

Quality Review: Teacher Development Rubric-Quality Statement 4.1 (DRAFT PENDING REVISED QR FRAMEWORK)

Quality Review 4.1 evaluates your capacity to provide professional development support for teachers. Specifically, reviewers consider “*To what extent do school leaders...use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers.*”

Underdeveloped with Proficient Features	Proficient	Well Developed
<ul style="list-style-type: none"> • School leaders refer to the <u>school wide</u> professional development plan and school wide goals when providing feedback to teachers and setting goals for their progress. • School leaders <u>identify</u> teachers who are either new to the profession or new to the school and ensure they are <u>matched</u> with a mentor. 	<ul style="list-style-type: none"> • School leaders <u>refer to each teacher’s detailed</u> professional development plan and school wide goals when providing feedback to teachers and setting goals for their progress. • The plan is based on some of the following <ul style="list-style-type: none"> ○ Classroom observations ○ scrutiny of student work ○ teachers’ reflections ○ student outcomes, and ○ school goals • School leaders provide specialized support, through mentoring and other professional development opportunities, <u>to teachers that are new to the profession and or new</u> to the school. 	<ul style="list-style-type: none"> • School leaders <u>consistently refer to each</u> teacher’s detailed professional development plan and school wide goals when providing feedback to teachers and setting goals for their progress. • The plan is based on some of the following: <ul style="list-style-type: none"> ○ Classroom observations ○ scrutiny of student work ○ teachers’ reflections ○ student outcomes, and ○ school goals • School leaders provide specialized support, through mentoring and other professional development opportunities, to <u>all teachers</u> including those that are new to the profession and or new to the school. This results in their ability to deliver effective instruction, as evidenced by <ul style="list-style-type: none"> ○ Observations ○ Student work, and ○ Student outcomes