



Performance Review Program for Initial Licensure (PRPIL) PORTFOLIO SCORING RUBRIC

STANDARD I Curriculum and Planning Assessment			
<b>Element 1.A.1</b> <b>Subject Matter Knowledge</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>• Current Unit Plans with samples activities</li> <li>• Workshops attended on standards, writing objectives,</li> <li>• List of curricula used for instruction</li> <li>• Annotation of Lesson from curriculum</li> <li>• Lesson materials that provide students with information in a variety of modalities</li> <li>• Assignments or activities that activate prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Templates or graphic organizers used to assist processing, visualization, and manipulation of information Lessons that reflect a balance of collaborative learning and direct instruction</li> <li>• Lessons that offer students choices of how they demonstrate mastery</li> <li>• Lessons that incorporate competence building (e.g., modeling, practicing, feedback, and coaching)</li> <li>• Behavioral data collection tools (e.g., ABC charts, frequency counts, momentary time sampling)</li> </ul>	
<b>Exceeds Expectation</b> <b>Level 3</b>	<b>Meets Expectation</b> <b>Level 2</b>	<b>Working Towards Expectations</b> <b>Level 1</b>	<b>Does Not Meet Expectation</b> <b>Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to design units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula. The teacher's lesson includes <b>clear, consistent and convincing intentional plans</b> , modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.	provides <b>clear</b> evidence that the teacher is able to design units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula. The teacher's lesson includes <b>clear, intentional plans</b> for modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.	performance provides <b>limited</b> evidence that the teacher is able to design units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula. The teacher's lesson <b>includes limited evidence of</b> modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.	performance <b>provides no evidence</b> that the teacher is able to design units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula. The teacher's lesson <b>includes little (makes reference to only) or no plans</b> for modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.



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<p><b>Element 1.A.3*</b> <b>Well Structured Lessons</b></p>	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>Lesson plan with essential components: Topic, Standards, EQ, Objectives, Outcomes, Assessment, Activities/Strategies, Closure, Debriefing, Exit ticket</li> <li>Templates or graphic organizers used to assist processing, visualization, and manipulation of information</li> <li>Nonlinguistic supports such as pictures or videos to support instruction</li> <li>Use of text-to-speech options to allow students multiple ways to gain knowledge and demonstrate their mastery</li> </ul>	<ul style="list-style-type: none"> <li>Visual imagery to activate prior knowledge</li> <li>Templates to provide examples and non-examples to build vocabulary</li> <li>Checklists, organizers, sticky notes, electronic reminders</li> <li>Use of analogy or metaphor and dramatization to imbed new ideas into familiar ideas</li> <li>Visual schedule or routine with variations in pacing of tasks</li> </ul>	
<p><b>Exceeds Expectation Level 3</b></p>	<p><b>Meets Expectation Level 2</b></p>	<p><b>Working Towards Expectation Level 1</b></p>	<p><b>Does Not Meet Expectation Level 0</b></p>
<p>provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. The teacher's lesson includes <b>clear, consistent and convincing intentional plans</b>, modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.</p>	<p>provides <b>clear</b> evidence that the teacher is able to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. The teacher's lesson includes <b>clear, intentional plans</b> for modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.</p>	<p>performance provides <b>limited</b> evidence that the teacher is able to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. The teacher's lesson <b>includes limited evidence of</b> modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.</p>	<p>performance <b>provides no evidence</b> that the teacher is able to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. The teacher's lesson <b>includes little (makes reference to only) or no plans</b> for modeling digital citizenship, establishing online "netiquette" with students to participate constructively in online learning and/or asynchronous and synchronous learning.</p>



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<p><b>Element 1.B.1 Variety of Assessment Methods</b></p>	<p><b>Sample Evidence:</b></p> <ul style="list-style-type: none"> <li>• Templates for student self-assessment, self-reflection, goal setting, and progress monitoring</li> <li>• Observation checklist for informal assessments (academic, behavioral, social- emotional)</li> <li>• Assessments that have options for multiple forms of expression such as presentations, posters, and essays</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments with options for paper-and-pencil or computer-based tasks Exit slips, with details of how responses were used to adjust instruction</li> <li>• Peer conferencing form or peer feedback sheet used by students to provide feedback to peers</li> <li>• Alternative assessments and work samples, including those aligned with IEPs</li> </ul>		
<p><b>Exceeds Expectation Level 3</b></p>	<p><b>Meets Expectation Level 2</b></p>	<p><b>Working Towards Expectation Level 1</b></p>	<p><b>Does Not Meet Expectation Level 0</b></p>	
<p>provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to design and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.</p>	<p>provides <b>clear</b> evidence that the teacher is able to design and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.</p>	<p>performance provides <b>limited</b> evidence that the teacher is able to design and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.</p>	<p>performance <b>provides no evidence</b> that the teacher is able to design and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.</p>	



