

# COMPLETING THE PROFESSIONALISM COMPONENT OF THE TEM FRAMEWORK

## 2021-22



# Important Facts:



## PROFESSIONALISM COMPONENT

- 5% of the overall TEM rating
- Four (4) Indicators
  - Professional Learning & Growth
  - Use of Data
  - School & Community Involvement
  - Leadership
- Each Professionalism Indicator receives a score from Level 1 – Level 5



# PROFESSIONAL GROWTH & LEARNING RUBRIC

Professionalism 1 – Professional Growth and Learning				
Descriptor	Level 1 – Significantly Below Expectations <i>The following best describes what is observed:</i>	Level 2 – Below Expectations <i>The following best describes what is observed:</i>	Level 3 – Meeting Expectations <i>The following best describes what is observed:</i>	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Uses Feedback	1. The educator acknowledges feedback from observations to improve identified areas of need; however, demonstrates little evidence of implementation.	The educator meets all of Level 1 requirements and some of Level 3 requirements.	1. The educator reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation.	Level 4 – Evidence fully supporting Level 3 is present, as well as <b>one</b> of the following:  Level 5 - Evidence fully supporting Level 3 is present, as well as <b>all</b> of the following:
Professional Learning	2. The educator engages in professional learning that is only observer-selected.		2. The educator selects professional learning opportunities related to self-assessed and/or identified growth areas.	1. The educator reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation and growth in identified areas of need. <sup>1</sup>  2. The educator selects professional learning opportunities related to self-assessed and identified growth areas resulting in improved practice and student outcomes.
Learning Engagement	3. The educator is unprepared or disengaged in professional learning opportunities.		3. The educator is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice.	3. The educator is consistently prepared, engaged with the content, and interactive with others during professional learning opportunities that are directly targeted at improving or enhancing practice.

<sup>1</sup>At Level 5, the educator not only shows evidence of implementing targeted actions listed in the Professional Growth and Support Plan after observations, but there is also evidence of growth in terms of teaching practice and/or student outcomes. Evidence may include, but is not limited to, improved observation scores in needed growth areas and/or improved student achievement data via formative and summative assessments related to the noted growth areas.



# PROFESSIONAL GROWTH & LEARNING

## **Description:**

The educator is consistently reflective on feedback given from observations. Additionally, the educator self-selects professional learning opportunities related to their identified growth areas. (Level 3)

## **Examples of Evidence:**

- Transcript of Professional Development Course Completion
- TEM Observation Reflections
- Participating in data meetings, PLC meetings, and other collaborative meetings (student work, data disaggregation forms, updated data charts)





# USE OF DATA RUBRIC

Professionalism 2 – Use of Data				
Descriptor	Level 1 – Significantly Below Expectations <i>The following best describes what is observed:</i>	Level 2 – Below Expectations <i>The following best describes what is observed:</i>	Level 3 – Meeting Expectations <i>The following best describes what is observed:</i>	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Use Data to Plan	1. The educator rarely utilizes various types of data to address strengths and weaknesses of students and to guide instructional or use data to plan for differentiation and scaffolding needs so that students meet through-course and end-of-course goals.	The educator meets all of Level 1 requirements and some of Level 3 requirements.	1. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals. <sup>5</sup>	<p><b>Level 4 – Evidence fully supporting Level 3 is present, as well as <i>one</i> of the following:</b></p> <p><b>Level 5 – Evidence fully supporting Level 3 is present, as well as <i>all</i> of the following:</b></p> <p>1. The educator routinely utilizes various types of quantitative and qualitative data to address students’ academic and behavioral strengths and weaknesses and to guide appropriate instructional decisions.<sup>2</sup></p> <p>2. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that individual students and class meet ambitious<sup>3</sup> through-course and end-of-course student achievement goal(s).</p> <p>3. The educator routinely engages students in a data system and guides them in the development and monitoring of their own progress toward mastery.<sup>4</sup></p>
Use Data to Assess	2. The educator analyzes student data, but cannot accurately determine student progress. There is no evidence of use of data for guiding instruction.		2. The educator analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration. <sup>6</sup>	
Data Recording System	3. The educator does not use a data system to record and monitor student progress.		3. The educator routinely records and uses a system <sup>7</sup> that allows for easy analysis of student progress toward mastery. <sup>8</sup>	

<sup>2</sup>Qualitative data may include, but is not limited to, data from counselors, teacher observations, and students’ self-assessments.

<sup>3</sup>“Ambitious” goals are those that aim to grow a student two or more years above where he or she is upon entering a course or grade. TVAAS can be used to gauge student growth for students in tested areas and pre- and post- data specific to course skills and content can be used to gauge student growth for students in courses without TVAAS data.

