



Washoe County
School District

MyPGS



TOSA
Evaluation
Rubric

Washoe County
School District

Professional
Growth System

Washoe County School District Teacher Performance Standards

Teacher on Special Assignment (TOSA)

Glossary of Terms

1. TOSA (Teacher on Special Assignment – General): Teacher who performs educational duties outside of the classroom as the primary assignment. Examples include:
 - a. Instructional Coaches
 - b. Curriculum Trainers
2. Client: The person who uses the services of the TOSA
3. Stakeholder: Someone who has a vested interest in the work the TOSA does
4. Protocol: The standard practice of doing something
5. Learning strategies: Ways to engage students in learning. Examples include:
 - a. Activating prior knowledge
 - b. Allowing processing time
 - c. Applying new knowledge/skills
 - d. Reflecting on learning
6. Collaboration: Gaining information/skills from deep discussions with others
7. Consultation: Active process of identifying needs and creating a plan of action to address them
8. Facilitation: Process of designing learning to allow for optimum learner input and buy-in
9. Equity: Each student/staff/person is provided with the individual resources they need to reach or exceed a common goal/standard/outcome

Standard-Specific Terms:

Standard 1:

- 1b: Formative Plan - An on-going plan of assessment that evaluates the quality and level of support being provided

Standard 2:

2a: Element: Fosters a safe learning environment

- Adjusting body language through modeling and mirroring to facilitate professional dialogue

2b: Element: Uses learning strategies and discussion techniques

- Processing, applying, summarizing, extending and reflecting
- Pausing, paraphrasing, asking clarifying questions, putting ideas on the table, paying attention to self and others, pursuing a balance between advocacy and inquiry

2b: Element: Uses active learning strategies

- Discussing, writing, demonstrating, modeling, and practice to encourage transfer of content
- Facilitates professional learning

Standard 3:

3c: Element: Integrates feedback

- Using feedback to inform practice to improve performance
- Seeking feedback from multiple sources via surveys, exit tickets, formal observations, peer observations

Standard 4:4a: Element: Culturally Responsive Practices

- Works through a culturally responsive and equity lens to address cultural barriers and build capacity
- Demonstrates knowledge of current trends in culturally responsive and equitable practices
- Demonstrates culturally responsive practices in learning and professional environments

4b: Element: Service to Clients

- Differentiates support to meet unique needs of clients
- Builds capacity of clients to become increasingly independent

4c: Element: Continuous Cycle of Improvement

- Employs PDSA (Plan-Do-Study-Act)
- Collaborates with stakeholders

4d: Element: Service to District, State, or National Educational Leadership

- Participates in educational improvement efforts outside immediate site/department
- Contributes district, State, and/or national perspectives to immediate site/department

STANDARD 1 Planning and Preparation	STANDARD 2 Professional Learning Culture	STANDARD 3 Professional Responsibilities	STANDARD 4 Job Specific Responsibilities
1a Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Demonstrates knowledge of current trends in job specific areas • Demonstrates knowledge of current trends in professional development • Demonstrates knowledge of resources 	2a Collaboration <ul style="list-style-type: none"> • Utilizes and maintains professional communication • Fosters a safe learning community • Participates in a culture of professional collaboration • Builds partnerships 	3a Professional Growth <ul style="list-style-type: none"> • Requests and integrate feedback • Makes connections to Strategic Plan and WCSD vision • Participates in ongoing professional learning • Demonstrates integrity and ethical conduct • Provides service to the profession 	4a Culturally Responsive Practices <ul style="list-style-type: none"> • Works through a culturally responsive and equity lens to address cultural barriers and build capacity • Demonstrates knowledge of current trends in culturally responsive and equitable practices • Demonstrates culturally responsive practices in learning and professional environments
1b Instructional Outcomes <ul style="list-style-type: none"> • Establishes goals for instructional support appropriate to the setting and the clients served • Aligns plan to client goals • Develops plan to evaluate the support provided 	2b Instruction <ul style="list-style-type: none"> • Uses data to inform decisions • Uses learning strategies and discussion techniques • Facilitates productive interactions and inquiry • Facilitates professional learning 	3b Organization and Management <ul style="list-style-type: none"> • Meets professional obligations • Organizes and manages materials/resources/records • Manages time • Demonstrates flexibility and responsiveness 	4b Service to Clients <ul style="list-style-type: none"> • Differentiates support to meet unique needs of clients • Builds capacity of clients to become increasingly independent
1c Communication <ul style="list-style-type: none"> • Builds communication with stakeholders • Maintains communication with stakeholders 			4c Continuous Cycle of Improvement <ul style="list-style-type: none"> • Employs PDSA (Plan-Do-Study-Act) • Collaborates with stakeholders
			4d Service to District, State, or National Educational Leadership <ul style="list-style-type: none"> • Participates in educational improvement efforts outside immediate site/department • Contributes district, state, and/or national perspectives to immediate site/department

