

Oregon Trail School District  
 Differentiated Levels of Performance across the InTASC Standard Domains for Certified Staff  
 (use rubric to create self-assessment summary at bottom of page)

Performance Domains	Performance Standards	Excellent 4	Proficient 3	Below Proficient 2	Failing 1
<b>The Learner and Learning</b>	Standard #1: Learner Development	The employee is exceeding the standard: reaching every student and able to assess the needs of all students while collaborating with families, colleagues and other professionals to meet the needs of all students.	The employee is meeting the standard: adequately engaging students; and is able to assess the needs of most students, collaborating with most families, colleagues and other professionals to meet the needs of students.	The employee is making progress toward the standard: inconsistently demonstrates proficiency in engaging students, assessing the needs of students, and collaborating with families, colleagues and other professionals to meet the needs of students.	The employee is failing the standard: ineffective at engaging students, assessing the needs of students, and rarely collaborates with families, colleagues and other professionals to meet the needs of students.
	Standard #2: Learning Differences	The employee is exceeding the standard: purposefully designing lessons that meet the needs and multiple intelligences of all students utilizing best practices.	The employee is meeting the standard: sufficiently designing lessons that mostly meet the needs and multiple intelligences of most students utilizing best practices.	The employee is making progress toward the standard: designing lessons and utilizing best practices that sporadically meet the needs and multiple intelligences of most students, or meeting the needs of few students.	The employee is failing the standard: poorly designing lessons and rarely utilizing best practices that meet the needs and multiple intelligences of students.
	Standard #3: Learning Environments	The employee is exceeding the standard: superbly maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with students are always purposeful and planned to meet the various needs of all students.	The employee is meeting the standard: adequately maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with students are consistently purposeful and planned to meet the various needs of most students.	The employee is making progress toward the standard: inconsistently maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with students are inconsistently planned or do not consistently meet the various needs of most students; students inconsistently demonstrate knowledge of routines and expectations.	The employee is failing the standard: a safe learning environment with high academic standards is rarely present; poorly maintained classroom environment, including room set-up; classroom routines are rarely purposeful or planned; and students often demonstrate confusion about expectations.

<b>Performance Domains</b>	<b>Performance Standards</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Below Proficient</b>	<b>Failing</b>
<b>Content Knowledge</b>	Standard #4: Content Knowledge	The employee is exceeding the standard: exemplary understanding of central concepts, tools of inquiry, and structure of content. Frequently creates rigorous learning experiences that make content accessible and meaningful to students while consistently achieving student mastery.	The employee is meeting the standard: sufficient understanding of central concepts, tools of inquiry, and structure of content. Creates learning experiences that make content accessible and meaningful to most students, helping most students achieve mastery.	The employee is making progress toward the standard: Limited understanding of central concepts, tools of inquiry, and structure of content. Seldom creates learning experiences that are accessible and meaningful to students. Students infrequently achieve mastery.	The employee is failing the standard: very limited understanding of central concepts, tools of inquiry, and structure of content. Students infrequently, if ever, have meaningful learning experiences. Lack of knowledge impedes student ability to achieve mastery.
	Standard #5: Application of Content	The employee is exceeding the standard: extensive understanding of connecting concepts and using differing perspectives to engage learners in quality critical thinking, creativity, and collaborative problem solving. Seamlessly incorporates themes of all content areas into a meaningful, relevant curriculum.	The employee is meeting the standard: adequate understanding of connecting concepts and using differing perspectives to engage learners in critical thinking, creativity and problem solving. Sufficiently incorporates themes of additional content areas into curriculum.	The employee is making progress toward the standard: limited understanding of methods to connect concepts and facilitate differing perspectives to engage learners. Insufficient use of cross-curricular content in curriculum.	The employee is failing the standard: minimal understanding of methods to connect concepts and facilitate differing perspectives. Does not engage learners. Infrequently, if ever, incorporates cross-curricular content in curriculum.

