



Douglas County School District

Outstanding Building Resource Teacher

The intent of the Outstanding Building Resource Teacher (BRT) designation is to honor teaching excellence in Douglas County Schools. The Outstanding BRT program is an annual bonus that rewards outstanding BRT's who demonstrate and document teaching excellence during the academic year. This can be accomplished through a diverse and open system that allows individuality and creativity while maintaining consistent, district wide guidelines. Several options have been developed to allow building resource teachers choices in this process.

All eligible licensed building resource teachers interested in being designated Outstanding in Douglas County are encouraged to participate in this process.

Eligibility for Outstanding Building Resource Teacher

- A building resource teacher must have been evaluated at the *proficient* level on their most recent evaluation or *satisfactory* on their most recent growth plan in order to participate in the *Outstanding BRT* program. Proficient is defined as satisfactory on each criterion of the teacher evaluation system.
- All building resource teachers who are on “regular” teacher status (in their fourth consecutive year in Douglas County) are eligible to apply for the *Outstanding BRT* designation.
- All building resource teachers who are on probationary status (in their first three years in Douglas County) will not be eligible to apply for the *outstanding* designation with the following exception: Any BRT who has completed at least three consecutive years of *proficient* mentoring experience in another district will become eligible to apply for the *Outstanding BRT* designation during his/her second and third probationary years in Douglas County, as well as after attaining regular teacher status. He/she would not be eligible during the first full year in Douglas County.
- If a building resource teacher is deemed *unsatisfactory* on either the summative evaluation or the professional growth plan, that BRT may not apply for the *outstanding* designation in the following year. That BRT should instead focus his/her attention on improving performance to the *satisfactory* level. If a BRT applies for the outstanding designation in October and then falls below satisfactory sometime during or at the end of the school year, he/she may not receive the *outstanding* designation for that year.

Building resource teachers applying for *Outstanding* designation for the second year

If you have applied for the *outstanding* designation in a previous year, you are encouraged to use new artifacts. Artifacts used in a previous year's portfolio, may only be used again under the following circumstances:

If you choose to use an artifact from a previous year, please include a copy of the original artifact along with your revised artifact. Please be sure to clearly label which is the old artifact and which is the new, revised artifact. The reflective writing should indicate how you evaluated the effectiveness of your teaching, the growth and insight you acquired through that analysis and a description of how you have modified your teaching and your artifact accordingly. You are also encouraged to try a different option to demonstrate outstanding performance in subsequent years.

Part-time Building Resource Teachers – Portfolio Requirements

For **Portfolio Option A** – Any part-time BRT who works 75% or more would be required to do the full portfolio and would receive the full payment. From 50% to 74%, he/she would only have to include 3 artifacts in the portfolio (one for each of the criteria) instead of 6 artifacts, and would receive 1/2 of the bonus. Anyone who works less than 50% is not eligible.

For **Portfolio Option B** – Any part-time BRT who works 75% of more would be required to do the full portfolio and would receive the full payment. From 50% to 74% contract, he/she would do one artifact for each criterion (there are 4) and would not have to do the 2 additional artifacts. Four are required to be sure that each criterion is demonstrated. They would receive 1/2 of the bonus. Anyone who works less than 50% is not eligible.

For **Portfolio Option C** – The requirements are the same as for Option A.

Outstanding Performance: Option A

In order to be designated as having demonstrated *outstanding* performance under this option (A), a building resource teacher must receive an *outstanding* rating on each of the criterion described below.

1. Assessment and Instruction

Outstanding Building Resource Teachers act on the belief that all adults can learn. They recognize, value and adjust for individual differences while maintaining an in-depth understanding of how adults learn.

Outstanding Building Resource Teachers develop and maintain an exceptional variety of instructional strategies and utilize them to meet identified staff needs, interests and strengths. They engage staff in learning through very effective motivational techniques. *Outstanding Building Resource Teachers* employ multiple techniques for monitoring and assessing growth and progress and have the capability to articulate staff learning.

