Professional Growth and Responsibilities Strand 1: Growth and Reflection					
		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery

Professional Growth and Responsibilities Strand 1: Growth and Reflection		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
	1.1 Self-Reflection and Goal Setting	Teacher **does not** self-reflect, **or does not use** self-reflection to determine individual strengths and weaknesses and establish professional goals.	Teacher **self-reflects** to determine individual strengths and weaknesses and **establishes** professional goals.	Teacher **analyzes multiple sources of evidence** to self-reflect and determine individual strengths and weaknesses. Teacher **establishes** professional goals **based on self-reflection and feedback**.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes **measurable short- and long-term** professional goals based on self-reflection and feedback.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback. Teacher **purposefully seeks** professional learning opportunities **to meet** short- and long-term goals.
	1.2 Professional Learning	Teacher **does not** participate in **required** professional learning opportunities.	Teacher **participates** in **required** professional learning opportunities.	Teacher participates in required **and on-going, research-based** professional learning opportunities to **enrich instructional practice** (including culturally relevant/responsive teaching).	Teacher **seeks** and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher **chooses** professional learning opportunities in order to enhance the professional community at the campus or district level.	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning **directly linked to campus, district, or students needs** with specific attention to the student populations served in order to enhance the professional community at the campus or district level.
	1.3 Cultural Competence	Teacher **does not** publicly model a personal belief system that is student-centered and grounded in equity and access. Teacher **does not** participate in **provided** opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher **participates in provided** opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates and **actively engages** in opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher **actively seeks and engages** in opportunities to continuously improve cultural competence **in order to differentiate** their instructional and communication style **based on the unique socio-cultural need of individual students**.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher actively seeks and engages in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. Teacher **consistently implements** new learning with staff, students, and parents/families/caregivers.
	1.4 Application	Teacher **rarely/never** implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher **occasionally** implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher **frequently** implements new strategies based on feedback, self-reflection, and professional learning **in order to increase** student growth.	Teacher **consistently** implements new strategies based on feedback, self-reflection, and professional learning **resulting in** student growth.	Teacher **systematically** implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.

Professional Growth and Responsibilities Strand 2: Collaboration and Contributions

Professional Growth and Responsibilities Strand 2: Collaboration and Contributions		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
	2.1 Collaboration	Teacher **rarely/never** participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher **occasionally** participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher **frequently** exhibits a commitment to professional growth by **pursuing, implementing, and sharing** new learning. Teacher **participates, collaborates, and promotes** activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher **consistently** exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning. Teacher **takes a leadership role** in collaborating and promoting activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher consistently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning. Teacher **leads colleagues** collaboratively at the campus, district, state, or national level to **identify professional learning needs.** Teacher **leads colleagues** collaboratively at the campus, district, state, or national level in **activities related** to professional growth and reflection.
	2.2 Professional Feedback	Teacher **rarely/never** accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher **occasionally** accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher **frequently** accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher **actively seeks** and **consistently** accepts feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships, **and contribute toward** the mission, vision, and goals of the school.	Teacher actively seeks and consistently accepts **ongoing** feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships and **promote, develop, and maintain** the mission, vision, and goals of the school.
	2.3 Student Success	Teacher **rarely/never** promotes, supports, and engages in culturally responsive practices to ensure success for all students. Teacher **does not** participate in sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher **occasionally** promotes, supports, and engages in culturally responsive practices to ensure success for all students. Teacher **participates in** sustainable systems to ensure that equity is at the forefront of campus or district decisions, **when required.**	Teacher **frequently** promotes, supports, and engages in culturally responsive practices to ensure success for all students. Teacher **incorporates** sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher **consistently** promotes, supports, and engages in culturally responsive practices to ensure success for all students. Teacher **collaborates** around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students. Teacher **initiates/leads** collaboration around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.
	2.4 Collaboration for Equitable Expectations	Teacher **rarely/never** elicits student input to create classroom routines and structures that promote equitable access to learning for all students. Teacher **does not create** equitable classroom behavior agreements for all students.	Teacher **occasionally** elicits student input to create classroom routines and structures that promote equitable access to learning for all students. Teacher **creates** equitable classroom behavior agreements for all students.	Teacher **frequently** elicits student input to create classroom routines and structures that promote equitable access to learning for all students. Teacher **creates, adopts, and maintains** equitable classroom behavior agreements that foster a sense of belonging for all students.	Teacher **consistently** elicits student input to create classroom routines and structures that promote equitable access to learning for all students Teacher **elicits** student input to create, adopt, and maintain equitable classroom behavior agreements that foster a sense of belonging for all students. .	Teacher **co-constructs** routines and structures with students that promote equitable access to learning for all students. Teacher **co-constructs**, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.