STANDARD 1 PLANNING AND PREPARATION				
COMPONENTS <i>Elements</i>	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • <i>Demonstrates knowledge of current trends in job specific areas</i> • <i>Demonstrates knowledge of current trends in professional development</i> • <i>Demonstrates knowledge of resources</i> 	<p>Demonstrates little or no familiarity with job specific area or current trends in professional development.</p> <p>Has little or no familiarity with resources available in the school or district.</p>	<p>Demonstrates basic familiarity with job specific area and current trends in professional development.</p> <p>Has basic familiarity with resources available in the school and district.</p>	<p>Demonstrates broad knowledge of job specific area and current trends in professional development.</p> <p>Has full awareness of resources available in the school, district and larger professional community.</p>	<p>Demonstrates extensive knowledge of job specific area, current trends in professional development, and is utilized as a resource.</p> <p>Actively seeks out new resources available in the school, district and larger professional community.</p>
1b Instructional Outcomes <ul style="list-style-type: none"> • <i>Establishes goals for instructional support appropriate to the setting and the clients served</i> • <i>Aligns plan to client goals</i> • <i>Develops plan to evaluate the support provided</i> 	<p>Has no clear goals for the instructional support program, or goals are inappropriate to either the situation or the needs and goals of the client.</p> <p>Has no plan to match client goals or plan lacks coherence, overall structure, and consists of a random collection of unrelated activities.</p> <p>Has no plan to evaluate the support provided.</p>	<p>Has rudimentary goals for the instructional support program that are partially suitable to the situation and the needs of the client.</p> <p>Has a plan to match client goals that includes a number of worthwhile activities, but only some of them fit with the broader goals.</p> <p>Has a basic plan to evaluate the support provided.</p>	<p>Has clear goals for the instructional support program that are suitable to the situation and the needs of the client.</p> <p>Has a plan that develops all activities to fit with the client's broader goals.</p> <p>Has an organized plan to evaluate the support provided.</p>	<p>Has goals for the instructional support program that are highly appropriate to the situation and the needs of the client, and have been developed following consultations with stakeholders.</p> <p>Has a highly coherent plan in which all activities take into account various priorities and goals.</p> <p>Has a formative plan to evaluate the support provided.</p>
1c Communication <ul style="list-style-type: none"> • <i>Builds communication with stakeholders</i> • <i>Maintains communication with stakeholders</i> 	<p>Establishes and-maintains little or no communication with stakeholders regarding implementation of services.</p>	<p>Inconsistently establishes and maintains communication with stakeholders regarding implementation of services.</p>	<p>Consistently establishes and maintains clear communication with stakeholders regarding implementation of services.</p>	<p>Uses protocols to establish, build and maintain clear and consistent communication with stakeholders regarding implementation of services, and adjusts and differentiates communication as necessary to meet client needs.</p>