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<b>Element 1.B.2*</b> <b>Adjustments to Practice</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>Data analyzation with written responses to how data was used</li> <li>Grouping charts with plans</li> <li>Reteach lesson plans with annotations</li> <li>List on interventions used to enhance students and how used in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Data charts to monitor progress across a variety of assessments in a specific area</li> <li>A whole-classroom improvement goal to support specific areas of focus and recognize or celebrate improvements (e.g., project based, social-emotional, behavioral improvements)</li> <li>Multiple examples of student annotated work</li> <li>Graphs and charts showing progress over time</li> <li>Process portfolios</li> <li>Review of practice to assess fidelity of implementation</li> </ul>	
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	provides <b>clear</b> evidence that the teacher is able to organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	performance provides <b>limited</b> evidence that the teacher is able to organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	performance <b>provides no evidence</b> that the teacher is able to organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
<b>1.C.3</b> <b>Sharing Conclusions with Students</b>	<b>Sample Evidence</b> <ul style="list-style-type: none"> <li>Progress Reports</li> <li>Notes to Parents about student progress</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to students</li> </ul>	
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to, based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	provides <b>clear</b> evidence that the teacher is able to based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	performance provides <b>limited</b> evidence that the teacher is able to based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	performance <b>provides no evidence</b> that the teacher is able to based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.



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Standard II Teaching All Students			
<b>Element 2.A.3*</b> <b>Meeting Diverse Needs</b>	Sample Evidence: <ul style="list-style-type: none"> <li>Identified flexible small instructional groupings and flexible partners or pairings that are regularly used</li> <li>Lessons involving cooperative groupings</li> <li>Tiered interventions that offer varying levels of support to students based on need</li> <li>Goal setting sheets used to develop collective accountability and individual accountability</li> </ul>	<ul style="list-style-type: none"> <li>Timelines to guide appropriate goal setting Lessons that include the use of technology (e.g., assistive devices, computers, projectors, laptops, tablets)</li> <li>Note-taking templates provided to students that can be accessed in multiple ways (e.g., computer, tablet, paper)</li> <li>Special education tracking data and IEP progress reports</li> </ul>	
<b>Exceeds Expectation Level 3</b>	<b>Meets Expectation Level 2</b>	<b>Working Towards Expectation Level 1</b>	<b>Does Not Meet Expectation Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	provides <b>clear</b> evidence that the teacher is able to use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	performance provides <b>limited</b> evidence that the teacher is able to use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	performance <b>provides no evidence</b> that the teacher is able to use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.



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Standard II Teaching All Students			
<b>2.B.1*</b> <b>Safe Learning Environment</b>	<ul style="list-style-type: none"> <li>Posted daily schedule or schedule of use of centers or stations—explicitly taught then reinforced using an acknowledgment system</li> <li>Posted positively stated behavioral expectations—explicitly taught then reinforced using an acknowledgment system</li> <li>Classroom recognition system to provide positive reinforcement for expected and modeled behaviors</li> </ul>	<ul style="list-style-type: none"> <li>A bulletin board or visual of the shared norms and values of the classroom</li> <li>Reflection form or checklist for students to reflect on their assignments (self-assessment)</li> <li>Class schedule that offers and allows for a variety of whole-class, small-group, partner, and individual instructional options</li> </ul>	
<b>Exceeds Expectation Level 3</b>	<b>Meets Expectation Level 2</b>	<b>Working Towards Expectation Level 1</b>	<b>Does Not Meet Expectation Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	provides <b>clear</b> evidence that the teacher is able to use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	performance provides <b>limited</b> evidence that the teacher is able to use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	performance <b>provides no evidence</b> that the teacher is able to use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
<b>2.D.1</b> <b>Creates and Maintains Respectful Environment</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>Copies of student reflections</li> <li>Photos of areas in classroom like reflection corner</li> <li>Reflection Sheets</li> <li>Sample lesson on expectations</li> </ul>	<ul style="list-style-type: none"> <li>Copy of class contracts</li> <li>Video of teacher teaching class expectation</li> <li>School letter to parents with expectations</li> <li>Syllabus</li> <li>Class rules</li> </ul>	
<b>Exceeds Expectation Level 3</b>	<b>Meets Expectation Level 2</b>	<b>Working Towards Expectation Level 1</b>	<b>Does Not Meet Expectation Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to anticipate and respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages	provides <b>clear</b> evidence that the teacher is able to anticipate and respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages	performance provides <b>limited</b> evidence that the teacher is able to anticipate and respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages	performance <b>provides no evidence</b> that the teacher is able to anticipate and respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages



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Standard II Teaching All Students			
<b>2.E.1*</b> <b>High Expectations</b> <b>Clear Expectations</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>• Photos of Anchor charts</li> <li>• Photos of exemplar student work posted throughout the class</li> <li>• Rubrics used in the lesson</li> </ul>		
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability; and is able to clearly communicate and consistently enforce specific standards of student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them.	provides <b>clear</b> evidence that the teacher is able to effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability; and is able to clearly communicate and consistently enforce specific standards of student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them.	performance provides <b>limited</b> evidence that the teacher is able to effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability; and is able to clearly communicate and consistently enforce specific standards of student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them.	performance <b>provides no evidence</b> that the teacher is able to effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability; and is able to clearly communicate and consistently enforce specific standards of student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them.
<b>Video Submission</b>	A 15-minute video recording that demonstrates the candidate's: <ol style="list-style-type: none"> <li>knowledge and ability to deepen children's understanding of a concept, or theme;</li> <li>ability to interact with children during whole-class or small-group discussion</li> <li>approach to creating a climate in the learning environment that promotes children's development of social and interpersonal skills.</li> <li>provide a written commentary analyzing the video recording and instructional materials.</li> </ol>		
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
performance provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to use integrative experiences, knowledge of children, and the learning environment to help children develop social skills to understand concepts while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.	performance provides <b>clear</b> evidence that the teacher is able to use integrative experiences, knowledge of children, and the learning environment to help children develop social skills to understand concepts while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.	performance provides <b>limited</b> evidence that the teacher is able to use integrative experiences, knowledge of children, and the learning environment to help children develop social skills to understand concepts while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.	performance <b>provides no</b> evidence that the teacher is able to use integrative experiences, knowledge of children, and the learning environment to help children develop social skills to understand concepts while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.



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Standard III Family and Community Engagement			
<b>3.A.1 Family Engagement</b>	<b>Sample Evidence</b> <ul style="list-style-type: none"> <li>• Parent Teacher sign in sheets</li> <li>• Parent Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• School wide invitations for activities</li> <li>• Screenshots of multimedia tools</li> </ul>	
<b>Exceeds Expectation Level 3</b>	<b>Meets Expectation Level 2</b>	<b>Working Towards Expectation Level 1</b>	<b>Does Not Meet Expectation Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to use a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	provides <b>clear</b> evidence that the teacher is able to use a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	performance provides <b>limited</b> evidence that the teacher is able to use a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	performance <b>provides no evidence</b> that the teacher is able to use a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.
<b>3.B.1 Learning Expectations</b>	<b>Sample Evidence</b> <ul style="list-style-type: none"> <li>• Class expectation contract with parents</li> <li>• Letters home to parents</li> <li>• Weekly behavior logs to parents with parent signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Web sites with lessons (Google Classrooms)</li> <li>• Web links to assignments</li> <li>• Syllabus</li> </ul>	
<b>Exceeds Expectation Level 3</b>	<b>Meets Expectation Level 2</b>	<b>Working Towards Expectation Level 1</b>	<b>Does Not Meet Expectation Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to consistently provide parents with clear, user-friendly expectations for student learning and behavior.	provides <b>clear</b> evidence that the teacher is able to consistently provide parents with clear, user-friendly expectations for student learning and behavior.	performance provides <b>limited</b> evidence that the teacher is able to consistently provide parents with clear, user-friendly expectations for student learning and behavior..	performance <b>provides no evidence</b> that the teacher is able to consistently provide parents with clear, user-friendly expectations for student learning and behavior.