Professional Growth and Responsibilities Strand 3: Planning and Resources

	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
3.1 Data Collection	Teacher **rarely/never** collects, reviews, and acts on data in order to differentiate to meet the needs of all students.	Teacher **collects and reviews provided** student data in order to differentiate to meet the needs of all students.	Teacher **seeks and obtains** disaggregated student data from **classroom activities** in order to differentiate to meet the needs of all students.	Teacher seeks and obtains several disaggregated student data sources, including **students themselves** and other data **beyond classroom activities** in order to differentiate to meet the needs of all students.	Teacher **actively** seeks and obtains a **variety** of disaggregated student data sources including **students themselves, parents/families/caregivers, and colleagues** in order to differentiate to meet the needs of all students.
3.2 Lesson Design	Teacher **rarely/never** designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher **occasionally** designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher **frequently** designs lessons that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher **consistently** designs lessons and **interventions** that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher **consistently** designs lessons, interventions, **enrichments and extensions** that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.
3.3 Individualized Learning	Teacher **rarely/never** collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students. Teacher **rarely/never** plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher **rarely/never** plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher **occasionally** collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students. Teacher **occasionally** plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher **occasionally** plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher **frequently** collects data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable, and acts on disaggregated data to meet the needs of all students. Teacher **frequently** plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher **frequently** plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and provides opportunities for students to monitor progress over time.	Teacher **consistently** collects and shares data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable, and acts on disaggregated data to meet the needs of all students. Teacher **consistently** plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher **consistently** plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and **enables** students to monitor progress over time.	Teacher **systematically** collects and shares data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable and acts on disaggregated data to meet the needs of all students. Teacher **systematically** plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher **systematically** plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.
3.4 Blended Learning	Teacher **rarely/never** plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher **rarely/never** integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher **occasionally** plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher **occasionally** integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher **frequently** plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher **frequently** integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher **frequently provides opportunities** for students to appropriately engage with the technology in order to support and extend their learning.	Teacher **consistently** plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher **consistently and meaningfully** integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher **guides** students to appropriately engage with the technology in order to support and extend their learning.	Teacher **systematically** plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and **seamlessly** integrates meaningful technology/digital resources to supplement and enhance mastery of lesson content. Teacher **creates structures** to ensure students are **independently** engaged with the technology in order to support and extend their learning.
3.5 Diverse Resources	Teacher **rarely/never** incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher **occasionally** incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher **frequently** incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher **provides opportunities** for students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher **consistently** incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher guides students to **engage** with diverse materials to deepen understanding of broader unit/course objectives.	Teacher **systematically** incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher creates systems to ensure students **independently engage** with diverse materials to deepen understanding of broader unit/course objectives.
3.6 State and Local Standards	Teacher **does not** establish standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher **establishes** standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher **effectively** establishes **clear**, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher **effectively implements** lessons that move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher effectively implements lessons that have **cross-curricular connections** to key concepts and move students toward grade-level and/or developmental levels of mastery and are appropriate for diverse learning needs.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher effectively implements lessons that **integrate and reinforce** cross-curricular standards, move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.

Professional Growth and Responsibilities Strand 3: Planning and Resources

Professional Growth and Responsibilities Strand 4: Communication and Relationships						
		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
Professional Growth and Responsibilities Strand 4: Communication and Relationships	**4.1 Relationships**	Teacher **does not** maintain positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher **maintains** positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher **establishes and maintains** positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher **frequently provides** opportunities for family involvement in classroom **and/or** school-wide activities.	Teacher establishes, maintains, **and grows** positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher **consistently creates and encourages** opportunities for family involvement in classroom **and** school-wide activities.	Teacher establishes, maintains, and grows positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher **systematically** creates and encourages opportunities for family involvement in classroom, school-wide, **and/or district** activities.
	4.2 Communication Methods	Teacher **rarely/never** communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher **occasionally** communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher **frequently** communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher **frequently** incorporates multimodal and multilingual communication methods that address diverse populations and needs.	Teacher **consistently** communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher **consistently** incorporates multimodal and multilingual communication methods that address diverse populations and needs.	Teacher **systematically** communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher **systematically** incorporates multimodal and multilingual communication methods that address diverse populations and needs.
	4.3 Inclusive Environment	Teacher **does not** establish and/or maintain a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	Teacher **establishes and maintains** a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, supportive. Teacher **establishes and maintains** an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, supportive. Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values. Teacher **provides opportunities** for students and parents/families/caregivers to provide feedback and perspective for classroom incorporation, adjustments, and improvements.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, supportive. Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values. Teacher **establishes a system** for students and parents/families/caregivers to provide **continuous** feedback and perspective for classroom incorporation, adjustments, and improvements.

