

Department of Mathematics

Proficient

Exceeds Expectations and/or

Needs Improvement I nsatisfactory

	Proficient	Needs Improvement	I nsatisfactory

ent

Needs Improvement

Unsatisfactory

tributes to the
nt of well-
with
omes that
evant
needs, and
hat enable
the goals or
plan.

Develops or contributes to the
timely development of plans
that respond to some but not or j or j o

--	--	--

I-B-2. Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C-1. Analysis and Conclusions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.

I-C-2. Sharing Conclusions With Colleagues

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.

I-C-3. Sharing Conclusions With Students and Families

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.	Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.

Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction

Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. M

II-B-1. Safe Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role individually and collectively in preventing behaviors that interfere with learning. Is able to model this element	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.

Standard III: Family and Community Engagement

Indicator IV-B. Professional Growth

IV-D-1. Decision-Making

Exemplary

Proficient