is of poor quality and does not support the Request for Assistance.	<input type="checkbox"/> Specialist supports preschool teachers in collecting accurate assessment data for Preschool IR&S use.		<input type="checkbox"/> Specialist works with preschool teachers to identify varied options for collecting quality data throughout the day that will be a good measure of student learning by their demonstrating what they know and are able to do, relative to the Intervention Plan.		<input type="checkbox"/> Specialist helps designs high-quality assessment tasks that accurately measure student learning towards the Intervention Plan objectives. Assessment tasks are a function of learning and not time. Assessment tasks may be embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.	
2b. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
Standard #2 Overall Rating		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

PERFORMANCE STANDARD #3: DELIVERY OF SERVICES

Professional educators coach and support preschool teachers to deliver quality instruction

Educators should know and be able to:

3a. Demonstrate knowledge of best practices in Early Childhood and levels of preschool teachers' skills in delivering the program.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Caching Support and Effectiveness	<input type="checkbox"/> PIRT specialist coaches lessons and or strategies that either are of poor quality or are not appropriate to the needs of the preschool teacher or situation, or coaching consists only of verbal discussion.	<input type="checkbox"/> The quality of the coaching session is inconsistent. Some aspects of the coaching process address the needs of the preschool teacher.		<input type="checkbox"/> Use of the coaching model is implemented with fidelity. The quality of the coaching is appropriate to the needs of the preschool teacher or situation.		<input type="checkbox"/> Use of the coaching model is implemented with fidelity. The quality of the coaching is appropriate to the needs of the preschool teacher or situation. The specialist conducts extensive follow-up work with the teacher,	
3a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Educators should know and be able to:

3b. Demonstrate knowledge of current trends in specialty area and Early Childhood Education professional development.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	KNOWLEDGE OF EARLY CHILDHOOD BEST PRACTICES	<input type="checkbox"/> PIRT specialist demonstrates little or no familiarity with specialty area, Early Childhood Best Practices, or current Early Childhood professional development.	<input type="checkbox"/> Demonstrates basic familiarity with specialty area, Early Childhood Best Practices, and current Early Childhood professional development.	<input type="checkbox"/> Demonstrates thorough familiarity with specialty area, Early Childhood Best Practices, and current Early Childhood professional development through coaching and modeling for preschool teachers.	<input type="checkbox"/> Demonstrates thorough familiarity with specialty area and current Early Childhood professional development through coaching and modeling for preschool teachers. Specialist is regarded as an expert by colleagues.
	Support Through Professional Development	<input type="checkbox"/> PIRT specialist does not provide preschool teachers with professional development through district trainings, embedded trainings and focused site workshops, to improve the quality of classroom instruction.	<input type="checkbox"/> PIRT specialist rarely collaborates with colleagues to identify and design professional development for preschool teachers through district trainings, embedded trainings and focused site workshops, to improve the quality of classroom instruction.	<input type="checkbox"/> PIRT specialist collaborates with colleagues to develop and provide on-going professional development to preschool teachers through district trainings, embedded trainings and focused site workshops, to improve the quality of classroom instruction.	<input type="checkbox"/> PIRT specialist initiates and collaborates with colleagues to design and provide effective on-going focused professional development through district trainings, embedded trainings and focused site workshops that are aligned to the districts/departments achievement goals and enhance the quality of classroom instruction.

3b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Educators should know and be able to:

3c. Establish a culture for ongoing instructional improvement.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Professional Inquiry	<input type="checkbox"/> PIRT specialist does not promote a culture of professional inquiry in which preschool teachers seek assistance in improving their instructional skills.	<input type="checkbox"/> Offers minimal support to preschool teachers to improve their instructional skills.		<input type="checkbox"/> Promotes a culture of professional inquiry in which preschool teachers seek assistance in improving their instructional skills.		<input type="checkbox"/> Has established a culture of professional inquiry in which preschool teachers initiate projects to be planned with the support of the specialist.	
3c. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Educators should know and be able to:

3d. Reflecting on Practice

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY
	Making Connections to Daily Practice	<input type="checkbox"/> PIRT specialist does not reflect on observed practice, or reflections are unclear or inaccurate.	<input type="checkbox"/> Reflection on observed practice is somewhat accurate and objective without citing specific examples; simple suggestions on how to improve are shared with preschool teachers.	<input type="checkbox"/> Reflection provides an accurate and objective description of practice and is connected to The Creative Curriculum. Specific examples and suggestions are given to the preschool teacher.	<input type="checkbox"/> Reflection is highly accurate and connected to Creative Curriculum and other Early Childhood resources. Specific examples and suggestions are given to the preschool teacher. Action plans are developed to continually support the preschool teacher.

3d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERFORMANCE RATING	Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary

Standard #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

Professional educators increase the probability of advancing individual student achievement through coaching/modeling and supporting preschool classroom teachers.

Educators should know and be able to:

4a. Differentiate instruction based on student needs and background

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Differentiation Techniques	<input type="checkbox"/> Does not support preschool teacher in differentiating instruction for highly able students.	<input type="checkbox"/> Supports preschool teacher with differentiated instructional techniques for highly able students without clearly defining the student's needs that are being addressed by the use of the strategy.		<input type="checkbox"/> Consistently supports preschool teachers to appropriately implement differentiated instructional techniques to meet the needs of highly able students.		<input type="checkbox"/> Collaborates with preschool teachers to analyze student achievement data to effectively design and differentiate instruction to challenge highly able students.	
	Differentiates for Learning Styles and Abilities	<input type="checkbox"/> Does not support preschool teacher in differentiating instruction to address needs of students with varying learning styles and abilities.	<input type="checkbox"/> Requires support from others in the DECE to be able to support preschool teachers in differentiating instruction for students with varying learning styles and abilities.		<input type="checkbox"/> Includes consideration of learning styles and abilities when coaching preschool teachers toward the comprehensive inclusion of diverse needs when designing and implementing instruction.		<input type="checkbox"/> Collaborates with preschool teachers to provide appropriate differentiated instruction as well as process and/or product to address the unique learning differences of children that have a wide range of learning styles and abilities.	
	Student Backgrounds and Interests	<input type="checkbox"/> Does not support preschool teacher in addressing diverse student backgrounds or interests.	<input type="checkbox"/> Provides "on-the-spot" modeling of adaptations to respond to a student's background or interest.		<input type="checkbox"/> Includes consideration of student backgrounds and interests when coaching toward the comprehensive inclusion of diverse needs when designing and implementing instruction.		<input type="checkbox"/> Collaborates with Master Teachers to provide support to preschool teachers for culturally responsive teaching strategies and for appropriate support of student interests.	
4a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Educators should know and be able to:

4b. Implement interventions with fidelity and adjusts interventions based on results

		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
INDICATORS OF EFFECTIVENESS	Response to Intervention	<input type="checkbox"/> Assumes minimal responsibility in supporting preschool teachers in participating fully in the PIRT process and does not collaborate with preschool teachers and special service providers to support students with unique needs.	<input type="checkbox"/> Attends PIRT meetings to discuss concerns for specific students and invites preschool teacher and parent contributions at meetings.		<input type="checkbox"/> Directs and facilitates participation in the PIRT process of preschool teachers, other preschool staff, and family members so that each appropriately contributes to an intervention action plan to support students with unique needs.		<input type="checkbox"/> Actively supports preschool teachers' full participation in the PIRT process, such as timely adherence to preschool PIRT protocols, use of appropriate supportive assessment data, professional and sensitive dialogue with family members, and the ability to clearly communicate goals and strategies in the Intervention Action Plan.	
	Intervention Implementation	<input type="checkbox"/> Makes no effort to support the classroom maintenance of preschool teacher fidelity to the intervention model for students who have learning differences.	<input type="checkbox"/> Requires additional skill development to effectively support selected interventions for students who have learning differences.		<input type="checkbox"/> Actively supports preschool teachers in providing consistent interventions for individual students while maintaining fidelity to the intervention model.		<input type="checkbox"/> Strategically provides and supports the preschool teacher in managing various evidence-based interventions for multiple students while maintaining fidelity to the intervention model(s).	
	Progress Monitoring	<input type="checkbox"/> Support and involvement in progress monitoring is untimely and/or rationale is unarticulated to preschool teachers.	<input type="checkbox"/> Support and involvement in progress monitoring is regular, and/or appropriate to the needs of individual children.		<input type="checkbox"/> Support and involvement in progress monitoring is regular, appropriate to the range of needs of individual children within a caseload, and rationale is clearly articulated to preschool teachers.		<input type="checkbox"/> Support and involvement in progress monitoring is consistently and clearly tied to enhanced understanding by preschool teachers of the nuances of the Creative Curriculum GOLD Objectives for Development and Learning, The Pyramid Model and Positive Behavior Supports, as applicable.	
4b. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Standard #4 Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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PERFORMANCE STANDARD #5: CLASSROOM ENVIRONMENT