**STANDARD 2
PROFESSIONAL LEARNING CULTURE**

COMPONENTS Elements	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<p>2a Collaboration</p> <ul style="list-style-type: none"> • <i>Utilizes and maintains professional communication</i> • <i>Fosters a safe learning environment</i> • <i>Participates in a culture of professional collaboration</i> • <i>Builds Partnerships</i> 	<p>Rarely uses or maintains timely, productive, and respectful communications with colleagues and participants.</p> <p>Rarely adapts to the situation to facilitate professional dialogue.</p> <p>Rarely collaborates, works with or builds positive relationships/connections with members of departments or the district.</p>	<p>Occasionally uses or maintains timely, productive, and respectful communications with colleagues and participants.</p> <p>Inconsistently adapts to the situation to facilitate professional dialogue.</p> <p>Inconsistently collaborates, works with or builds positive relationships/connections with members of departments or the district.</p>	<p>Consistently uses and maintains timely, productive, and respectful communications with colleagues and participants.</p> <p>Consistently adapts to the situation to facilitate professional dialogue.</p> <p>Consistently collaborates, works with or builds positive relationships/connections with members of departments or the district, and consistently contributes to the productivity of the group.</p>	<p>Consistently uses and maintains timely, productive, respectful communications with colleagues and participants, and consistently encourages clients to use and maintain effective professional communication.</p> <p>Consistently adapts to the situation to facilitate professional dialogue by extending responsibilities to clients.</p> <p>Consistently collaborates, works with or builds positive relationships with members of departments or the district and actively seeks leadership roles as appropriate within and beyond the department.</p>
<p>2b Instruction</p> <ul style="list-style-type: none"> • <i>Uses data to inform decisions</i> • <i>Uses learning strategies and discussion techniques</i> • <i>Facilitates productive interactions and inquiry</i> • <i>Facilitates professional learning</i> 	<p>Rarely uses data to inform decisions in planning.</p> <p>Rarely uses learning strategies and discussion techniques so participants can express, listen and respond to others.</p> <p>Does not provide opportunities for participants to work in a variety of settings.</p> <p>Rarely or does not facilitate professional learning.</p>	<p>Inconsistently uses data to inform decisions in planning.</p> <p>Inconsistently uses learning strategies and discussion techniques so participants can express, listen and respond to others.</p> <p>Inconsistently provides opportunities for participants to work in a variety of settings.</p> <p>Occasionally facilitates professional learning.</p>	<p>Consistently uses data to inform decisions in planning.</p> <p>Consistently uses learning strategies and discussion techniques so participants can express, listen and respond to others.</p> <p>Consistently provides opportunities for participants to work in a variety of settings.</p> <p>Regularly facilitates professional learning with one or more participants.</p>	<p>Consistently uses data in planning, and encourages clients to use data to make decisions about instruction or district initiatives.</p> <p>Consistently uses learning strategies and discussion techniques so participants can express, listen and respond to others, and promotes transfer of strategies into clients' practice.</p> <p>Consistently provides participants with multiple opportunities to work in a variety of settings to promote deep understanding and/or uses active learning strategies to encourage transfer of content and strategies into client practice.</p>

				Regularly assumes a leadership role in planning, facilitating and evaluating professional learning with one or more participants.
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**STANDARD 3
PROFESSIONAL RESPONSIBILITIES**