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Standard III Family and Community Engagement			
<b>3.C.1</b> <b>Culturally Proficient</b> <b>Communication</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>• Parent or guardian survey at the beginning of the year to determine preferred forms of communication</li> <li>• Biweekly or monthly e-mails to families sharing class updates and tips for reinforcing lessons at home</li> <li>• E-mail or phone log documenting conversations regarding student performance</li> </ul>	<ul style="list-style-type: none"> <li>• E-mails or notices in families’ native languages</li> <li>• Log of efforts made to ensure that meetings and calls were conducted in families’ home languages (e.g., using interpreters)</li> <li>• Agenda from a parent, family, and teacher meeting (e.g., PTO) during which the educator made a presentation or facilitated a discussion</li> </ul>	
<b>Exceeds Expectation</b> <b>Level 3</b>	<b>Meets Expectation</b> <b>Level 2</b>	<b>Working Towards Expectation</b> <b>Level 1</b>	<b>Does Not Meet Expectation</b> <b>Level 0</b>
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to regularly use two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	provides <b>clear</b> evidence that the teacher is able to regularly use two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	performance provides <b>limited</b> evidence that the teacher is able to regularly use two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	performance <b>provides no evidence</b> that the teacher is able to regularly use two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.



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Standard IV Professional Culture			
<b>4.A.1*</b> <b>Reflective Practice</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>Teacher reflection: What worked well? What is an area in need of improvement?</li> <li>Student reflection: What worked well? What is an area in need of improvement?</li> <li>Lesson or intervention reflection: Was this lesson research based? How do I know?</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agenda documenting efforts to share strategies for reflection at faculty, grade- level, or department meetings</li> <li>Classroom contract or behavioral strategy implemented in classroom and shared with colleagues via e-mail or at faculty, grade-level, or department meeting</li> <li>Student surveys to gather actionable feedback about inclusive practice</li> </ul>	
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning	provides <b>clear</b> evidence that the teacher is able to regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning	performance provides <b>limited</b> evidence that the teacher is able to regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	performance <b>provides no evidence</b> that the teacher is able to regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning
<b>4.B.1</b> <b>Professional Growth</b>	<b>Sample Evidence</b> <i>Must show consistency</i> <ul style="list-style-type: none"> <li>Coaching notes</li> <li>Meeting Agenda from PCS</li> </ul>	<ul style="list-style-type: none"> <li>Certificate for workshop attendance</li> <li>List of Leadership Roles</li> <li>Photos of yourself at trainings with training agendas</li> </ul>	
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to consistently seek out and apply, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	provides <b>clear</b> evidence that the teacher is able to consistently seek out and apply, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	performance provides <b>limited</b> evidence that the teacher is able to consistently seek out and apply, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	performance <b>provides no evidence</b> that the teacher is able to consistently seek out and apply, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.



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Standard IV Professional Culture			
<b>4.C.1</b> <b>Professional Collaboration</b>	<b>Sample Evidence:</b> <ul style="list-style-type: none"> <li>Lesson plans that target school-wide initiatives and best practices</li> <li>Lesson or unit plans that culminate in a school-wide or grade-level demonstration or product (e.g., mural, collage, science fair, etc.)</li> <li>Collaborative meeting notes to discuss specific areas of strength and areas in need of improvement with action plan (academic, behavioral, social-emotional)</li> </ul>	<ul style="list-style-type: none"> <li>Action plans for school-wide positive behavior celebrations School-wide character education texts, assignments, or activities</li> <li>Correspondence with families to introduce interdisciplinary initiatives or events</li> </ul>	
Exceeds Expectation Level 3	Meets Expectation Level 2	Working Towards Expectation Level 1	Does Not Meet Expectation Level 0
provides <b>clear, consistent, and convincing</b> evidence that the teacher is able to consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	provides <b>clear</b> evidence that the teacher is able to consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	performance provides <b>limited</b> evidence that the teacher is able to consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	performance <b>provides no evidence</b> that the teacher is able to consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.

- Legend:**
- Portfolio submitted for endorsement:**
- Level 3 - Clear, Consistent and Convincing Evidence** - Both pieces of evidence submitted are exemplar of the standards and may be shared with others. **Example:** Both pieces are scored at Level 3
  - Level 2 - Clear Evidence** - Both pieces of evidence submitted provide details that the candidate has an understanding of implementation of the standards. **Example:** One piece of evidence can be a Level 2 and one can be a Level 2-3 and it receives an overall Level 2.
- Portfolio must be resubmitted:**
- Level 1 - Limited Evidence** - At least one piece of evidence submitted meets or exceeds standards, but the other may lack quality. **Example:** One piece of evidence is scored at a Level 1 and one is a Level 2 or 3, it is automatically scored at Level 1. Further, if both pieces are scored at Level 1 it is scored at a Level 1.
  - Level 0 - No Evidence** - None of the evidence submitted is relevant to the standard or is not present.