

Quality Review: Teacher Development Rubric-*Quality Statement 4.1*

Quality Review 4.1 evaluates your capacity to provide professional development support for teachers. Specifically, reviewers consider *“To what extent do school leaders... Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers”*

Underdeveloped	Developing	Proficient	Well Developed
<p>a) There is little evidence that teachers receive feedback and next steps from classroom observation and student work/data</p> <p>b) Feedback and next steps to teachers do not aptly capture strengths, challenges, and next steps, or a research-based, common teaching framework or rubric has not been chosen</p> <p>c) School leaders do not have a system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers aptly captures strengths, challenges, and next steps, but is not yet fully connected to a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders are developing an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders have an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders and teacher peers support teachers' development, including those new to the profession, with feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice, and aligns with professional goals that teachers have agreed upon with school leaders</p> <p>c) School leaders have an effective, transparent system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers; this system is leading to improved student performance</p>