Indicators, exemplified on a consistent basis throughout the year, would include, but are not limited to:

- ◆ soliciting, obtaining and utilizing client input;
- ◆ demonstrating proficiency in mentoring;
- ◆ documenting evidence of thorough planning of professional development based on staff needs, interests and strengths;
- ◆ demonstrating a variety of professional development strategies;
- ◆ demonstrating that staff are provided the opportunity to learn through the acquisition and application of knowledge and skills;
- ◆ facilitating staff self-evaluation for the purpose of improvement.

2. Knowledge of Content and Pedagogy

Outstanding Building Resource Teachers demonstrate, in an **ongoing** fashion, a diversified and complete understanding of content and processing standards, curriculum and subject matter in their area of expertise. Beyond this, an *Outstanding Building Resource Teacher* should demonstrate how the knowledge in various subject areas is created, organized and integrated within other disciplines—and they should translate this knowledge into “real world” applications.

Outstanding Building Resource Teachers acquire and utilize a wide variety of methods, strategies and structures to insure staff success.

Outstanding Building Resource Teachers exhibit an expert balance and understanding of content and processing standards, while consistently:

- ◆ being sought out as a resource by colleagues and other district professionals;
- ◆ acquiring and applying new knowledge and skills;
- ◆ demonstrating expertise in how to implement scope, sequence, and standards for the Douglas County Curriculum area;
- ◆ demonstrating knowledge, application and mastery of a wide variety of instructional strategies to relate subjects across the curriculum;
- ◆ focusing on providing instruction of best practices to staff;
- ◆ facilitating personal growth through self-evaluation.

3. Collaboration and Partnership

Outstanding Building Resource Teachers contribute to the effectiveness of the school and profession by working collaboratively with other professionals on instruction, assessment, curriculum and staff development. Their perspective is not only grounded in experience, but also by research and literature.

Outstanding Building Resource Teachers are knowledgeable about school and community resources for their staffs' benefit, and they find ways to work collaboratively and creatively with the learning community. They are models of self-awareness and self-esteem; they also respect diverse individuals and groups.

Overall, Outstanding Building Resource Teachers can be counted on to:

- ◆ contribute to the profession;
- ◆ share time, knowledge and ideas with others;
- ◆ demonstrate significant commitment and contributions above and beyond basic requirements to the attainment of building and district goals;
- ◆ demonstrate a self-awareness of their value to the profession and indicates a willingness to explain and describe their processes.

SUMMARY OF
CRITERIA FOR OUTSTANDING DESIGNATION
“OPTION A”

Assessment and Instruction

Outstanding Building Resource Teachers:

- Act on the belief that all adults can learn
- Recognize, value, and adjust for individual differences, while maintaining an in-depth understanding of how adults learn
- Implement a variety of professional development strategies
- Motivate and engage staff
- Draw on multiple strategies for assessing staff needs and use this information to drive professional development

Knowledge of Content and Pedagogy

Outstanding Building Resource Teachers:

- Know the Douglas County School District curriculum, standards and scope and sequence
- Know how subjects are related to one another across the curriculum
- Know best instructional practices in education
- Know how to teach those practices to adults
- Are reflective practitioners who facilitate professional growth through self-assessment, and whose knowledge is based on both practical experience and professional literature

Collaboration and Partnership

Outstanding Building Resource Teachers:

- Collaborate with other school and district professionals
- Work effectively with the learning community
- Draw on school and community resources to benefit students and staff
- Contribute to the school, community, and profession in a variety of ways
- Respect diverse individuals and groups

Process for Demonstration of Outstanding Performance – Option A

The *Outstanding* designation for *Option A* is based on the following annual application/nomination process.

