

Galloway Township Public Schools  
Evaluation Rubric – Teaching & Learning Facilitators

**Domain 1: Planning and Preparation**

<b>1a. Demonstrates understanding of the underlying research, theories, knowledge and skills of the discipline</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF demonstrates little or no understanding of the critical concepts and content of the discipline.	TLF demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	TLF demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	TLF demonstrates deep understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF demonstrates understanding of the research-based theories of the discipline</li> <li>• TLF articulates the critical concepts of the discipline</li> <li>• TLF demonstrates knowledge of a range of research-based practices to inform the improvement efforts</li> <li>• TLF has a firm understanding of the knowledge base of the discipline</li> </ul>			

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Planning and Preparation (continued)

<b>1b. Demonstrates knowledge of the capacity of teachers to implement school programs effectively</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF has little to no knowledge of the instructional capacity of the teachers and/or their ability to implement the school's programs effectively.	TLF has limited knowledge of the teachers' instructional capacity and of their ability to implement the school's programs effectively.	TLF has comprehensive knowledge of the teachers' instructional capacity and their skills and abilities to deliver the school programs effectively.	TLF actively seeks additional knowledge about each teacher's instructional capacity to understand how to best support them in implementing the school's programs.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF has observed instructional practice relative to a research-based framework</li> <li>• TLF has identified the levels of performance of the teachers relative to the framework</li> <li>• TLF assists the administration with the analysis of data as related to implementation of school programs</li> <li>• TLF assesses instructional capacity relative to the demands of the school programs</li> </ul> <p>Not evaluative of teachers - confidentiality</p>			

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Planning and Preparation (continued)

1c. Analyzes both instructional and achievement data to inform instructional support programs			
Unsatisfactory	Basic	Proficient	Distinguished
TLF does not use data to inform the instructional support programs.	<p>TLF uses either instructional or achievement data to inform the instructional support programs.</p> <p>Analysis of the data is rudimentary.</p>	<p>TLF integrates both instructional data and student achievement data to understand the classroom practices that produced the documented achievement.</p> <p>The TLF analyzes the data effectively.</p>	<p>TLF uses integrated instructional data and student achievement data to understand both the prevalent classroom practices and specific professional learning needs evidenced through student achievement.</p> <p>TLF provides a sophisticated analysis of the data.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• <b>TLF</b> analyzes multiple forms of achievement data to understand depths of student achievement</li> <li>• TLF identifies instructional trends, practices and changes over time</li> <li>• TLF integrates and analyzes instructional and achievement data</li> <li>• TLF uses the analyzed data to inform instructional support programs</li> </ul>			

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Planning and Preparation (continued)

1d. Plans a coherent program of instructional support fully integrated with the district program			
Unsatisfactory	Basic	Proficient	Distinguished
<p>TLF's instructional support program is either not planned or planned independently of the district program and the capacity of the faculty to implement the district program.</p> <p>The planned instructional support program is based on random, disconnected professional learning 'events' and lacks coherence.</p>	<p>The planned instructional support program is integrated with the district program in limited ways.</p> <p>The planned instructional support program reflects a limited degree of coherence.</p>	<p>The planned instructional support program is fully integrated with the district program.</p> <p>The planned instructional support program is coherent.</p>	<p>The planned instructional support program is fully integrated with the district program and designed to drive its goals.</p> <p>The planned instructional support program is coherent and helps bring additional coherence to the district program.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• The instructional support program is designed to provide an aligned and coordinated approach to professional learning, with clearly articulated goals and outcomes</li> <li>• The instructional program is guided by the district program</li> <li>• TLF aligns instructional support programs with the data-informed needs for improvement</li> <li>• TLF ensures the instructional support program builds on and enhances the capacity of faculty to deliver the district program</li> </ul>			

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**Domain 2: Environment**

<b>2a. Creates a respectful and safe culture that promotes collaboration</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	<p>Many teachers participate in professional learning initiated by the TLF, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction.</p> <p>Teachers experience some degree of safety in participating in the professional learning developed by the TLF.</p>	<p>Most teachers participate in professional learning initiated by the TLF. Some teachers initiate contacts with the TLF to seek support for collaborative efforts to improve instructional practices.</p> <p>Teachers' contributions are respected and valued.</p>	<p>Teachers work collaboratively with the TLF to co-develop and participate in improvement-focused professional learning.</p> <p>Teachers' contributions are respected and valued, promoting a culture of collaboration.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Instructional improvement efforts take the social and emotional needs of teachers into consideration</li> <li>• TLF ensures the planned work is flexible, to be able to respond to teachers' needs</li> <li>• The program acknowledges and respects the existing knowledge and skills of the faculty</li> <li>• TLF ensures all teacher conversations are confidential</li> <li>• </li> </ul>			