Professional educators establish a culture that is conducive to supporting preschool teachers with student well-being and learning.

Educators should know and be able to:

5a. Contribute to a safe and orderly preschool learning environment.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Rules and Regulations	<input type="checkbox"/> Does not provide preschool teachers support in universal level structures and strategies that develop student understanding of rules and procedures. Student safety or learning is compromised.	<input type="checkbox"/> Provides preschool teachers basic support in universal level structures and strategies that develop student understanding of rules and procedures. Student safety is not compromised.		<input type="checkbox"/> Provides preschool teachers individualized support in universal level structures and strategies that develop student understanding of rules and procedures. Extends preschool teacher understanding to their use of language in scaffolding individual children. Student safety and learning is not compromised.		<input type="checkbox"/> Collaborates with preschool teachers to address individual needs of students within active supervision. There is evidence of students using social skills in their day to day interactions, and demonstrating emotional competencies. Student safety and learning is enhanced.	
	Safe & Organized Environment	<input type="checkbox"/> Lack of support allows a classroom arrangement that is either unsafe, or the use of space impedes learning.	<input type="checkbox"/> Assists in creating an environment that is safe, but has a “neutral” feel to it. The classroom arrangement, while not causing significant management problems, does not contribute to varied learning possibilities.		<input type="checkbox"/> The classroom environment is safe, efficiently organized and designed to support student focus on learning purposes.		<input type="checkbox"/> Collaboration with the preschool teacher has established a comfortable, safe, and inviting learning environment that reflects early childhood best practices. Students move about the room with effective independence within a variety learning tasks.	
5a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

5b. Use effective classroom management procedures.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Routines and Procedures	<input type="checkbox"/> PIRT specialist has not assisted in establishing classroom routines and /or procedures. Children do not know classroom procedures resulting in confusion and a significant loss of wasted learning time.	<input type="checkbox"/> PIRT specialist has assisted with procedures to manage classroom routines. They are outlined, although they are inconsistently followed by the children and/or teacher. The teacher spends too much instructional time redirecting student behavior.		<input type="checkbox"/> PIRT specialist has assisted preschool teachers in setting procedures to manage tasks and materials. Routines are in place resulting in efficient practices that are known to children and accomplished efficiently and in ways that do not contribute to “down time.”		<input type="checkbox"/> PIRT specialist has consistently supported preschool teachers. Procedures to facilitate child management for carrying out routine tasks and materials management are in place resulting in highly efficient practices that maximize time for learning. Procedures and routines are efficiently managed by self-directed learners.	
	Learning Experiences and Activities	<input type="checkbox"/> Due to lack of support, learning experiences and activities are disorganized and poorly managed.	<input type="checkbox"/> Due to lack of support, learning experiences and activities are primarily managed by the teacher, or there are some inefficiencies in managing routine tasks that take time away from learning of the group or individuals.		<input type="checkbox"/> Through PIRT specialist support, learning experiences and activities are routinely organized by the teacher in such a way that all children can access and maximize time for learning.		<input type="checkbox"/> Through PIRT support, learning experiences and activities are highly organized and efficiently facilitated by both the teacher and children, who each assume responsibility for maximizing time for learning. Extends preschool teacher understanding to their use of language in scaffolding individual children towards independent and cooperative work.	
5b. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