1. The BRT provides documentation to the building administrator.
2. The documentation will be provided in a portfolio format, as described in detail in the “portfolio construction” section.
3. To be deemed outstanding, a BRT must receive an outstanding rating in each of the three categories.
4. If the documentation meets the established criteria, the administrator indicates that he/she supports the application.
5. If the administrator cannot support the application, specific reasons must be communicated in writing to the BRT.
6. When the administrator support is declined in writing, the teacher may appeal the decision to the Outstanding Teacher Review Board. (see the Appeals Process)

PORTFOLIO CONSTRUCTION

I. Background Information and Thesis Statements

- A. Resume with background information and the professional context in which you work.
- B. Reflective writing piece (2 pg. max) to include:
 - 1. General educational philosophy
 - 2. Reflective statements on A, B, C, [A, B, and C as used in this document refer to the criteria for outstanding building resource teacher as described in the note below]
beginning with the thesis statement:
 - a. I believe my performance in Douglas County Schools is outstanding in the area of assessment and instruction because...
 - b. I believe my performance in Douglas County Schools is outstanding in the area of knowledge of content and pedagogy because...
 - c. I believe my performance in Douglas County Schools is outstanding in the area of collaboration and partnership because...

II. Professional Artifacts and Reflections (see appendix for examples)

Each candidate will submit:

- A. Six (6) artifacts documenting extended professional activities under criteria A, B, and C with at least one artifact per criterion
- B. If a video is used in this process, it may only be used as an artifact and must be limited to 10 minutes in length. Include a written guide for the administration telling what to look for in the video.
- C. One paragraph rationale and reflection for each artifact describing how it supports criterion A, B, or C.

* Part-time BRTs – please see the section on eligibility guidelines.

III. Client and Peer Surveys

Each candidate will prepare and submit a summary and a one-page reflection for each of the following:

- A. The peer evaluation.
- B. The client surveys completed by teachers, administrators, or other clients.

IV. Normal Building Resource Teacher Evaluation Requirements

- A. A copy of your current summative evaluation or growth plan.
- B. A brief written reflection on your summative evaluation or growth plan.

V. Overall Reflection on the Outstanding Building Resource Teacher Program

- A. A brief written statement describing how the Outstanding Building Resource Teacher Program is being used for professional growth.

NOTE: Criteria for Outstanding designation:

- A. Assessment and Instruction
- B. Knowledge of Content and Pedagogy
- C. Collaboration and Partnership

Instructions to Building Resource Teachers for Constructing Option A Portfolios

There are three criteria areas for Outstanding Building Resource Teacher consideration:

- Assessment and Instruction
- Knowledge of Content and Pedagogy
- Collaboration and Partnership

Each of these three criteria are further defined in the section titled: Option A Criteria. When you are doing your reflective writing, make reference to all the bulleted statements under each of the criteria. It is important to clearly support your application for outstanding designation with specific examples that demonstrate outstanding performance as defined by the criteria. Be overt in your explanation of how your artifacts demonstrate the criteria. As your administrator reviews your portfolio he/she will be looking for clear evidence that you have met all the components of each of the criteria listed above.

As you select six artifacts for your portfolio:

- You must have at least one artifact representing your outstanding work this year in **assessment and instruction.**
- You must have at least one artifact representing your outstanding work this year in **knowledge of content and pedagogy.**
- You must have at least one artifact representing your outstanding work this year in **collaboration and partnership.**

The three remaining artifacts (of the total six artifacts required) may represent any of the three criteria upon which you choose to focus.

Suggested artifact types:

- Original or enhanced curricular units
- Original or enhanced assessments
- Collaboration strategies that have been successful
- Curriculum which meet the needs of all learners
- Photographs of student learning activities
- Video of student activity*
- Projects which create school/home partnerships
- Evidence of incorporating professional development ideas in curriculum/classroom

- Evidence of community/classrooms partnerships
- Evidence of promoting a standards-based classroom
- Evidence of using data to support instruction, and assessment decisions

This list represents some common artifacts but is not inclusive. The selection of artifacts ultimately lies with you, and should not be limited to the list above.

*See outline of portfolio contents Option A for details on video artifacts.