<sup>4</sup>Some examples of engaging students in their data may include, but are not limited to, using student data folders or charts to help students understand how they are progressing toward goals; engaging students in understanding their TVAAS student performance predictions and outscoring those predictions; and engaging students with how their results from formative assessments relate to their summative mastery goals.

<sup>5</sup>Valid data sources should be used to inform how a teacher scaffolds and differentiates instruction for the class, groups of students, and/or individuals.

<sup>6</sup>Aspects of student progress can include areas such as critical thinking, behavior, attendance, and mastery of content knowledge. Content re-teaching or acceleration should be aligned with the district’s instructional pacing.

<sup>7</sup>Systems for recording student progress include grade books, spreadsheets, and charts.

<sup>8</sup>Examples of data analysis can include identifying trends, item analysis, and/or identifying areas for re-teaching.



# USE OF DATA

## **Description:**

The educator consistently uses data to make appropriate instructional decisions based on student need. The educator develops and incorporates engaging, high-quality lessons for both whole and small group learning. (Level 3)

## **Examples of Evidence:**

- Completed Student Data Folders I-Station/I-Ready
- Student work showing growth
- Lesson Plans that incorporate well-planned workstations related to student data
- Parent-Teacher Conferences Documentations
- PLC and/or data team meeting participation
- Data within lesson plans
- Data notebooks





# SCHOOL & COMMUNITY INVOLVEMENT RUBRIC

<b>Professionalism 3 – School and Community Involvement</b>				
<b>Descriptor</b>	<b>Level 1 – Significantly Below Expectations</b> <i>The following best describes what is observed:</i>	<b>Level 2 – Below Expectations</b> <i>The following best describes what is observed:</i>	<b>Level 3 – Meeting Expectations</b> <i>The following best describes what is observed:</i>	<b>Level 4 – Above Expectations</b> <b>Level 5 – Significantly Above Expectations</b>
<b>Activities and Events</b>	1. The educator rarely supports or attends school activities and events that occur outside of the school day and/or are not mandated by school leadership.	<i>The educator meets all of Level 1 requirements and some of Level 3 requirements.</i>	1. The educator supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership.	<b>Level 4 – Evidence fully supporting Level 3 is present, as well as <i>one</i> of the following:</b>  <b>Level 5 - Evidence fully supporting Level 3 is present, as well as <i>all</i> of the following:</b>  1. The educator organizes and leads school activities and events that positively impact school results and culture.  2. The educator adheres to school and district personnel policies and serves as a leader and model for others.  3. The educator works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture.  4. The educator seeks out and secures opportunities for the school to collaborate and partner with community organizations and stakeholders that positively support student development.  5. The educator consistently promotes the school in the larger community by demonstrating actions and behaviors that support the schools' vision, mission and core values to parents and community members.
<b>School &amp; District Policies</b>	2. The educator inconsistently adheres to school and district personnel policies.		2. The educator adheres to school and district personnel policies with no noted violation.	
<b>Contributes to School Environment</b>	3. The educator inconsistently works with peers to contribute to a safe and orderly learning environment.		3. The educator works with peers to contribute to a safe and orderly learning environment.	
<b>Community Collaboration</b>	4. The educator does not actively participate in opportunities to collaborate with community organizations and stakeholders.		4. The educator participates in opportunities to collaborate with community organizations and stakeholders that support student development and promote positive school/community partnerships.	
<b>Promotes School</b>	5. The educator's participation in community events misrepresents the school's mission, vision, and core values.		5. The educator actively promotes the school in the larger community by consistently messaging the school's vision, mission and core values to parents and community members.	



# SCHOOL & COMMUNITY INVOLVEMENT

## **Description:**

The educator serves as an effective team member, promotes the school at large in a positive manner, and may serve and/or lead school committees. (Level 3)

## **Examples of Evidence:**

- Volunteering for School Committees
- PTSA /PTO
- Organizing Guest Speakers
- Volunteer Tutoring
- Attendance awards
- School or community related volunteer experiences
- Sponsor a student club