5c. Effectively manage student behavior.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Discipline Plan	<input type="checkbox"/> PIRT specialist has not supported the preschool teacher in establishing classroom rules and/or procedures. Standards of conduct are unclear to students. The teacher attempts to control the classroom through threats or by increasing vocal intensity. The teacher spends an inordinate amount of time dealing with behavior issues.	<input type="checkbox"/> Through support of the PIRT specialist, most students seem to understand the classroom rules and standards of conduct. Consequences for inappropriate behavior are inconsistently applied. The teacher is generally aware of student behavior, but may miss the misbehavior of some students.		<input type="checkbox"/> Through support and modeling for preschool teacher, explicit classroom rules and standards of conduct are clear to all students. Consequences for incorrect behavior are reasonable, appropriate, clearly communicated and consistently applied. The teacher demonstrates awareness of events in the classroom and often anticipates and prevents potential problems. Extends preschool teacher understanding to their use of language in scaffolding individual children. Redirection and reflection on “Big Rules, Little Rules” concepts are primary strategies.		<input type="checkbox"/> Children are aware of and contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. Consequences for incorrect behavior are reasonable, appropriate, clearly communicated, and consistently applied. Monitoring by the teacher of events in the classroom is subtle and proactive. Extends preschool teacher understanding to their use of specialized language and techniques for managing extreme behaviors of individual children.	
5c. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Standard #5 Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Name: _____	Date: _____
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PERFORMANCE STANDARD #6: LEADERSHIP
Professional educators have a responsibility for professional growth and positive leadership.

Educators should know and be able to:

6a. Understand their role and responsibility in implementing the District and/or Building Action Plan.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Leadership Skills	<input type="checkbox"/> Allows others to fulfill the goals and priorities outlined in the Early Childhood Program Plan.	<input type="checkbox"/> Works collaboratively with leadership to fulfill the goals and priorities outlined in the Early Childhood Program Plan.		<input type="checkbox"/> Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the Early Childhood Program Plan by serving in a leadership capacity (e.g., Grade Level Leader, Content Collaborator, Building Leadership Team, and/or other committees), and demonstrates Level I Leadership Skills.		<input type="checkbox"/> Assumes a positive role in seeking more effective, solution-oriented ways within the department and the district to fulfill the goals and priorities outlined in the District/Program Plan (e.g., Grade Level Leader, Content Collaborator, Building Leadership Team, and/or committees), and demonstrates Level II Leadership Skills.	
	Collegial Partnerships	<input type="checkbox"/> Does not act in ways that reinforce the implementation of school improvement efforts.	<input type="checkbox"/> Maintains relationships with colleagues to fulfill duties that the school requires.		<input type="checkbox"/> Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the program.		<input type="checkbox"/> Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the program within the district.	
	Focuses on Quality Instruction	<input type="checkbox"/> Engages in disagreements and/or is unsupportive of department's improvement efforts.	<input type="checkbox"/> Supportive of the department's focus on improving the quality of instruction for students.		<input type="checkbox"/> Steps forward to support and promote the department's focus on improving the quality of instruction for all students.		<input type="checkbox"/> Works in mutually reinforcing ways to promote and protect the department's focus on improving the quality of instruction for all children. Displays a sense of self-efficacy.	
6a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

6b. Continue professional growth.								
INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Life-long Learning	<input type="checkbox"/> Does not engage in professional development activities other than for licensure renewal.	<input type="checkbox"/> Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.		<input type="checkbox"/> Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.		<input type="checkbox"/> Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices enhancing effectiveness.	
	Mentorship and Peer Feedback	<input type="checkbox"/> Does not seek or accept feedback from administrators or peers.	<input type="checkbox"/> Seeks and accepts support from a administrators and/or peers.		<input type="checkbox"/> Positively impacts the work of other educators through mentorship and/or peer feedback.		<input type="checkbox"/> Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for preschool teachers and/or colleagues.	
	Performance Goal Setting	<input type="checkbox"/> Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	<input type="checkbox"/> Develops individual performance goals and monitors as required.		<input type="checkbox"/> Establishes individual, measurable performance goals that align with the Student Growth Objectives and has a strategy for monitoring own progress in reaching these goals.		<input type="checkbox"/> Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/department action plan and monitors own progress in reaching these goals.	
6c. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
Standard #6 Overall Rating		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Comments:

Name: _____	Date: _____
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PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

Professional educators have a responsibility to the profession, district, parents, students and the public.