Performance Domains	Performance Standards	Excellent	Proficient	Below Proficient	Failing
Instructional Practice	Standard #6: Assessment	The employee is exceeding the standard: utilizes a wide variety of assessment tools addressing multiple intelligences, effectively balancing formative and summative evaluations creating authentic, continuous assessment of learning gains, and clearly utilizes information gained from assessment to address student academic needs.	The employee is meeting the standard: adequately uses a number of assessment types. Both formative and summative assessments are present and create an accurate evaluation of student progress. Information gained from assessments is used to sufficiently address student academic needs.	The employee is making progress toward the standard: uses limited types of assessment. Formative and summative assessments are erratic and show little relationship to each other. Limited information gained from assessment is used to address student academic needs.	The employee is failing the standard: does not utilize assessment to address student academic needs. Formative and summative assessments are missing or completely ineffective.
	Standard #7: Planning for Instruction	The employee is exceeding the standard: purposefully plans instruction that supports every student in meeting rigorous learning goals. Routinely utilizes knowledge of content areas, curriculum, standards, and best practices, as well as knowledge of learners and the community context. Consistently revisits plans and frequently adjusts plans to meet student needs.	The employee is meeting the standard: sufficiently develops plans for instruction that meet learning goals for most students, addresses curriculum goals, standards, and most individual student needs. Learning goals are revisited and adjusted to meet the needs of the students.	The employee is making progress toward the standard: plans for instruction are limited and inconsistent, meeting the needs of few students. Knowledge of curriculum, standards, and best practices is inconsistent. Learning goals are rarely adjusted to meet changing student needs.	The employee is failing the standard: does not develop useful lesson plans. Lessons do not meet the needs of students, content standards, and/or the curriculum. The employee does not have learning goals for driving lessons.
	Standard #8: Instructional Strategies	The employee is exceeding the standard: demonstrates an exceptional understanding and implements a wide variety of instructional strategies that reach all students and foster a deep understanding of content.	The employee is meeting the standard: demonstrates a basic knowledge of instructional strategies and implements some of them. Instructional strategies reach the majority of the students and foster a solid understanding of content.	The employee is making progress toward the standard: demonstrates a limited knowledge of instructional strategies. Implementation of these strategies is seldom and inconsistently leads to student understanding.	The employee is failing the standard: does not possess knowledge of effective instructional strategies. Instructional strategies are haphazardly implemented and do not lead to meaningful student understanding.

<b>Performance Domains</b>	<b>Performance Standards</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Below Proficient</b>	<b>Failing</b>
<b>Professional Responsibility</b>	Standard #9: Professional Learning and Ethical Practice	The employee is exceeding the standard: actively participates and notably contributes in the entire school community. Effectively seeks out opportunities to grow and collaborate as an educator, demonstrates impeccable ethics and professionalism to all involved in the school community.	The employee is meeting the standard: participates and contributes to multiple aspects of the school community, participates in opportunities to grow and collaborate, demonstrates admirable ethics and professionalism.	The employee is making progress toward the standard: occasionally contributes to the school community, is sometimes reluctant to grow and collaborate, demonstrates basic ethics and professionalism	The employee is failing the standard: does not contribute to the school community, fails to grow as educator or collaborate with others, and demonstrates a lack of ethics and professionalism.
	Standard #10: Leadership and Collaboration	The employee is exceeding the standard: consistently seeks out leadership roles and opportunities to collaborate with others for the purpose of taking responsibility for student learning and to advance the profession of education.	The employee is meeting the standard: demonstrates leadership and participates in opportunities to collaborate with others for the purpose of taking responsibility for student learning and to advancing the school community.	The employee is making progress toward the standard: seldom demonstrates leadership or participates in opportunities to collaborate. The employee is hesitant to work with others to take responsibility for student learning and to advance the school community,	The employee is failing the standard: does not demonstrate leadership and is unwilling to collaborate or obstructs the collaborative processes. The employee is unwilling to work with others to take responsibility for student learning and hinders the school community.
<b>Effort</b>			The employee is meeting performance standards and is making a reasonable effort to implement proposed changes and/or improvements.		Little or no evidence exists that performance standards are being met or that proposed changes and improvements have been implemented.

TEACHER SELF-ASSESSMENT (Summary)

