

## Leadership

A Distinguished Teacher serves as a role model and leader for peers across the campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.

	1.5 points	3 points	4.5 points	6 points
<b>Leadership</b>	Assumes informal leadership roles, particularly in 1-1 or small group settings	Assumes formal and/or informal leadership roles, particularly in small group settings	Assumes multiple or significant formal and informal leadership roles, making individual contributions that create improvements in teacher practice and student achievement	Assumes multiple or significant formal and informal leadership roles, making individual contributions that create significant improvements in teacher practice and student achievement
<b>Mentoring</b>	Mentors, coaches, or provides non-evaluative feedback to teachers and student teachers	Mentors, coaches, or provides non-evaluative feedback to teachers and student teachers creating significant change in teacher practice	Actively contributes to the development of a substantial number of teachers, creating significant change in teacher practice	Actively takes ownership of the development of other teachers, enabling them to serve successfully in leadership roles
<b>Sharing New Ideas, Work, and Best Practices</b>	Shares work/ideas and best practices with other teachers	Shares work/ideas with, and models best practice for, other teachers	Proactively shares work/ideas with others and models best practices; is sought out by a wide range of teachers at the campus for new ideas and effective practices	Leads and is recognized as the leader of the implementation of new ideas, work, and best practices across the campus
<b>Professional Development</b>	Relays information from meetings or other professional development sessions to others	Plays a role in planning or leading campus professional development	Helps identify campus professional development needs and plays significant role in planning or delivery of campus professional development	Leads planning or delivery of effective professional development that creates significant and/or measurable improvements
<b>Collaboration</b>	Collaborates with formal or informal teams to help the campus make sense of information and identify problems	Collaborates with formal or informal teams to help the campus make sense of information, identify and resolve problems, and improve practice or policy	Initiates problem identification and resolution in group settings to pursue more effective ways to improve the campus	Leads problem identification and resolution in group settings, and challenges the status quo, implementing more effective ways to improve the campus, increase morale, and accelerate the goals of the campus
<b>Awards and Recognition</b>	Evidences commitment to excellence through individual testimonials or minor awards	Recognized by campus for activities above and beyond assigned duties	Recognized by district for activities above and beyond assigned duties	Recognized beyond a district-level for effective teaching practices which resulted in campus improvements



## Lifelong Learning

A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve individual and campus practice, showing a commitment to team innovation and growth.

	1 point	2 points	3 points	4 points
<b>Utilization of Feedback</b>	Receives feedback constructively and acts upon feedback	Receives feedback and acts to improve instructional practice	Receives feedback and acts to significantly improve instructional practice and student performance as measured by quantitative and/or qualitative data	Receives feedback and acts upon feedback to significantly impact campus instructional practice as measured by quantitative and/or qualitative data
<b>New Methods and Approaches</b>	Tries new methods and approaches as shared by other professionals or through individual research, data analysis, and/or independent study in the field of education	Seeks out, attains, and implements knowledge of new methods and approaches through individual research, data analysis, and/or independent study resulting in improvement in instructional practice	Seeks out, attains, and implements knowledge of new methods and approaches through individual research, data analysis, and/or independent study resulting in significant improvement of instructional practice and student performance as measured by quantitative and/or qualitative data	Shares knowledge of new methods and approaches gained through individual research, data analysis, and/or independent study with team, grade level, and/or department resulting in a significant impact of campus practice as measured by quantitative and/or qualitative data
<b>Professional Development</b>	Attends professional development, workshops, and/or conferences, and implements learning into practice	Attends professional development, workshops, and/or conferences, and implements learning resulting in the improvement of instructional practice	Attends professional development, workshops, and/or conferences, and implements learning to significantly improve instructional practice as measured by quantitative and/or qualitative data	Attends professional development, workshops, and/or conferences, and implements learning to significantly impact campus practice; Provides formal professional development to staff to communicate and share knowledge gained from learning experiences as measured by quantitative and/or qualitative data
<b>Staying Current in the Field of Education</b>	Reads books, articles, publications, media, and/or participates in formal book studies and implements knowledge gained in instructional practice	Reads books, articles, publications, media, and/or participates in formal book studies and implements knowledge gained to improve instructional practice	Reads books, articles, publications, media, and/or participates in formal book studies, and implements learning to significantly improve instructional practice as measured by quantitative and/or qualitative data	Reads books, articles, publications, media, and/or participates in formal book studies, and implements learning to significantly impact campus practice as measured by quantitative and/or qualitative data
<b>Technology</b>	Utilizes technology to supplement classroom instruction	Utilizes technology to improve instructional practice	Utilizes technology to tailor instruction to the needs of individual students and otherwise significantly improve instructional practice as measured by quantitative and/or qualitative data	Utilizes technology to significantly impact campus instructional practice as measured by quantitative and/or qualitative data
<b>Professional Coursework</b>	Participates in relevant coursework at institutions of higher learning OR participates in other professional programs	Successfully completes relevant coursework at institutions of higher learning OR successfully completes other professional programs	Successfully completes relevant coursework OR completes professional programs and demonstrates implementation of knowledge gained to significantly improve instructional practice as measured by quantitative and/or qualitative data	Successfully completes relevant coursework OR completes professional program and demonstrates implementation of knowledge gained to impact campus practice as measured by quantitative and/or qualitative data

A candidate does NOT have to have a Master's degree or higher to achieve a three or four performance level rating. If other evidence exists, as described above, a candidate without a Master's may still achieve a three or four performance level rating. Moreover, completion of a Master's degree or higher does not guarantee a candidate will achieve a three or four performance level rating.

## Contributions to the Profession

A Distinguished Teacher makes teacher-facing contributions to the profession at the campus, district, and state/national levels that positively impacts policy and/or practice.

	1 point	2 points	3 points	4 points
<b>Sharing of New Ideas, Work, and Best Practices</b>	Shares work and ideas with other teachers at the campus thereby creating a positive change in teacher practice	Shares work and ideas with other teachers at the campus and feeder and/or district thereby creating a positive change in teacher practice	Makes a significant impact to feeder and/or district practice by sharing work and ideas thereby resulting in a positive change in teacher practice (e.g. websites, articles)	Makes a significant impact at the state/national level by sharing work and ideas thereby resulting in a positive change in teacher practice (e.g. , journals, books, websites, articles)
<b>Classroom Visits</b>	Other professionals at the campus observe his/her classroom practice thereby resulting in a positive change in teacher practice	Other professionals in the district visit the campus to observe his/her classroom practice thereby resulting in a positive change in teacher practice	Other professionals in the district visit the campus to observe his/her classroom practice thereby resulting in a significant impact in teacher practice	Other professionals from across the state/ nation visit the campus to observe his/her classroom practice thereby resulting in a positive change in teacher practice
<b>District Initiatives</b>	Increases awareness of district initiatives and issues thereby resulting in a positive change in teacher practice	Contributes to a feeder/district priority initiative, team, or committee thereby resulting in a positive change in teacher practice	Makes substantial contribution to a feeder/district priority initiative, team or committee, thereby positively impacting district policy or practice	Makes substantial contribution to an initiative, board, team or committee at the state/national level, thereby positively impacting state/national policy or practice
<b>Professional Development</b>	Informally teaches other professionals at the campus thereby resulting in a positive change in teacher practice	Formally teaches other professionals at the campus thereby resulting in a positive change in teacher practice	Formally leads professional development at the feeder and/or district level thereby resulting in a positive change in teacher practice	Formally leads professional development at the state/national level thereby resulting in a positive change in teacher practice (i.e. presents at conferences, conducts workshops, or teaches college-level courses for adult education students)