COMPONENTS <i>Elements</i>	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<p>3a Professional Growth</p> <ul style="list-style-type: none"> • <i>Requests and integrates feedback</i> • <i>Participates in ongoing professional learning</i> • <i>Demonstrates integrity and ethical conduct</i> • <i>Provides service to the profession</i> • <i>Makes connections to Strategic Plan and WCSD vision</i> 	<p>Rarely requests feedback from colleagues and/or participants to be used for professional growth and rarely integrates feedback into professional duties.</p> <p>Rarely seeks out opportunities for professional learning activities to enhance knowledge or skill.</p> <p>Openly displays dishonesty and unethical interactions with colleagues, students and the public.</p> <p>Rarely makes an effort to participate in assisting other educators.</p> <p>Rarely connects content to the Strategic Plan and the WCSD vision.</p>	<p>Occasionally requests feedback from colleagues and/or participants to be used for professional growth and occasionally integrates feedback from supervisors and/peers into professional duties.</p> <p>Occasionally seeks out opportunities for professional learning activities to enhance knowledge or skill.</p> <p>Is honest and ethical in interactions with colleagues, students and the public.</p> <p>Occasionally makes an effort to participate in assisting other educators.</p> <p>Occasionally connects and/or references both goals and vision within content to the Strategic Plan and the WCSD vision.</p>	<p>Consistently requests feedback from colleagues and/or participants to be used for professional growth and consistently integrates feedback when opportunities arise through professional collaboration with supervisors and peers.</p> <p>Consistently seeks out opportunities for professional learning activities to enhance knowledge or skill, and implements them in instructional practice.</p> <p>Displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public.</p> <p>Consistently makes an effort to participate in assisting other educators.</p> <p>Consistently connects and/or references both goals and vision within content to the Strategic Plan and the WCSD vision with explicit transparency for all participants.</p>	<p>Consistently requests feedback from colleagues and/or participants in addition to requesting personal observations to be used for professional growth and consistently integrates feedback from supervisors and peers.</p> <p>Consistently seeks out opportunities for professional learning activities to enhance knowledge or skill, and takes a collaborative role in utilizing and implementing them.</p> <p>Can be counted on to hold the highest standards of honesty, integrity and confidentiality, and takes a leadership role with colleagues.</p> <p>Consistently makes an effort to participate in assisting other educators and initiates important activities to contribute to the profession.</p> <p>Consistently connects content to the Strategic Plan and the WCSD vision by involving participants in making connections between content and goals.</p>

<p>3b Organization and Management</p> <ul style="list-style-type: none"> • <i>Meets professional obligations</i> • <i>Organizes and manages materials/resources/records</i> • <i>Manages time</i> • <i>Demonstrates flexibility and responsiveness</i> 	<p>Rarely meets professional deadlines and required obligations.</p> <p>Rarely maintains and manages accurate records and/or applicable resources and materials.</p> <p>Rarely adapts the plan in spite of evidence of its inadequacy.</p>	<p>Occasionally meets professional deadlines and required obligations.</p> <p>Occasionally maintains and manages accurate records and/or applicable resources and materials.</p> <p>Occasionally adapts the plan when confronted with evidence of the need for change.</p>	<p>Consistently demonstrates time management skills, meets professional deadlines and required obligations, and assumes a collaborative role within the assignment.</p> <p>Consistently maintains and manages accurate records and/or applicable resources and materials.</p> <p>Consistently adapts the plan in response to client needs.</p>	<p>Consistently meets professional deadlines and required obligations, and assumes a leadership role within the assignment, all while modeling high-quality and systematic time management skills.</p> <p>Consistently seeks out new and efficient ways to maintain and manage accurate records and/or applicable resources and materials as the situation dictates.</p> <p>Consistently adapts the plan in collaboration with the client.</p>
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STANDARD 4 JOB SPECIFIC RESPONSIBILITIES				
COMPONENTS Elements	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<p>4a Culturally Responsive Practice</p> <ul style="list-style-type: none"> <i>Works through a culturally responsive and equity lens to address cultural barriers and build capacity</i> <i>Demonstrates knowledge of current trends in culturally responsive and equitable practices</i> <i>Demonstrates culturally responsive practices in learning and professional environments</i> 	<p>Does not use an equity lens to address any practice that disparages or perpetuates existing cultural barriers.</p> <p>Demonstrates limited knowledge of current trends in culturally responsive and equitable practices.</p> <p>Does not address and/or institute culturally responsive and equitable practices in learning and professional environments.</p>	<p>Inconsistently uses an equity lens to, assess, and improve practices that perpetuate existing cultural barriers.</p> <p>Demonstrates inconsistent knowledge of current trends in culturally responsive and equitable practices.</p> <p>Inconsistently addresses and institutes culturally responsive and equitable practices in learning and professional environments.</p>	<p>Uses an equity lens to assess, and improve practices that perpetuate existing cultural barriers.</p> <p>Demonstrates broad knowledge of current trends in culturally responsive and equitable practices.</p> <p>Addresses and institutes culturally responsive and equitable practices in learning and professional environments.</p>	<p>Continually advocates and builds capacity for cultural responsibility while using an equity lens to, assess, and improve practices that perpetuate existing cultural barriers.</p> <p>In multiple contexts demonstrates broad knowledge of current trends and is recognized by others as a resource for culturally responsive and equitable practices.</p> <p>Demonstrates leadership in addressing and instituting culturally responsive and equitable practices in learning and professional environments.</p>
<p>4b Service to Clients</p> <ul style="list-style-type: none"> <i>Differentiates support to meet unique needs of clients</i> <i>Builds capacity of clients to become increasingly independent</i> <i>Advocates for department initiatives</i> 	<p>Rarely or does not conduct needs assessments to drive planning and execution of service to clients.</p> <p>Rarely designs support to build client capacity to be independent.</p> <p>Rarely or does not advocate for department initiatives.</p>	<p>Sometimes conducts needs assessments and uses information to drive general planning and execution of service to clients.</p> <p>Sometimes designs support to build client capacity to be independent.</p> <p>Sometimes advocates for department initiatives.</p>	<p>Consistently conducts needs assessments and uses information to drive planning and execution of service to clients. Contributes to the development of tools and/or resources to support clients.</p> <p>Designs support to build client capacity to be independent, and measures improvement.</p> <p>Consistently and appropriately advocates for department initiatives.</p>	<p>Systematically conducts timely and periodic needs assessments and uses information to differentiate planning and execution of service to clients. Assumes leadership role in the development of innovative tools and/or resources for clients.</p> <p>Intentionally designs support that builds client capacity to be independent and self-reflective; systematically assesses improvement alongside clients.</p> <p>Assumes a leadership role in advocating for department/district initiatives and makes connections among initiatives when appropriate.</p>