OPTION A PORTFOLIO ASSESSMENT PROCESS GUIDELINES FOR THE ADMINISTRATOR

The three criteria of success as a building resource teacher (i.e., assessment and instruction, content and pedagogy, collaboration and partnership) are not distinct or independent, but are overlapping and intertwined responsibilities that all building resource teachers share. However, for portfolio assessment purposes, building resource teachers are to be given a separate rating for each of the three criteria. To be deemed outstanding, a building resource teacher must receive an outstanding rating in each of the three criteria.

Each criterion is explained by five descriptors of the critical features of the criterion. These descriptors should guide, but not dictate, the assessment process. That is, administrators should carefully consider each of the five descriptors in assessing a building resource teacher's performance for each criterion, but a final decision about a rating should be arrived at holistically.

The credibility of the Outstanding Building Resource Teacher Portfolio Assessment depends largely on how well administrators make concrete comments based on the evidence available. Please keep these key points in mind:

- Link your perceptions to the evidence presented in the portfolio. Impressions can form quickly, but they can sometimes be based on limited or distorted information. Validate your impressions by looking carefully at the educational philosophy, reflective statements, artifacts, and summary of surveys included in each portfolio you review.
- The Outstanding Building Resource Teacher program is designed to reward outstanding building resource teachers, not simply outstanding portfolios. Therefore, in assessing each section, you may bring to bear knowledge about a building resource teacher not included in the portfolio. However, it is essential that you adhere to the following guidelines:
 1. Outside knowledge must relate to the Outstanding Building Resource Teacher Portfolio criteria (Assessment and Instruction, Content and Pedagogy, Collaboration and Partnership) or to district building resource teacher evaluation standards and criteria.
 2. All outside knowledge must be supported by documented evidence. Your outside comments must refer to a classroom observation, extra-curricular activity, a letter, or some tangible artifact or activity relevant to the criteria being assessed.
 3. Outside knowledge must be recent, relating to this year's performance.
 4. Any outside information brought to bear during the assessment must be documented on the Portfolio Feedback Form. Comments must be linked to evidence.

In evaluating the portfolios, administrators should follow the process described below:

1. Review the criteria for the outstanding designation
2. Read the entire portfolio
3. Assign ratings to each of the three categories in the following manner:
 - a. Consider evaluation criteria and descriptors for Assessment and Instruction
 - b. Reexamine the contents of the portfolio relevant to this criterion
 - c. Note evidence found
 - d. Write relevant comments
 - e. Consider additional information if any (which must be explained in writing)
 - f. Assign a recommendation
O=outstanding
E=excellent
D/N=does not meet criterion
 - g. Repeat the process for the other two criteria
4. Assign an overall rating
 - a. In order to receive the outstanding designation all three criteria must be demonstrated at the outstanding level
 - b. Assign an overall recommendation
 - c. If not designated as outstanding note the reason(s) on the back of the form
5. Key points to keep in mind while assessing portfolios:
 - Use a similar process for each portfolio
 - Base your comments on evidence
 - Highlight strengths and areas for growth
 - For consistency and fairness spend approximately the same amount of time reviewing each portfolio
 - Take notes as you review the portfolio to use as feedback to the library media specialist. Feedback should be provided for both strengths and areas for growth

PEER AND CLIENT SURVEY GUIDELINES

Because of our need to gather feedback at all levels, we now have 3 client surveys available to building resource teachers. One of the forms, for use at the elementary level, is designed to gather feedback from parents and children combined following a discussion of the items between parents and their children. Two forms are provided for middle and high school building resource teachers, a parent form and a student form. Building resource teachers at the secondary level may choose to gather input from parents or students or a mixture of both. Building resource teachers whose clients are not predominately students may substitute additional peer surveys in the place of a number of client surveys. The building resource teacher must first discuss this approach with the administrator. It is critical that a consistent and fair process be followed when conducting the peer and client surveys. Please make note of the following instructions:

1. Building resource teachers are to pick up the survey forms from the school office or obtain them from this website.
2. Building resource teachers are to solicit feedback from at least twenty clients. Ten surveys are to be sent to people chosen by the BRT while the other ten are to be given to the administrator to mail. The BRT is responsible for filling in the return address information for all twenty surveys.
3. Because of concerns that have been expressed at the elementary level, we've decided to modify the number of surveys required at that level. We encourage all BRTs to survey at least 20 clients in order to obtain more feedback. However, any BRT who serves fewer than 40 students will be required to survey at least one-half of his/her clients (student/parent clients). If a total of fewer than 20 are sent, half of those sent should be sent to recipients chosen by the BRT and half to recipients chosen by the administrator.
4. Building resource teachers are to solicit feedback from at least four peers. Two surveys are to be sent to people chosen by the BRT while the other two are to be given to the administrator for mailing. The BRT is responsible for filling in the return address information for all four surveys.
5. It is the building resource teacher's responsibility to submit to the administrator a list of the ten names of client survey recipients and the names of the two peer survey recipients selected by the BRT.
6. The administrator will choose the recipients of the other ten client surveys and two peer surveys and will handle the distribution of those survey documents.
7. It is the BRT's responsibility to mail the surveys to the names on their lists.
8. It is the responsibility of the BRT to provide self addressed return envelopes for all survey recipients.
9. Building resource teachers whose clients are not predominately students may substitute additional peer surveys in the place of a number of client surveys. The BRT must first discuss this approach with the administrator.
10. In order for BRTs to review the survey results and to have portfolios ready in time, we recommend that the surveys be sent out by the middle of March.
11. All responses to the surveys will be returned to the building resource teacher.
12. It is permissible to use school mail for all of the above.

Applicants are asked to consider that while the survey instrument is very important, it is only one aspect of the complete portfolio. Responses can be extremely helpful in improving instruction and the outstanding building resource teacher will use the results for the purpose of improving his/her teaching style and methods.

Note:

- ◆ Postage through the U.S. mail will be paid by the district. Return postage is the responsibility of either the recipient or BRT.
- ◆ Schools will assist in duplication of surveys (client and peer) for candidates.
- ◆ It is helpful to copy client surveys in one color and peer surveys in another color.
- ◆ The BRT will provide the office at the school the following:
 - 12 blank envelopes to which the administrator or secretary will affix a mailing label. (envelopes are to contain the letter, surveys and return envelopes)
 - 12 return envelopes addressed to the BRT candidate at the school address.
 - Students may return surveys directly to the BRT candidate or they may be mailed.

Dear Douglas County Parent:

In an effort to recognize outstanding building resource teacher performance in Douglas County, and at the request of your child's building resource teacher, you have been selected to take part in a survey regarding your BRT professional performance.

As part of Douglas County Schools' performance pay plan, this survey will provide your building resource teacher with information that will be used as a means of assessing his/her current performance level and establishing directions for future professional growth. Your BRT will be reviewed by his or her colleagues, will be evaluated by the building administrator, and will be compiling a portfolio with examples of his/her lessons, activities and other performance indicators. This survey is an important part of the process and will help all building resource teachers reach even higher levels of instructional and professional performance.

To complete the survey, please set aside some quiet time that you and your student may use to carefully consider each of the questions. Each question is accompanied by a response range of 1 to 4. Please circle that which you feel is most appropriate. In the event that you are uncertain about the questions and don't feel you have sufficient information to respond, simply do not circle any rating. Space has been allotted for comments below each question for you to use if you would like to provide additional information. After completing the survey, please use the self-addressed envelope to return it to your building resource teacher promptly via the US Mail or drop it off at your school's main office.

Thank you for taking the time to complete the attached survey and to be an active participant in the outstanding building resource teacher designation process. The information you provide will not only help your BRT but is an important part of the Douglas County Schools' commitment to offer you and your child the highest quality educational opportunities possible.