Professional Growth and Responsibilities Strand 5: Professional Standards

		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
Professional Growth and Responsibilities Strand 5: Professional Standards	**5.1 Legal and Professional Standards**	Teacher **does not** comply with all state and federal laws and district policies and procedures. Teacher **rarely/never** exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher **occasionally** exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher **frequently** exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher **consistently** exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher exhibits professional standards of attendance, behavior, and actions across the campus and district **without exception**.
	5.2 Ethics and Core Values	Teacher is **rarely/never** respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher is **occasionally** respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher **is frequently** respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher is **consistently** respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers. Teacher **engages in** opportunities to identify needs, inequities, and/or areas for campus or system-wide change.	Teacher is guided by ethics and core values. Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers. Teacher **leads** opportunities to identify needs, inequities, and/or areas for campus or system-wide change.
	5.3 Content Knowledge	Teacher conveys **limited or inaccurate** content knowledge.	Teacher **conveys accurate** content knowledge. Teacher **applies** content knowledge to enhance student understanding of objectives.	Teacher **demonstrates strong** content knowledge in **multiple contexts**. Teacher applies content knowledge to enhance student mastery of objectives.	Teacher demonstrates **extensive** content knowledge of **all aspects** of subjects they instruct. Teacher **incorporates** content knowledge through **differentiated explanations** to enhance student mastery of objectives.	Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct. Teacher incorporates content knowledge through differentiated explanations to enhance student mastery of objectives. Teacher **incorporates** content knowledge through **cross-curricular** learning opportunities that **connect student experiences and real-world applications** to enhance student mastery of objectives.
	5.4 Preparedness	Teacher **rarely/never** prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher **does not** prepare lesson plans when absent.	Teacher **occasionally** prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher **prepares** lesson plans when absent.	Teacher **frequently** prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares **clear, standards-driven** lesson plans when absent so student learning continues **with minimal disruption**.	Teacher **consistently** prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans when absent so student learning continues **without disruption**.	Teacher **systematically** prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans, **interventions, and extensions** when absent so student learning continues **without disruption.**
	5.5 Student Records	Teacher **rarely/never** maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher **rarely/never** communicates progress with students and parents/families/caregivers.	Teacher **occasionally** maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher **occasionally** communicates progress with students and parents/families/caregivers.	Teacher **frequently** maintains accurate, **timely, and up-to-date** academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher **frequently** communicates progress with students, parents/families/caregivers, **and colleagues**. Teacher **provides opportunities** for students to engage in records/documentation management.	Teacher **consistently** maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher **consistently and proactively** communicates progress with students, parents/families/caregivers, and colleagues. Teacher guides students to **engage** in management of records/documentation.	Teacher **systematically** maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher **systematically** and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher creates systems to ensure students engage in management of records/documentation system.

Accommodation:
Alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. Accommodations change how a student learns or is tested without changing the learning goal.

Accountable Talk:
An intentional open-ended conversation where participants listen, add on to each other's comments, and use clarifying questions to make sure they are understanding what others are saying.

Actively Engaged:
Students are involved in the activities/learning in a way that encourages them to develop a deeper understanding of content by working with and reflecting upon the material being presented.

Anchors of Support:
Visual prompts that provide students with information regarding their prior learning on a given topic used to provide a scaffold to students during guided practice and independent work.

Beyond Mastery:
Occurs or continues after comprehensive knowledge or skill in a subject is accomplished.

Climate and Culture:
Climate is "the usual conditions" in a classroom, culture is "a way of thinking, behaving, or working." in the classroom. The goal is to have both a positive climate and a culture that define how students and teachers work together.

Co-Construct:
The collaboration of 3 elements that play a part of learning. The individual student, the learning environment, and the educator/s that are co-constructing the active learning. The creation of a partnership, developing a team for understanding, and encouraging teamwork and empathy building.

Cognitive Development:
How a person perceives, thinks, and gains understanding of his/her/their world through the interaction of genetic and learned factors. Information processing, intelligence , reasoning, language development, and memory.

Cognitive Level:
The learner's level of knowledge.

Consistently:
Typically, usually, with no or few exceptions.

Content Knowledge:
Content knowledge is a teachers' understanding of the subject matter taught. Pedagogical content knowledge is the knowledge needed to make that subject matter accessible to students.