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Environment (continued)

2b. Promotes a culture of continuous instructional improvement			
Unsatisfactory	Basic	Proficient	Distinguished
While working with new teachers or teachers with a needs improvement plan, TLF conveys the sense that the instructional support program is just designed to fulfill a district, state or federal mandate and not important to the ongoing improvement of the district.	While working with new teachers or teachers with a needs improvement plan, TLF attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the instructional support TLF.	While working with new teachers or teachers with a needs improvement plan, TLF creates a culture in which continuous improvement is acknowledged as critical work. Teachers not assigned to work with the TLF also feel comfortable in reaching out for support in their instructional improvement efforts.	New teachers, teachers with a needs improvement plan, and/or other teachers initiate instructional improvement efforts, working collaboratively with the TLF to define the goals, processes and methods to measure the implementation and impact of the initiatives.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF helps to promote a “good to great” mentality in the district</li> <li>• TLF keeps the focus on continuous improvement to engage all staff in the work</li> <li>• TLF promotes a culture in which questions and request for support are invited and valued</li> <li>• Teachers seem comfortable requesting and receiving help</li> </ul>			

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**Domain 3: Delivery of Services**

<b>3a. Collaborates with teachers to design rigorous, standards-based classroom instruction</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not collaborate with teachers in designing classroom instruction.	When specifically requested, TLF provides support in designing classroom instruction, although the efforts may be more cooperative than collaborative.	TLF initiates and promotes collaborative efforts to work with teachers in designing standards-based classroom instruction.	Teachers initiate collaboration with TLF to design classroom instruction that is standards-based, rigorous and engaging.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Instructional support efforts are standards-based</li> <li>• TLF collaborates with teachers to develop lesson plans that incorporate aspects of the TLF's academic discipline</li> <li>• TLF collaborates with teachers to ensure rigorous instruction</li> <li>• Teachers seek support in developing rigorous, standards-based instruction</li> </ul>			

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Delivery of Services (continued)

<b>3b. Promotes and supports effective communication</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not communicate information to teachers, other TLFs, and/or administrators in a timely, clear and accurate manner.	TLF's communications to teachers, other TLFs, and/or administrators are inconsistently timely, clear and accurate.	TLF communicates with teachers, other TLFs, and/or administrators in a manner that is characterized as consistently frequent, timely, clear and accurate.	TLF and teachers, other TLFs, and/or administrators engage in ongoing professional discussions and in information sharing that is timely, clear and accurate.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF provides information in written forms for the teachers, other TLFs, and/or administrators</li> <li>• Written communications are clear and easily understood</li> </ul>			



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Delivery of Services (continued)

<b>3c. Promotes understanding and application of effective instructional strategies and practices</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not provide opportunities for teachers to participate in professional learning about effective instructional strategies and practices to improve instruction, student engagement and achievement.	TLF provides some opportunities for teachers to participate in professional learning about effective instructional strategies and practices, but only some teachers participate, constraining both knowledge and application within the school.	TLF provides opportunities for teachers to participate in professional learning about effective instructional strategies and practices. TLF provides support as teachers apply the new strategies and practices to their instruction.	TLF provides extensive opportunities for teachers to participate in professional learning about effective instructional strategies and practices.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>Professional learning opportunities focus on research-based strategies and practices</li> <li>Attendance/service records attest to the participation of teachers</li> <li>TLF and teachers use data to identify appropriate instructional strategies</li> <li>TLF supports teachers with in-classroom support as they implement the new strategies and practices</li> </ul>			

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Delivery of Services (continued)