Thank you on behalf of the Outstanding Teacher Review Board,

Douglas B. Hartman
Human Resources Director

Elementary Client Survey (Parent and Child)

To be completed by the parent with input from the student for _____
Building Resource Teacher

Before responding to the statements below, please indicate how communication between you and your child’s building resource teacher has occurred during this school year. Please check all that apply:

- _____ I use the communication links provided by my school (web site, homework hotline, newsletter, etc.).
- _____ I attended parent-teacher-student conferences.
- _____ I communicated with the building resource teacher by phone, e-mail or in person.
- _____ I attended Back to School/Open House/Special Night Programs.
- _____ I attended other school activities.
- _____ I volunteered to help at school.
- _____ Other: (please specify)

For the following questions, please indicate your perception of this building resource teacher’s skill on the following scale:

No mark = Do not know/not applicable; 1 = Not at all; 2 = To some extent; 3 = To great extent; 4 = Always

Knowledge and Pedagogy – This building resource teacher.....

- 1. Knows Douglas County School District curriculum and how to communicate this information to my child. 1 2 3 4
- 2. Conveys enthusiasm for learning. 1 2 3 4
- 3. Relates learning to the real world. 1 2 3 4

Assessment and Instruction – This building resource teacher.....

- 4. Has high expectations for my child. 1 2 3 4
- 5. Uses motivational strategies that work for my child. 1 2 3 4
- 6. Communicates consistently with me about my child’s progress. 1 2 3 4

7. Teaches at a level my child understands. 1 2 3 4
8. Meets the needs of my child. 1 2 3 4

Collaboration and Partnership – This building resource teacher

9. Works effectively with me to benefit my child. 1 2 3 4
10. (Building resource teacher created question) 1 2 3 4

Additional Comments (Optional):

Name: _____
(optional)

Date: _____

Secondary Client Survey (Parent)

Client Survey for: _____
Building Resource Teacher

Before responding to the statements below, please indicate how communication between you and your child's building resource teacher has occurred during this school year. Please check all that apply:

- _____ I use the communication links provided by my school (web site, homework hotline, newsletter, etc.).
- _____ I attended parent-teacher-student conferences.
- _____ I communicated with the building resource teacher by phone, e-mail or in person.
- _____ I attended Back to School/Open House/Curriculum Night.
- _____ I attended other school activities.
- _____ I volunteered to help at school.
- _____ Other: (please specify)

For the following questions, please indicate your perception of this building resource teacher's skill on the following scale:

No mark = Do not know/not applicable; 1 = Not at all; 2 = To some extent; 3 = To great extent;
4 = Always

Knowledge and Pedagogy – This building resource teacher.....

- | | | | | | |
|----|--|---|---|---|---|
| 1. | Knows Douglas County School District curriculum and how to communicate this information to my child. | 1 | 2 | 3 | 4 |
| 2. | Conveys enthusiasm for learning. | 1 | 2 | 3 | 4 |
| 3. | Relates learning to the real world. | 1 | 2 | 3 | 4 |

Assessment and Instruction – This building resource teacher.....

- | | | | | | |
|----|--|---|---|---|---|
| 4. | Has high expectations for my child. | 1 | 2 | 3 | 4 |
| 5. | Uses motivational strategies that work for my child. | 1 | 2 | 3 | 4 |
| 6. | Communicates consistently with me about my child's progress. | 1 | 2 | 3 | 4 |

7. Teaches at a level my child understands. 1 2 3 4
8. Meets the needs of my child. 1 2 3 4

Collaboration and Partnership – This building resource teacher

9. Works effectively with me to benefits my child. 1 2 3 4
10. (Building resource teacher created question) 1 2 3 4

Additional Comments (Optional):

Name: _____
(optional)

Date: _____

Secondary Client Survey (Student)

Client Survey for: _____
Building Resource Teacher

For the following questions, please indicate your perception of this building resource teacher's skill on the following scale:

No mark = Do not know/not applicable; 1 = Not at all; 2 = To some extent; 3 = To great extent; 4 = Always

Knowledge and Pedagogy – This building resource teacher.....