Content-Specific Language:
Language used in a particular content area so that students learn in that content area while also acquiring relevant vocabulary and language skills, and also gaining access to a community that expects a particular form of communication.

Core Values:
Values we hold which form the foundation on which we perform work and conduct ourselves. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

Cross-Curricular:
When you apply knowledge and principles to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience.

Cultural Competence:
A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals to enable that system, agency or those professions to work effectively in cross-cultural situations. The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively. Five essential elements contribute to a system's, institution's or agency's ability to become more culturally competent which include: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge, and having developed adaptations to service delivery reflecting an understanding of cultural diversity.

Culturally Responsive Pedagogy (Teaching Practices/Instruction):
The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.

Developmental Levels:
The physical, mental, and emotional stages a child goes through as he/she/they grows and matures.

Developmentally Appropriate:
An approach to teaching that respects both the age and the individual needs of each child.

Differentiated Explanation:
Tailoring instruction/explanation to meet individual student needs.

Differentiated Instruction:
Actively plan for students' differences so that they can best learn. In a differentiated classroom, teachers divide time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests.

Disaggregated Data:
Disaggregated Data is data that has been divided into detailed sub-categories. Disaggregated data in the higher education space is often broken down into categories such as region, gender and ethnicity. It can reveal inequalities between different sub-categories that aggregated data cannot.

Diverse Learners:
Students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds.

Diverse Materials:
Instructional materials representing a wide range of voices in the curriculum, for example literature from authors of color. Materials should expose students to a spectrum of multicultural and female experts, writers and artists to establish a cultural connection for your students.

Diverse Populations:
One or more of the following possible characteristics that differs from others: socioeconomic status, race, ethnicity, language, disabilities, and gender.

Diverse Student Needs:
Students behavioral, communicational, intellectual, learning, or physical characteristics or a combination of these characteristics.

Diverse Viewpoints:
Wide range of voices, perspectives and experiences.

Diversity:
Diversity is any dimension that can be used to differentiate groups and people from one another. Additionally, it can be viewed as empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Enrichment:
helps students to become more engaged in their learning and retain more information. Enrichment programs are typically interactive and project focused, and challenge students to use old concepts in new ways, while bringing new concepts to light.

Equitable Classroom Behavior Agreements:
Classroom behavioral initiatives that account for issues such as cultural beliefs and biases that may reinforce inequity in discipline. Teachers apply cultural competence to classroom management, and to support family engagement.

Equitable Access:
Every student in any classroom should have the same opportunity to learn as any other student.

Equitable Practices:
Individual and organizational practices that build relationships and foster community, provide opportunities for equal access (to resources, support, opportunity, etc.), and contribute to equitable outcomes.

Equity:
Recognizing that people are not the same, but deserve access to the same outcomes. Equitable programs may make accommodations for differences so that the outcomes are the same for all individuals. Women and men receive equitable, not equal treatment in regard to parental benefits at work.

Educational Equity:
Educational equity means that each child receives what they need to develop to their full academic and social potential.

What working towards equity means:
Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;Interrupting [Disrupting] inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and Discovering and cultivating the unique gifts, talents and interests that every human possesses.
Find more resources on the National Equity Project's website.

Ethics:
Moral principles that govern a person's behavior or conduct.

Exemplar:
A typical example or excellent model.

Extension:
An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. Extensions are leveled to fit the student. Students don't choose their extension activity like the enrichment project.

Family Involvement:
Involving any adult who is committed to the academic, social, emotional, and physical development/empowerment of a student. May include a parent, grandparent, aunt/uncle, neighbor, caregiver, etc.

Formal Assessment:
Systematic, pre-planned data-based tests that measure what and how well the students have learned.

Frequently:
Regularly, often, many times.

Growth Mindset:
Belief that your talents can be developed, through hard work, good strategies, and input from others. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

High-Quality Instructional Materials:
Instructional materials that are aligned with the state, national or local standards, that are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments.

Identity-Safe Classrooms:
Classrooms in which teachers strive to ensure students that their social identities are an asset rather than a barrier to success in the classroom. Acknowledging students' identities, rather than trying to be colorblind, can build the foundation for strong positive relationships.

Identities:
Usually defined by some physical, social, and mental characteristics of individuals. Examples of social identities are race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.

Inclusion:
In the education industry, the term inclusion is often associated with special education. Inclusion is when a student with special learning and/or behavioral needs is educated full time in the general education program.