<b>3d. Offers multiple approaches to improving instructional effectiveness</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF provides a single approach to professional learning that is focused on instructional effectiveness. This approach has limited impact because it may not be appropriate to the teachers' interests and needs or may be poorly implemented.	TLF provides a limited range of approaches to professional learning. The quality of the approaches is variable and the impact on instructional effectiveness is marginal.	TLF provides professional learning that includes modeling, co-planning/co-teaching, workshops, coaching and organizing/facilitating PLCs. The quality of the professional learning modalities is high and their impact on instructional effectiveness demonstrates improvement over time.	TLF and teachers work together to define the best approaches for each teacher as part of a long-term effort to improve instructional effectiveness. Improved instructional effectiveness becomes a leading indicator for improved student achievement.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>Professional learning delivery modalities include structures to support small groups, whole groups and individuals</li> <li>Teachers have options for their professional learning</li> <li>TLFs poll teachers to determine their preferred learning structure</li> </ul>			

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**Domain 4: Professional Responsibilities**

<b>4a. Reflecting on Professional Practice</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
The TLF does not know whether a session was effective or achieved its outcomes, or the TLF profoundly misjudges the success of a session. The TLF has no suggestions for how a lesson could be improved.	The TLF has a generally accurate impression of a session's effectiveness and the extent to which outcomes were met. The TLF makes general suggestions about how a lesson could be improved.	The TLF makes an accurate assessment of a session's effectiveness and the extent to which it achieved its outcomes and can cite general references to support the judgement. The TLF makes a few specific suggestions of what could be tried another time the session or a similar session is conducted.	The TLF makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which it achieved its outcomes, citing many specific examples from the session and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the TLF offers specific alternative actions, complete with the probable success of different courses of action.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• Accurate reflection on a session</li> <li>• Citation of support evidence or adjustments to practice</li> </ul>			

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Professional Responsibilities (continued)

<b>4b. Reviews and reflects on practice to inform recommendations for improvement</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF either does not reflect on professional practice or reflections are too inaccurate to inform recommendations for improvement.	TLF's reflections are vague, informing recommendations for improvement that are too global to be actionable.	<p>TLF accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes.</p> <p>Recommendations are specific and focused on program improvement.</p>	TLF's reflections are both specific and perceptive, framed by clear evidence for the provided recommendations. The TLF's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF provides recommendations for improving the instructional support program</li> <li>• Challenges are fully defined and actionable recommendations are provided to address these</li> <li>• Insights from successes are leveraged for future planning</li> </ul>			

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Professional Responsibilities (continued)

<b>4c. Demonstrates professionalism</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not observe school and/or district regulations and violates the confidentiality of discussions with teachers.	TLF inconsistently observes school and/or district regulations, and observations of confidentiality are variable.	TLF observes school and/or district regulations and all professional interactions are framed by honesty and integrity.	TLF promotes school and/or district regulations and acts with the highest degree of honesty and integrity, challenging negativity and promoting high standards of professionalism throughout the school.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLFs consistently promote close observation of school/district regulations</li> <li>• TLF addresses negativity about schools/district regulations</li> <li>• TLF is known to operate with high degrees of integrity</li> </ul>			

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Professional Responsibilities (continued)

<b>4d. Enhances professional capacity through ongoing professional learning</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not participate in professional learning.	<p>TLF participates only in professional learning required by the district or state.</p> <p>TLF makes limited attempts to share the professional learning with school staff.</p>	<p>TLF seeks professional learning opportunities, including coaching, to improve professional practice.</p> <p>TLF schedules opportunities to share the professional learning with colleagues.</p>	<p>TLF seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences (if possible).</p> <p>TLF applies this learning to improve their professional services and to increase the professional knowledge and skills of colleagues.</p>
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF attends and sometimes presents at professional conferences (when possible)</li> <li>• TLF creates opportunities for informal sharing of new professional learning</li> </ul>			

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Professional Responsibilities (continued)

<b>4e. Engages with the district community</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
TLF does not participate in district committees, projects and/or events. Professional relationships with peers are distant or negative.	TLF selectively engages with district committees, projects and/or events, typically when asked. Relationships with colleagues are professionally courteous.	TLF actively participates in, supports and contributes to district committees, projects and/or events. Professional relationships are positive, cooperative and productive.	TLF seeks opportunities to engage in district events, projects and/or committees and makes significant contributions to these, often taking a leadership role.
<p style="text-align: center;"><b>Sample Indicators of Proficiency</b></p> <ul style="list-style-type: none"> <li>• TLF is an active participant on key committees</li> </ul>			