# LEADERSHIP RUBRIC

## Professionalism 4 – Leadership

Descriptor	Level 1 – Significantly Below Expectations <i>The following best describes what is observed:</i>	Level 2 – Below Expectations <i>The following best describes what is observed:</i>	Level 3 – Meeting Expectations <i>The following best describes what is observed:</i>	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
<b>Contribution to School Community</b>	1. The educator inconsistently contributes to the school community by assisting and/or mentoring others.	The educator meets all of Level 1 requirements and some of Level 3 requirements.	1. The educator contributes to the school community by assisting others, including at least <b>two</b> of the of the following: <ul style="list-style-type: none"> <li>• Collaborative planning with subject and/or grade level teams</li> <li>• Actively leading in a Professional Learning Community</li> <li>• Coaching/mentoring</li> <li>• Supervising clinical experiences</li> <li>• Leading data driven professional learning opportunities.</li> </ul>	<p><b>Level 4 – Evidence fully supporting Level 3 is present, as well as <i>one</i> of the following:</b></p> <p><b>Level 5 - Evidence fully supporting Level 3 is present, as well as <i>all</i> of the following:</b></p> <p>1. The educator actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in <b>three or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• Collaborative planning with subject and/or grade level teams</li> <li>• Actively leading in a Professional Learning Community</li> <li>• Coaching/mentoring</li> <li>• Supervising clinical experiences</li> <li>• Leading data driven professional learning opportunities.</li> </ul> <p>2. The educator seeks out opportunities to serve in leadership roles beyond the school level.</p>
<b>Leadership Roles</b>	2. The educator does not serve in leadership roles beyond the school level.		2. When presented with opportunities, the educator serves in leadership roles beyond the school level. <sup>9</sup>	

<sup>9</sup>Examples of opportunities beyond the school level may include, but are not limited to, regional, district, or national conferences, organizations and advocacy groups.



# LEADERSHIP

## **Description:**

The educator actively assumes leadership roles in and outside the school level. (Level 3)

## **Examples of Evidence:**

- DLD Facilitator
- Teacher-Led Data Meetings
- Present in Faculty Meetings on Instructional Best Practices
- Coaching/Mentoring
- Peer coaching & mentoring experiences
- PLC and/or data team participation
- Presentations at meetings and/or conferences



# PROFESSIONALISM PROCESS (EVALUATOR)

1. Schedule the Professionalism conference in PLZ.
2. Review the educator's Professionalism self-score and evidence/artifacts.
3. Score each indicator.
4. Conduct the conference as you would an observation post-conference highlighting an area of strength, an area of improvement, and next steps.

Observation Practice Growth/Achievement Professionalism TOP Additional

### Professionalism Observation

- Professionalism Observation Schedule (Evaluator) \***  
The evaluator selects the time for the Conference and clicks "Save & Submit". The employee will be notified from them or if the employee cannot meet on the times/dates proposed, they will propose alternative times agreed upon by both evaluator and employee.
- Professionalism Observation \***  
The evaluator will assess and provide employee performance through competency score ratings and provide evidence/artifacts. Once the evaluator selects, Share & Finalize, the employee can view the Observation in the Post Conference.
- Self-Score- Professionalism \***  
The employee will assess performance through competency score ratings and provide evidence/artifacts. Once the employee evaluator selects, Share & Finalize, the evaluator can view the Self-Score completed within 24 hours once the observation is completed.
- Professionalism Post Conference (Evaluator) \***  
The evaluator will provide overall strengths, areas of growth, and overall comments on the observation. The evaluator and employee Finalize the Conference. When the evaluator clicks "Finalize", the employee can view the Post Conference.



# PROFESSIONALISM PROCESS (EDUCATOR)

1. Submit Professionalism self-score for each indicator.
2. Attach supporting evidence/artifacts for each self score. Per the 2020-2021 TEM Manual, educators should submit 3-5 relevant artifacts per indicator.
3. Submit Professionalism self score. PLZ will notify the evaluator that the self score has been submitted.

Professionalism Self Score (revised 2017)

Print Save & Exit Observing: Teacher12, Training

Save Changes

Unannounced Observation (Educator) for Teacher12, Training

Evaluator: Training Teacher12  
Assessment Date: 02/22/2018

Professionalism Domains	Rating	Evidence (Required)	Attachment
* Professional Growth and Learning <a href="#">View Rubric</a>	N/A		Attach File
* Use of Data <a href="#">View Rubric</a>	N/A		Attach File
* School and Community Involvement <a href="#">View Rubric</a>	N/A		Attach File
* Leadership <a href="#">View Rubric</a>	N/A		Attach File

\* Required

Save Changes Save & Exit



**SPRING 2022**

**APRIL 20**

**APRIL 29**

**MAY 4**

Teachers complete  
Professionalism Evidence  
Collection, Self Score

100% Professionalism  
artifacts and self scores  
complete in PLZ  
(Educator)

100% of TEM Observations and Post  
Conferences completed in PLZ  
(Evaluator)

Administrators review and score educators' Professionalism Rubrics -  
100% Completed in PLZ

**2021-22  
PROFESSIONALISM  
TIMELINE**



# CONTACT INFORMATION:

## EMPLOYEE PERFORMANCE & SUPPORT

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# COMPLETING THE PROFESSIONALISM COMPONENT OF THE TEM FRAMEWORK

## 2021-22

