

Q Comp Program Review Rubric 2012-13

Purpose of the Rubric

The Q Comp Program Review Rubric was designed as a feedback tool to help districts grow and improve their programs over time. The rubric outlines the essential elements of a Q Comp program and defines the minimum program standards under the Proficient level of performance. This document will be used by districts during the Program Review process to self-assess their levels of implementation within their Q Comp programs, which may identify areas needing revision or other clarifications. Districts should also use the rubric throughout the year to provide formative evaluations of the program and identify areas that need further communication or clarification to ensure implementation fidelity.

For the purpose of this document, the following definitions will apply (numbers correspond with notes referenced within the rubric):

1. Evidence of teaching and leadership expertise may include a view of previous evaluation reports, a view of a lesson (either live or video) or other methods to assess additional skills that relate to the responsibilities of the position.
2. Initial training for teacher leaders is on all program components and is at least half a day in duration annually.
3. Ongoing professional development for teacher leaders occurs at least once during the year with additional sessions as needed based on the roles of the teacher leaders.
4. Teachers are defined as all licensed staff members within the bargaining unit (both instructional and noninstructional).
5. Eligible teachers (licensed staff members) are defined as all licensed staff members within the bargaining unit (both instructional and noninstructional).
6. A select group of observers/evaluators consists of teacher leaders selected through an equitable and transparent hiring process as part of the career ladder.
 - Administrators may also be included in this group.
7. Written feedback is documentation that teachers can access at the time it is given and can reference prior to future observations for professional growth.
8. Comprehensive training for observers is at least one day in duration and contains one or more high-quality, inter-rater reliability activities.
9. High-quality, inter-rater reliability activities include at least one observation of a teacher and scoring the lesson together as a team; watching a video of a lesson and scoring together; or doing a similar activity where the team scores a lesson separately and discusses the rationale for their scoring, eventually coming to a consensus on the score.

Component 1

Q Comp Program Review Rubric

Teacher Leader Positions (Career Ladder Positions)	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>1a. The hiring process is transparent and appropriate for the teacher leader positions.</p>	<p>There is not a hiring process that is transparent and appropriate for the teacher leader positions.</p>	<p>The teacher leader positions are posted within the district. The selection process includes a personal interview.</p>	<p>All positions are posted and made available to all eligible candidates. The selection process involves a personal interview and other evidence of teaching and leadership expertise¹.</p>
<p>1b. The job description for each teacher leader position is accessible to all staff members for review, and staff understands the role of the positions.</p>	<p>The job descriptions for the teacher leader positions do not exist or are not clear to all staff members.</p>	<p>Job descriptions containing the general job responsibilities for the teacher leader positions are available, and all district staff members understand the role of teacher leaders.</p>	<p>Job descriptions containing qualifications, specific job responsibilities and an evaluation process are communicated to all staff members. All teachers can clearly explain the role of the teacher leader positions and how these roles support their professional learning and growth.</p>
<p>1c. Appropriate release time or salary augmentation is provided for each teacher leader position.</p>	<p>Release time (or extended time) or salary augmentation is not sufficient for teacher leaders to complete the responsibilities of the positions.</p>	<p>The teacher leaders can accomplish their responsibilities within the amount of time provided by extended or release time or receive salary augmentation commensurate with completing the job responsibilities.</p>	<p>Adequate time or compensation is provided to the teacher leaders for them to specifically complete the following responsibilities: facilitating learning team meetings; field-testing and teaching new strategies; and providing ongoing coaching support to the classroom teachers.</p>