<p>4c Continuous Cycle of Improvement</p> <ul style="list-style-type: none"> • <i>Employs PDSA (Plan-Do-Study-Act)</i> • <i>Involves appropriate stakeholders</i> 	<p>Rarely or does not employ a PDSA (Plan-Do-Study-Act) structure for continuous improvement.</p> <p>Sometimes determines how to proceed before clarifying desired outcomes or success criteria.</p> <p>Does not involve stakeholders.</p>	<p>Sometimes employs a PDSA (Plan-Do-Study-Act) structure for continuous improvement.</p> <p>Sometimes clarifies desired outcomes, defines success criteria, or determines how to proceed.</p> <p>Inconsistently involves stakeholders.</p>	<p>Within the context of the site/department, consistently employs a Plan-Do-Study-Act structure for continuous improvement.</p> <p>Consistently clarifies desired outcomes, defines success criteria, then determines how to proceed.</p> <p>Involves appropriate stakeholders in Plan Do Study Act process to refine practice.</p>	<p>Within the contexts of both the site/department and the District Strategic plan, consistently employs a Plan-Do-Study-Act structure for continuous improvement, and builds capacity in others to do also.</p> <p>Consistently clarifies desired outcomes, defines success criteria, then determines how to proceed, and builds capacity in other to do also.</p> <p>Involves appropriate stakeholders, encourages robust dialogue in the examination/analysis of multiple perspectives.</p>
<p>4d Service to District, State, or National Educational Leadership</p> <ul style="list-style-type: none"> • <i>Participates in educational improvement efforts outside immediate site/department</i> • <i>Contributes district, state, and/or national perspectives to immediate site/department</i> 	<p>Rarely or does not participate in committee/work group/task force (or the like) outside the site/department setting.</p> <p>Rarely or never contributes an outside perspective to site/department endeavors.</p>	<p>Sometimes participates in committee/work group/task force (or the like) outside the site/department setting.</p> <p>Sometimes contributes an outside perspective to site/department endeavors.</p>	<p>Consistently participates in at least one committee/work group/task force (or the like) outside the site/department setting.</p> <p>Consistently contributes a district, state, national, or global perspective to site/department endeavors.</p>	<p>Consistently participates and assumes leadership responsibilities in more than one committee/work group/task force (or the like) outside the site/department setting.</p> <p>Assumes a leadership role in contributing district, state, national, or global perspectives to site/department endeavors.</p>