

Q Comp Program Review Rubric

Component 1

Career Ladder Positions (Teacher Leader Positions)	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>The hiring process is transparent and appropriate for the teacher leader positions.</p> <p style="text-align: right;">1a</p>	<p>A hiring process that is transparent and appropriate for the teacher leader positions is lacking.</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, a video recording of a teaching episode and an assessment of writing skills.</p>
<p>A written job description for each teacher leader position is available for all staff members to review.</p> <p style="text-align: right;">1b</p>	<p>Written job descriptions for the teacher leader positions do not exist or are not available to all staff members.</p>	<p>Job descriptions containing the general job responsibilities for the teacher leader positions are available to all district staff members for their review.</p>	<p>A written job description containing qualifications, specific job responsibilities and an evaluation process are communicated to all staff members. All teachers are familiar with the role of the teacher leader positions.</p>
<p>Appropriate release time or salary augmentation is provided for each teacher leader position.</p> <p style="text-align: right;">1c</p>	<p>Extended or release time or salary augmentation does not exist 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 have received 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>

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Career Ladder Positions (Teacher Leader Positions)	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>The teacher leaders are involved in activities that directly impact classroom instruction and student achievement.</p> <p style="text-align: right;">1d</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>A clear and equitable evaluation system is in place for each teacher leader position.</p> <p style="text-align: right;">1e</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 <i>as well as</i> three formal classroom observations of the teacher leader.</p>
<p>The formal evaluation of each teacher leader position determines salary augmentation (if in place) or continuation in the role.</p> <p style="text-align: right;">1f</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 for the teacher leader positions or the continuation in the roles.</p>	<p>The quality of the formal evaluation for each teacher leader position directly relates to the amount of salary augmentation earned.</p>
<p>Teacher leaders have received initial and ongoing training in school improvement components such as teacher observation/evaluation, job-embedded professional development, coaching and mentoring.</p> <p style="text-align: right;">1g</p>	<p>Teacher leaders have not received training in relation to their positions.</p>	<p>New teacher leaders have received initial training. Ongoing professional development is provided for <i>all</i> teacher leaders.</p>	<p>The teacher leaders have received a minimum of two days of initial training as well as ongoing professional development in the areas of content-focused teacher observation/evaluation, learning teams, coaching and mentoring to assist them in their job responsibilities.</p>

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Component 2

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>Teachers 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 learning teams and district, as evidenced through documentation*.</p> <p style="text-align: right;">2a</p>	<p>There is a lack of documentation* as evidence that teachers** can explain the formal structures, purpose and outcomes of the learning team meetings in alignment with the Q Comp plan.</p>	<p>Documentation* exists providing evidence that teachers** are able to clearly communicate the structures, purpose and outcomes of the learning team meetings in relation to the Q Comp student achievement goals.</p>	<p>There is documentation* as evidence that learning from the learning team meetings applies directly to classroom instruction focused on improving student achievement, and this has been communicated to stakeholders.</p>
<p>Learning team size and composition allow professional development to be effectively delivered.</p> <p style="text-align: right;">2b</p>	<p>Learning teams do not exist <i>or</i> the size and composition do not allow for meeting objectives to be met.</p>	<p>Professional development is delivered through the work of job-embedded learning teams in which the size and composition allow for meeting objectives to be met.</p>	<p>The composition of learning teams allows the teacher leaders to facilitate effective teacher education and to conduct teacher observations/evaluations and ongoing coaching for each member of the team.</p>

***Documentation** includes items such as learning team minutes and agendas and teacher observation records.

****Teachers** (eligible for Q Comp) are defined as all licensed staff members within the bargaining unit (both instructional and noninstructional).

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Component 2

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>There is dedicated time for learning teams to meet weekly or every two weeks.</p> <p style="text-align: right;">2c</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.</p>	<p>Learning team meetings occur on a weekly basis for a minimum of 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>
<p>The teacher learning from the learning team meetings applies directly to classroom instruction.</p> <p style="text-align: right;">2d</p>	<p>There is a lack of evidence that new teacher learning applies directly to classroom practice.</p>	<p>There is evidence that the new teacher learning from learning team meetings applies directly to the classroom.</p>	<p>There is documented evidence* that teachers implement new teaching strategies attained from the learning team meetings into their classrooms. Teachers are provided ongoing coaching and support in this implementation process.</p>
<p>The teacher learning from the learning team meetings has a connection to subsequent teacher observations/evaluations.</p> <p style="text-align: right;">2e</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 documented evidence* that a connection exists between the teacher learning from learning team meetings and subsequent teacher observations/evaluations.</p>	<p>There is documented evidence* that teacher observations/evaluations are focused on specific instructional strategies linked to student achievement goals. Teachers regularly assess their own level of strategy implementation.</p>

***Documented evidence** is defined as not only discussion noted during meetings or heard in interviews but also written information, such as learning team meeting records, lesson plans, and observation documents.