Component 1

Q Comp Program Review Rubric

Teacher Leader Positions (Career Ladder Positions)	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>1d. The teacher leaders are involved in activities that directly impact classroom instruction and student achievement.</p>	<p>The teacher leaders are not involved in the learning team meetings nor one of the following:</p> <ul style="list-style-type: none"> - Professional development activities. - Teacher observation/evaluation. 	<p>The teacher leaders are involved in the learning team meetings as well as one of the following:</p> <ul style="list-style-type: none"> - Professional development activities. - Teacher observation/evaluation. 	<p>The teacher leader activities include facilitating learning team meetings; field-testing, introducing and modeling new teaching strategies to the team members; and providing subsequent ongoing coaching support in the classroom.</p>
<p>1e. A clear and equitable evaluation system is in place for each teacher leader position.</p>	<p>A formal evaluation system for the teacher leader positions does not exist.</p>	<p>There is a formal evaluation process in place for the teacher leader positions.</p>	<p>The evaluation system in place for the teacher leader positions is based on a clearly delineated set of performance indicators and conducted at least twice per school year. In addition, teacher leaders receive three formal classroom observations annually.</p>
<p>1f. The formal evaluation of each teacher leader position determines salary augmentation (if in place) or continuation in the role.</p>	<p>The position evaluation does not impact augmentation for the teacher leader positions or continuation in the roles.</p>	<p>The position evaluation impacts the awarding of the salary augmentation or the continuation in the roles for the teacher leader positions.</p>	<p>The results of the formal evaluation for each teacher leader position directly relate to the amount of salary augmentation earned.</p>
<p>1g. All teacher leaders receive initial and ongoing training in school improvement components, such as teacher observation/evaluation, job-embedded professional development, coaching and mentoring.</p>	<p>Teacher leaders do not receive training in relation to their positions.</p>	<p>Teacher leaders receive initial training². Ongoing professional development³ is provided for teacher leaders.</p>	<p>The teacher leaders receive a minimum of two days of initial training as well as multiple ongoing professional development³ sessions in the areas of content-focused teacher observation/evaluation, learning team facilitation, individual coaching, mentoring or other topics as appropriate to their positions.</p>

Component 2

Q Comp Program Review Rubric

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>2a. Teachers⁴ understand and can clearly describe the purpose, expectations, protocols and desired outcomes of their learning team meetings in relation to the student achievement goals of the district, school and learning team.</p>	<p>Teachers⁴ cannot clearly explain the formal structures, purpose and outcomes of the learning team meetings in alignment with the Q Comp plan.</p>	<p>Teachers⁴ are able to clearly communicate the structures, purpose, expectations and outcomes of the learning team meetings in relation to the Q Comp student achievement goals and their classroom practice.</p>	<p>Teachers⁴ can explain how learning teams examine student data and student work to assess progress toward student achievement goals and how this and other practices have impacted instruction and achievement.</p>
<p>2b. Learning team size and composition allow professional development to be effectively delivered.</p>	<p>Learning team size and composition do not allow for the effective delivery of professional development.</p>	<p>The size and composition of learning teams allow for effective professional development that enables all members to engage in the process and activities.</p>	<p>The size and composition of learning teams allow all members to fully engage in the process and activities and allow the teacher leaders to facilitate effective professional development and to provide ongoing coaching for each member of the team.</p>
<p>2c. There is dedicated time for learning teams to meet weekly or every two weeks for professional development aligned specifically to the student achievement goals.</p>	<p>Learning teams do not meet weekly or every two weeks for professional development aligned specifically to the student achievement goals.</p>	<p>Learning team meetings occur for an average of at least 50 minutes per week or 90 minutes every two weeks to ensure continuity of teacher learning aligned to the student achievement goals.</p>	<p>Learning team meetings occur on a weekly basis for 60 or more minutes during the school day in order to learn about, implement and reflect on research-based instructional strategies that are specifically linked to the student achievement goals of the site.</p>

Component 2

Q Comp Program Review Rubric

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>2d. The teacher learning from the learning team meetings applies directly to classroom instruction and includes coaching and support.</p>	<p>There is a lack of evidence or no expectation that new teacher learning applies directly to classroom practice. No coaching or support is provided.</p>	<p>There is evidence and an expectation that the new teacher learning from learning team meetings applies directly to classroom instruction. Coaching and support is provided as needed.</p>	<p>Teachers can provide specific examples of how they have implemented new learning from the team meetings and how this has impacted student achievement. All teachers are provided ongoing coaching and support in this implementation process.</p>
<p>2e. The teacher learning from the learning team meetings has a connection to subsequent teacher observations/evaluations.</p>	<p>There is little or no connection between the teacher learning from the learning team meetings and subsequent teacher observations/evaluations.</p>	<p>There is evidence and an expectation that there is a connection between the teacher learning from learning team meetings and subsequent teacher observations/evaluations.</p>	<p>Teacher observations/evaluations are focused on specific instructional strategies from learning team meetings that are linked to student achievement goals. Teachers regularly reflect on their own level of strategy implementation.</p>

