COMPLETING THE PROFESSIONALISM COMPONENT

OF THE TEM FRAMEWORK

2021-22







Professionalism Component

Important Facts:

- 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 The following best describes what is observed:	Level 2 - Below Expectations The following best describes what is observed:	Level 3 - Meeting Expectations The following best describes what is observed:	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Uses Feedback	 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.	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 one of the following: Level 5 - Evidence fully supporting Level 3 is present, as well as all of the following:
Professional Learning	The educator engages in professional learning that is only observer-selected.		The educator selects professional learning opportunities related to self- assessed and/or identified growth areas.	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. The educator selects professional learning
Learning Engagement	The educator is unprepared or disengaged in professional learning opportunities.		The educator is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice.	opportunities related to self-assessed and identif growth areas resulting in improved practice and student outcomes. 3. The educator is consistently prepared, engage with the content, and interactive with others during professional learning opportunities that are direct targeted at improving or enhancing practice.

¹At 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)

- 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 The following best describes what is observed:	Level 2 - Below Expectations The following best describes what is observed:	Level 3 - Meeting Expectations The following best describes what is observed:	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Use Data to Plan	 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.	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. ⁵	Level 4 – Evidence fully supporting Level 3 is present, as well as one of the following: Level 5 - Evidence fully supporting Level 3 is present, as well as all of the following: 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 instructiona decisions. ² 2. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that individual students and class meet ambitious ³ through-course and end-of-course student achievement goal(s). 3. The educator routinely engages students in a data system and guides them in the development and monitoring of their own progress toward mastery. ⁴
se Data to Assess	 The educator analyzes student data, but cannot accurately determine student progress. There is no evidence of use of data for guiding instruction. 		The educator analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration. ⁶	
Data Recording System	 The educator does not use a data system to record and monitor student progress. 		The educator routinely records and uses a system ⁷ that allows for easy analysis of student progress toward mastery. ⁸	

²Qualitative data may include, but is not limited to, data from counselors, teacher observations, and students' self-assessments.

³"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.

⁴Some 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.

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

⁶Aspects 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.

⁷Systems for recording student progress include grade books, spreadsheets, and charts.

⁸Examples 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)

- 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

Professionalism 3 – School and Community Involvement					
Descriptor	Level 1 - Significantly Below Expectations The following best describes what is observed:	Level 2 - Below Expectations The following best describes what is observed:	Level 3 - Meeting Expectations The following best describes what is observed:	Level 4 – Above Expectations Level 5 – Significantly Above Expectations	
Activities and Events	 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. 	The educator meets all of Level 1 requirements and some of Level 3 requirements.	The educator supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership.	Level 4 – Evidence fully supporting Level 3 is present, as well as one of the following: Level 5 - Evidence fully supporting Level 3 is present, as well as all of the following:	
School & District Policies	 The educator inconsistently adheres to school and district personnel policies. 		The educator adheres to school and district personnel policies with no noted violation.	The educator organizes and leads school activities and events that positively impact school results and culture.	
Contributes to School Environment	 The educator inconsistently works with peers to contribute to a safe and orderly learning environment. 		The educator works with peers to contribute to a safe and orderly learning environment.	The educator adheres to school and district personnel policies and serves as a leader and model for others.	
Community Collaboration	 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.	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	
Promotes School	 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.	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.	



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)

- 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 The following best describes what is observed:	Level 2 - Below Expectations The following best describes what is observed:	Level 3 - Meeting Expectations The following best describes what is observed:	Level 4 – Above Expectations Level 5 – Significantly Above Expectations	
Contribution to School Community	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 two of the of the following: Collaborative planning with subject and/or grade level teams Actively leading in a Professional Learning Community Coaching/mentoring Supervising clinical experiences Leading data driven professional learning opportunities.	Level 4 – Evidence fully supporting Level 3 is present, as well as one of the following: Level 5 - Evidence fully supporting Level 3 is present, as well as all of the following: 1. The educator actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: Collaborative planning with subject and/or grade level teams Actively leading in a Professional Learning Community Coaching/mentoring Supervising clinical experiences Leading data driven professional learning	
Leadership Roles	The educator does not serve in leadership roles beyond the school level.		When presented with opportunities, the educator serves in leadership roles beyond the school level.	opportunities. 2. The educator seeks out opportunities to serve in leadership roles beyond the school level.	

⁹Examples 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)

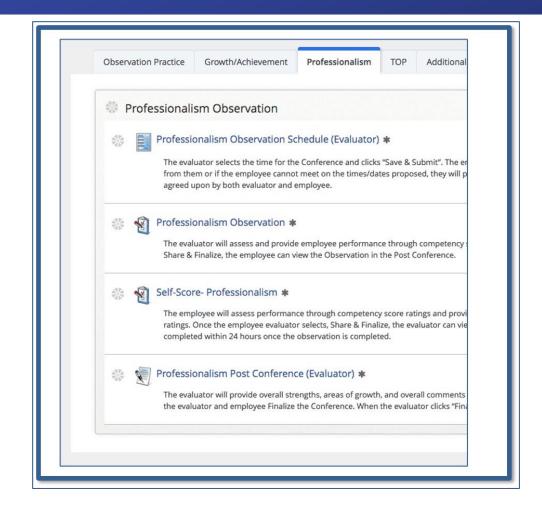
- DLD Facilitator
- Teacher-Led Data Meetings
- Present in Faculty Meetings on Instructional Best Practices
- Coaching/Mentoring
- Peer coaching & mentoring experiences
- PLC and/or data team participation
- Presentations at meetings and/or conferences





PROFESSIONALISM PROCESS (EVALUATOR)

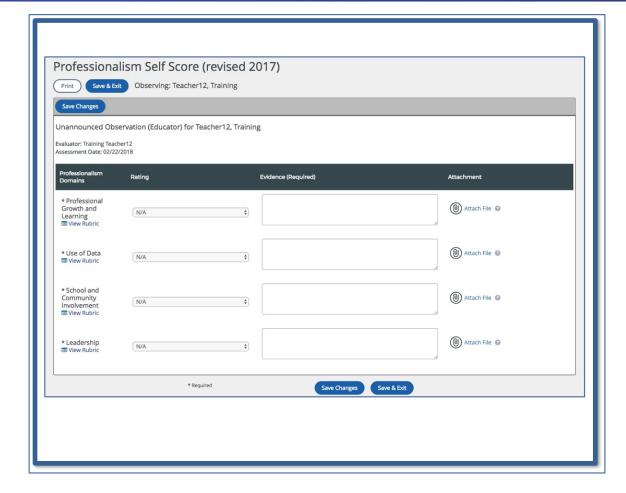
- Schedule the Professionalism conference in PLZ.
- Review the educator's Professionalism self-score and evidence/artifacts.
- 3. Score each indicator.
- Conduct the conference as you would an observation postconference highlighting an area of strength, an area of improvement, and next steps.





PROFESSIONALISM PROCESS (EDUCATOR)

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



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)

2021-22
PROFESSIONALISM
TIMELINE

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



CONTACT INFORMATION:

EMPLOYEE PERFORMANCE & SUPPORT

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