Educators should know and be able to:

7a. Adhere to federal laws, state statutes and regulations pertaining to education, Board of Education (BOE) policies, Memoranda of Understanding and school rules

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Legal and Professional Responsibilities	<input type="checkbox"/> Disregards or has no awareness of legal and professional responsibilities pertaining to education.	<input type="checkbox"/> Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education.		<input type="checkbox"/> Understands and abides by the legal and professional responsibilities pertaining to education.		<input type="checkbox"/> Fully understands, abides by and supports the legal and professional responsibilities pertaining to education. The teacher acts proactively in seeing that colleagues comply with standards of excellence.	
	Compliance	<input type="checkbox"/> Does not comply with Department rules and District policies and procedures.	<input type="checkbox"/> Inconsistently complies with department rules and District policies and procedures.		<input type="checkbox"/> Complies fully with department rules and District policies and procedures.		<input type="checkbox"/> Complies with department rules and District policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
	Confidentiality	<input type="checkbox"/> Disregards the legal and professional aspects of confidentiality practices.	<input type="checkbox"/> Seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicate with colleagues about best practice with regard to confidentiality laws.		<input type="checkbox"/> Maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.		<input type="checkbox"/> Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Acts in reinforcing ways to support decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	
7a. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

7b. Demonstrate professionalism

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Respectful Workplace	<input type="checkbox"/> Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	<input type="checkbox"/> Interactions with students, parents, staff and the community are neutral. Complies with respectful workplace behaviors.		<input type="checkbox"/> Consistently models respect for others when interacting with students, parents, staff and the community. Models respectful workplace behaviors.		<input type="checkbox"/> Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.	
	Honesty and Integrity	<input type="checkbox"/> Displays unethical or dishonest conduct when dealing with preschool staff, students, parents and/or colleagues.	<input type="checkbox"/> Uses poor judgment when dealing with preschool staff, students, parents and/or colleagues.		<input type="checkbox"/> Deals with preschool staff, students, parents and/or colleagues with honesty and integrity.		<input type="checkbox"/> Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with preschool staff, students, parents, colleagues and/or the community.	
	Other Duties as Assigned	<input type="checkbox"/> Absent from assignment and assigned duties and/or is habitually late.	<input type="checkbox"/> Performs assignment and other duties as assigned. Is usually present and on time.		<input type="checkbox"/> Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is consistently present and on time.		<input type="checkbox"/> Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.	
7b. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

7c. Effectively communicates and solves problems.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING		PROFICIENT		EXEMPLARY	
	Communication	<input type="checkbox"/> Poorly communicates to preschool staff, families, colleagues and/or the community. Communication neither is accurate, understandable nor is it sent in a timely fashion.	<input type="checkbox"/> Communicates information adequately using oral, written and/or electronic methods.		<input type="checkbox"/> Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.		<input type="checkbox"/> Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the organization. Communication serves to advance understanding in challenging situations.	
	Conflict Resolution and Decision Making	<input type="checkbox"/> Minimal involvement in identifying and seeking solutions to issues. Solutions may even have an adverse impact.	<input type="checkbox"/> Makes limited contributions when identifying and seeking solutions to effectively address building, department, or academic issues.		<input type="checkbox"/> Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, department, or academic issues.		<input type="checkbox"/> Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues.	
	Professional Composure	<input type="checkbox"/> Loses composure or becomes defensive when faced with a difficult problem.	<input type="checkbox"/> Requires reassurance from others to maintain composure in the face of conflict or difficult issues.		<input type="checkbox"/> Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.		<input type="checkbox"/> Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. Is a calming presence when faced with conflicts or challenges.	
7c. PERFORMANCE RATING		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

Standard #7 Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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