Component 3

Q Comp Program Review Rubric

Teacher Observation/Evaluation	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>3a. All teachers receive training regarding the teacher observation/evaluation system and the scoring tool used.</p>	<p>Teachers do not receive initial training in the teacher observation/evaluation process or on the use of a scoring rubric.</p>	<p>All teachers receive one or more hours of training in the teacher observation/evaluation process and on the use of the scoring rubric for the observations.</p>	<p>All teachers receive four or more hours of training in the teacher observation/evaluation process and on the use of the scoring rubric that include activities to help define high-quality instruction in the context of their professional roles.</p>
<p>3b. All eligible teachers⁵ participate in multiple live, full-class-period observations/evaluations of direct classroom instruction by multiple trained observers, which include post-observation conferences.</p>	<p>All eligible teachers (licensed staff members)⁵ do not participate in at least three live, full-class-period observations of direct classroom instruction by at least two different trained observers each year. Post-observation conferences occur infrequently or not at all.</p>	<p>All eligible teachers (licensed staff members)⁵ participate in three live, full-class-period observations of direct classroom instruction by at least two different trained observers each year. Post-observation conferences occur within two weeks of each observation.</p>	<p>All eligible teachers (licensed staff members)⁵ participate in four or more live, full-class-period observations of direct classroom instruction by at least two different trained observers each year. Post-observation conferences occur within two days of the observation.</p>
<p>3c. A select group⁶ of highly qualified and trained observers/evaluators conduct observations.</p>	<p>There is not a select group⁶ of observers/evaluators who are highly qualified and trained, all licensed staff members are allowed to conduct observations if they attend training, or observations are conducted only by administrators.</p>	<p>A select group⁶ of observers/evaluators who are highly qualified and trained conduct observations.</p>	<p>Peers co-observe with observers/evaluators or conduct informal or coaching observations to provide further professional support.</p>

Component 3

Q Comp Program Review Rubric

Teacher Observation/Evaluation	Below Proficient	Proficient	Exemplary All of Proficient plus:
3d. The observation/evaluation cycle (with pre- and post-observation conferences) promotes reflection and improved classroom instruction.	Teachers cannot describe how the observation/evaluation cycle promotes reflection and improved classroom instruction.	Teachers can describe how the observation/evaluation cycle promotes reflection and improved classroom instruction.	Coaching and other forms of support are provided between cycles to promote growth. Teachers can also provide personal examples of changes to their own instructional practices that have increased student achievement as a result of observation/evaluation feedback, coaching and reflection.
3e. Teachers are provided with observation/evaluation feedback regarding the progression toward attaining performance standards.	No feedback is provided for each observation or the feedback is unclear and does not allow teachers to track growth and progression toward attaining performance standards.	Written feedback ⁷ is provided after each observation that allows teachers to track growth and progression toward attaining performance standards.	Written feedback ⁷ includes comments, suggestions, areas for further coaching, and scores both overall and in each element.
3f. All observers receive annual comprehensive training⁸ in teacher observation methods and on the use of an evaluation tool to ensure inter-rater reliability in the scoring process.	Observers do not receive annual comprehensive training ⁸ on observation techniques or on the use of a rubric.	Annual comprehensive training ⁸ is provided for all observers, and they have a clear understanding of the process for ensuring inter-rater reliability.	Initial comprehensive training ⁸ for observers is extensive (3-4 days) and results in formal certification of observers/evaluators, and annual recertification training is at least one day. All training includes high-quality, inter-rater reliability activities ⁹ .
3g. All observers receive ongoing training opportunities beyond the annual training to ensure inter-rater reliability of the scoring process.	Observers do not engage in additional training during the year to ensure inter-rater reliability of the scoring process, or it is limited or superficial in nature.	Observers are required to meet at least twice during each year for ongoing training or engage in at least two ongoing, high-quality, inter-rater reliability activities ⁹ to strengthen the inter-rater reliability of the scoring process.	Observers engage in three or more high-quality, inter-rater reliability activities ⁹ (at least one following each observation cycle) that ensure consistency in the scoring process.