Inclusiveness:
Regarding concepts examining diversity, equity and inclusion (DEI) in education, a new push is being made to replace the word inclusion with inclusiveness. This is primarily to avoid confusion with the definition of inclusion associated with special education services. Ideally, the term inclusiveness would adopt the definition of inclusion, as it relates to DEI, which is organizational effort and/or practices in which different groups or individuals having different backgrounds are culturally and socially accepted, welcomed, and equally treated.

Inclusive Environment:
A setting that authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. An environment that encourages respect, understanding and acceptance; in which diversity is valued as an asset within the community.

Informal Assessment:
Spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students' performance and progress.

Level of Rigor:
The complexity level of instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

Limited Capacity:
The ability to do something for a specified period of time in a minimal, restricted manner.

Mastery:
When students have mastered a concept, have learned everything there is to know about it, and are ready to move on. Comprehensive knowledge or skill in a subject or accomplishment.

Measurable Goal:
A goal with specific criteria that measure your progress toward the accomplishment of the goal.

Misconception:
A conclusion that's wrong because it's based on faulty thinking or facts that are wrong.

Mission:
Defines the objectives and the approach planned to reach those objectives.

Misunderstanding:
To understand wrongly, to fail to understand or interpret rightly.

Modification:
To change the learning goal for an individual student. Modifications usually involve changing an assignment or objective in response to student needs.

Multimodal:
Multimodal means having or using a variety of modes or methods to do something. Multimodal is a general term that can be used in many different contexts. If a student has multiple learning styles (multimodal), the advantages gained through multiple learning strategies include the ability to learn more quickly and at a deeper level so that recall at a later date will be more successful. Using various modes of learning also improves attention span.

Multilingual:
A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations). It's possible for a person to know and use three, four, or even more languages fluently.

Multiple Contexts:
Providing learners multiple ways to apply their learning in new applications or situations in order to help their brains build increasing awareness of the concepts behind that new information.

Norms:
A standard or pattern, especially of social behavior, that is typical or expected of a group.

Occasionally:
Sometimes, from time to time, at infrequent intervals

Prior Understanding:
The information and educational context a learner already has before they learn new information, or how much the learner already knows about a given topic or related topics.

Learner-Centered Feedback:
Provides learners with guidance in evaluating their learning while supporting their learning commitments.

Professional Standards:
Define the nature and the quality of work of persons who practice that profession, in this case educators. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated.

Rarely:
Not often, seldom.

Real World Application:
Provides concrete applications to knowledge and skills learned in the classroom as they relate to students themselves and society and encourage students to be aware of the choices they make and how they fit into a greater societal context.

Real World Experiences:
Existing or occurring in reality, drawn from or drawing on actual events or situations : real-life a real-world example.

Relevant and Aligned:
Closely connected, appropriate and updated components of an education system—such as standards, curricula, assessments, and instruction—work together to achieve desired goals.

Responsive:
Being responsive in a differentiated classroom connects the learner and the content in meaningful, respectful and effective ways and is grounded in the teacher's understanding of and connection with each student. Reacting quickly and positively to learning situations.

Scaffolding:
Breaking up the learning into chunks and providing a tool, or structure, with each chunk.

School Community:
Internal- students and staff
External- parents/families/caregivers and community stakeholders

Seamlessly:
Smoothly continuous or uniform in quality; combined in an inconspicuous way, with no apparent gaps between one part and the next.

Self-Selected:
Students choose for themselves.

Sense of Stewardship:
Feeling responsibility for the conducting, supervising, or managing of something, the careful and responsible management of something entrusted to one's care.

Social-Emotional Development:
How children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to form and sustain positive relationships, and experience, manage and express emotions.

Socio-Cultural:
Relating to, or involving a combination of social and cultural factors.

Standards Based:
Systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Standards Driven:
Starts with standards, grows from standards and ends with standards.

Student-Centered Learning:
A wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Success Criteria:
A list of features that a teacher wants the children to include in their work during the course of a lesson. A way of making children aware of what is expected of them and encouraging them to extend themselves during the course of the lesson.

Sustainable Systems:
A system whose attributes stay within an acceptable range of states. These attributes vary with time and the patterns of variability within a system change in scale and complexity

Systematically:
Has a fixed system or plan, intentional structures in place, methodically

Targeted Intervention:
Planned, carefully considered interventions that occur when students do not meet the grade level expectations necessary for academic progress.

Timely Feedback:
Ensures that nothing is lost, that students can still apply what they've learned and take on suggestions to improve their understanding of a topic. Ideally, students receive it before they move onto their next assignment.

Transitions:
The periods of time when, under teacher direction, students move as a group. Transitions include all of those times when teachers ask students to form groups within the class, as well as the short amount of time that is required by the students to end one activity and prepare for the beginning of another.

Vision:
Describes the desired future position or goals.