- | | | |
|----|---|---------|
| 1. | Knows Douglas County School District curriculum and how to communicate this information to me so that I understand. | 1 2 3 4 |
| 2. | Conveys enthusiasm for learning. | 1 2 3 4 |
| 3. | Relates learning to the real world. | 1 2 3 4 |

Assessment and Instruction – This building resource teacher.....

- | | | |
|----|---|---------|
| 4. | Has high expectations for me. | 1 2 3 4 |
| 5. | Uses motivational strategies that work for me. | 1 2 3 4 |
| 6. | Communicates consistently with me about my progress and what I need to do to improve. | 1 2 3 4 |
| 7. | Teaches at a level I understand. | 1 2 3 4 |
| 8. | Meets my needs as a student. | 1 2 3 4 |

Collaboration and Partnership – This building resource teacher

- | | | |
|-----|---|---------|
| 9. | Works effectively with me parents as well as with me. | 1 2 3 4 |
| 10. | (Building resource teacher created question) | 1 2 3 4 |

Additional Comments (Optional):

Name: _____
(optional)

Date: _____

Peer Survey for:

_____ Building Resource Teacher

Before responding to the statements below, please indicate how communication between you and the BRT has occurred during this school year. Please check all that apply:

I hold the same position:

_____ Elementary

_____ Secondary

I have served on the following with this BRT:

_____ District committee (Which one?)

_____ Feeder area work

_____ I work on the same team (grade, track, dept., neighborhood).

_____ I work In close proximity.

_____ I have observed this BRT facilitating professional development activities.

_____ I have engaged in professional dialogue with this BRT.

_____ Other: (please specify)

For the following questions, please indicate your perception of this BRT's skill on the following scale:

No mark = Do not know/not applicable; 1 = Not at all; 2 = To some extent;
3 = To great extent; 4 = Always

Knowledge and Pedagogy – This BRT.....

1. Knows the district curriculum, standards and scope and sequence. 1 2 3 4
2. Knows best instructional practices in education. 1 2 3 4
3. Connects the content to other curricular areas. 1 2 3 4
4. Consistently reflects on teaching and learning for professional growth. 1 2 3 4

Assessment and Instruction – This BRT.....

- | | | |
|----|---|---------|
| 5. | Understands how adults develop and learn. | 1 2 3 4 |
| 6. | Implements a variety of professional development strategies. | 1 2 3 4 |
| 7. | Assesses adult learning and uses this information to drive staff development. | 1 2 3 4 |

Collaboration and Partnership – This BRT.....

- | | | |
|-----|---|---------|
| 8. | Collaborates in ways that enhance the school, community and profession. | 1 2 3 4 |
| 9. | Contributes actively to help solve problems within the school. | 1 2 3 4 |
| 10. | Draws on school and community resources to benefit students. | 1 2 3 4 |
| 11. | (BRT created question) | 1 2 3 4 |

Additional Comments (Optional):

Name: _____
(optional)

Date: _____

Douglas County Schools – Outstanding BRT Portfolio Option A Feedback Form

Name

School

Overall Rating

Administrator's Name

Date Reviewed

Assessment and Instruction	Recommendation: O = outstanding E = excellent D/N = does not meet criteria
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Criteria *Believes all adults can learn *Adjusts for individual differences *Varies for development
 *Motivates adults *Assesses staff effectively

STRENGTHS:

AREAS FOR GROWTH:

Knowledge of Content and Pedagogy	Recommendation: O = outstanding E = excellent D/N = does not meet criteria
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Criteria *Knows the curriculum *Knows how subjects are related *Knows best practices
 *Knows how to relate best practices to others *Is reflective

STRENGTHS:

AREAS FOR GROWTH:

Collaboration	Recommendation: O = outstanding E = excellent D/N = does not meet criteria
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Criteria *Collaborates with other professionals *Works with learning community *Respects diversity
 *Draws from resources *Contributes to school and community

STRENGTHS:

AREAS FOR GROWTH:

If not designated as outstanding. Please note above the reason(s) why a designation other than outstanding was given this year. Please make one copy for BRT's records and one for the administrator.