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Component 3

Teacher Observation/Evaluation	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>All teachers* will be observed multiple times during the year by multiple, trained observers.</p> <p style="text-align: right;">3a</p>	<p>Teachers had fewer than three annual observations, or if they had three observations, they were observed by fewer than two trained observers.</p>	<p>Teachers were observed or evaluated at least three times annually and by at least two trained observers.</p>	<p>Teachers participated in additional forms of observations during the school year, such as having peers observe and score a lesson and reflect on scoring, completing a lesson video for inter-rater reliability practice, modeling a lesson for peers or sharing reflections from observations with learning team members.</p>
<p>The integrity of the observation/evaluation process is ensured through the use of the same evaluation tool (rubric) by all observers for the observation of all teachers.</p> <p style="text-align: right;">3b</p>	<p>An observation/evaluation rubric is not used or the rubric is vague with unclear categories. If multiple rubrics are used, they are not of equal rigor or not applied uniformly in job-alike settings.</p>	<p>The observation/evaluation rubric is clear, transparent, and research-based and has specific categories with defined, observable performance indicators. The rubric sets “Proficient” as the standard for a successful evaluation and is used by all observers for all teachers. One rubric is used for all job-alike evaluations.</p>	<p>Evidence is provided that shows the high-quality instructional rubric is also used schoolwide or districtwide as a guide to professional practice focused on student achievement.</p>
<p>All teachers eligible for Q Comp involvement participate in the teacher observation/evaluation process.</p> <p style="text-align: right;">3c</p>	<p>Teachers are given the option to participate in the teacher observation/evaluation process.</p>	<p>All eligible teachers (licensed staff members)* participate in the teacher observation/evaluation process.</p>	<p>Licensed staff members who are not eligible** for Q Comp performance pay voluntarily participate in the observation/evaluation process.</p>

*Teachers (eligible for Q Comp) are defined as all licensed staff members within the bargaining unit (both instructional and noninstructional).

**Licensed staff members not eligible for Q Comp are those not in the teacher bargaining unit or those contracted through another entity rather than by the school. Nonlicensed staff cannot be included.

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Component 3

Teacher Observation/Evaluation	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>All observers receive annual comprehensive training* in teacher observation methods and on the use of an evaluation tool to ensure inter-rater reliability in the scoring process.</p> <p style="text-align: right;">3d</p>	<p>Observers do not receive annual comprehensive training* on observation techniques or on the use of a rubric.</p>	<p>Annual comprehensive training* is provided for all observers, and they have a clear understanding of the process for ensuring inter-rater reliability.</p>	<p>Annual comprehensive training* for observers is extensive (3-4 days) and includes high-quality inter-rater reliability activities.**</p>
<p>All observers receive ongoing training opportunities beyond the annual training to ensure inter-rater reliability of the scoring process.</p> <p style="text-align: right;">3e</p>	<p>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.</p>	<p>Observers meet at least twice during each year for ongoing training or engage in at least two ongoing, high-quality, inter-rater reliability activities** to strengthen the inter-rater reliability of the scoring process.</p>	<p>Observers engage in three or more high-quality, inter-rater reliability activities** (at least one following each observation cycle) that ensure consistency in the scoring process.</p>
<p>All teachers have received training regarding the teacher observation/evaluation system and the scoring tool used.</p> <p style="text-align: right;">3f</p>	<p>Teachers did not receive initial training in the teacher observation/evaluation process or on the use of a scoring rubric.</p>	<p>All teachers have received 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>As a result of formal certification training on the teacher observation/evaluation process and rubric, teachers can communicate the process to others or can participate as a peer observer.</p>
<p>The observation/evaluation cycle (with pre- and post-observation conferences) promotes reflection and improved classroom instruction.</p> <p style="text-align: right;">3g</p>	<p>Teachers cannot describe how the observation/evaluation cycle promotes reflection and improved classroom instruction.</p>	<p>Teachers can describe how the observation/evaluation cycle promotes reflection and improved classroom instruction.</p>	<p>Teachers can provide examples of increased student achievement as a result of teacher observation/evaluation and the subsequent reflection on instructional practices.</p>

***Comprehensive training** for observers is at least one day in duration and contains one or more high-quality, inter-rater reliability activities.

****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.

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Component 4

Performance Pay	Below Proficient	Proficient	Exemplary All of Proficient plus:
<p>Teachers are trained annually regarding how performance pay is earned.</p> <p style="text-align: right;">4a</p>	Teachers do not receive annual training or cannot readily access information regarding what must be demonstrated to earn all portions of performance pay.	Teachers receive annual training on and can readily access information regarding what must be demonstrated to earn all portions of performance pay.	Teachers receive annual training with ongoing communications regarding program requirements and program monitoring.
<p>Teachers can communicate knowledge of schoolwide student achievement standardized assessment gains.</p> <p style="text-align: right;">4b</p>	Teachers cannot identify the schoolwide goal or how the school is tracking progress toward goal attainment.	Teachers can identify the schoolwide goal and how the school is tracking progress toward goal attainment.	Teachers can describe or show evidence of progress towards schoolwide achievement gains as a result of the focus on student data at the site, the close alignment of teacher professional development to the site goals, and rigorous expectations for all students.
<p>Teachers can communicate knowledge of measures of student achievement*</p> <p style="text-align: right;">4c</p>	Teachers cannot identify the team, grade level or classroom student achievement goal or how it aligns with the schoolwide student achievement goal.	Teachers can identify the team, grade level or classroom student achievement goal and how it aligns with the schoolwide student achievement goal.	Teachers can describe or show evidence of progress towards student achievement gains as a result of a focus on student data by teams or teachers, the implementation of new instructional strategies that are aligned to the schoolwide goals, and rigorous expectations for all students.
<p>Teachers can communicate the standard of performance and the scoring method for teacher observation/evaluation.</p> <p style="text-align: right;">4d</p>	Teachers cannot identify the level of performance to be met on the rubric or how the final rubric score is determined.	Teachers can identify the performance standard to be met on the rubric and the method used to determine the final rubric score.	Teachers can describe the observation/evaluation process (including the level of proficiency and how final scores are determined) and its impact on the instructional strategies being implemented to improve instruction and increase student achievement pertaining to the schoolwide goal.

*Measures of student achievement are team, grade level or classroom goals.