

Teacher Supervision and Evaluation

Based on California Standards for
the Teaching Profession (CSTP)



Fresno Unified School District

TEACHER IMPACT ON STUDENT LEARNING

“Teaching is at a crossroads: a crossroads at the top of the world. Never before have teachers, teaching, and the future of teaching had such elevated importance. There is widespread agreement now that of all the factors inside the school that affect children’s learning and achievement, the most important is the teacher—not standards, assessments, resources, or even the school’s leadership, but the quality of the teacher. Teachers really matter.”

-Andy Hargreaves and Michael Fullan; 2012

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INTRODUCTION

PIVOTAL ROLE OF THE TEACHER

Current research finds that “... teacher effectiveness is the single biggest contributor to student success. Teacher effectiveness outweighs all other factors, such as class, size, socioeconomic status, and gender.”

–H. Wenglinsky, October 2000

Purpose of Document

For nearly a decade, Fresno Unified School District has been engaged in the work of designing an aligned evaluation system that cultivates leadership practices, fosters high-quality instruction and creates a climate conducive to learning. This document outlines the components of the District’s supervision and evaluation system for the purpose of clarifying expectations, promoting consistency and insuring transparency.

The goals of the supervision and evaluation system are as follows:

- To foster reflective practice
- To encourage self-generated growth
- To promote collaboration by establishing common criteria and shared language
- To empower growth and inform professional learning
- To celebrate highly effective teachers

PART I: STANDARDS AND ELEMENTS

“A growing body of research confirms that the quality of teaching is what matters most for students’ development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment.

The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning;
- to guide, monitor, and assess the progress of a teacher’s practice toward professional goals.”
(*California Standards for the Teaching Profession; CDE and CTC; 20090; p. 1*)

The CSTP are organized into six interrelated standards. Each standard is organized into a set of big concepts or elements that identify key areas within that particular teaching standard.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p style="text-align: center;">STANDARD 1: Engaging and Supporting ALL Students in Learning</p> <ol style="list-style-type: none"> 1. Using knowledge of students’ academic readiness, backgrounds, life experiences, and interests 2. Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests 3. Connecting subject matter to meaningful, real-life contexts 4. Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs 5. Promoting critical thinking through inquiry, problem solving, and reflection 6. Monitoring student learning and adjusting instruction while teaching 	<p style="text-align: center;">STANDARD 2: Creating and Maintaining Effective Environments for Student Learning</p> <ol style="list-style-type: none"> 1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 4. Creating a rigorous learning environment with high expectations and appropriate support for all students 5. Developing, communicating, and maintaining high standards for individual and group behavior 6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 7. Using instructional time to optimize learning 	<p style="text-align: center;">STANDARD 3: Understanding and Organizing Subject Matter for Student Learning</p> <ol style="list-style-type: none"> 1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3. Organizing curriculum to facilitate student understanding of the subject matter 4. Utilizing instructional strategies that are appropriate to the subject matter 5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content
<p style="text-align: center;">STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students</p> <ol style="list-style-type: none"> 1. Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction 2. Establishing and articulating goals for student learning 3. Developing and sequencing long-term and short-term instructional plans to support student learning 4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students 	<p style="text-align: center;">STANDARD 5: Assessing Students for Learning</p> <ol style="list-style-type: none"> 1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments 2. Collecting and analyzing assessment data from a variety of sources to inform instruction 3. Reviewing data, both individually and with colleagues, to monitor student learning 4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5. Involving all students in self-assessment, goal setting, and monitoring progress 6. Using available technologies to assist in assessment, analysis, and communication of student learning 7. Using assessment information to share timely and comprehensible feedback with students and their families 	<p style="text-align: center;">STANDARD 6: Developing as a Professional Educator</p> <ol style="list-style-type: none"> 1. Reflecting on teaching practice in support of student learning 2. Establishing professional goals and engaging in continuous and purposeful professional growth and development 3. Collaborating with colleagues and the broader professional community to support teacher and student learning 4. Working with families to support student learning 5. Engaging local communities in support of the instructional program 6. Managing professional responsibilities to maintain motivation and commitment to all students 7. Demonstrating professional responsibility, integrity, and ethical conduct

PART II MEASURING EFFECTIVENESS

Continuum of Practice

While the standards and elements outline the domains of a teacher’s performance, the Continuum of Practice serves to clarify performance levels by describing teaching behaviors. The Continuum is designed to describe levels of performance and guide improvement. This Continuum uses a four-level rating scale with these labels:

- Highly Effective
- Effective
- Developing
- Ineffective

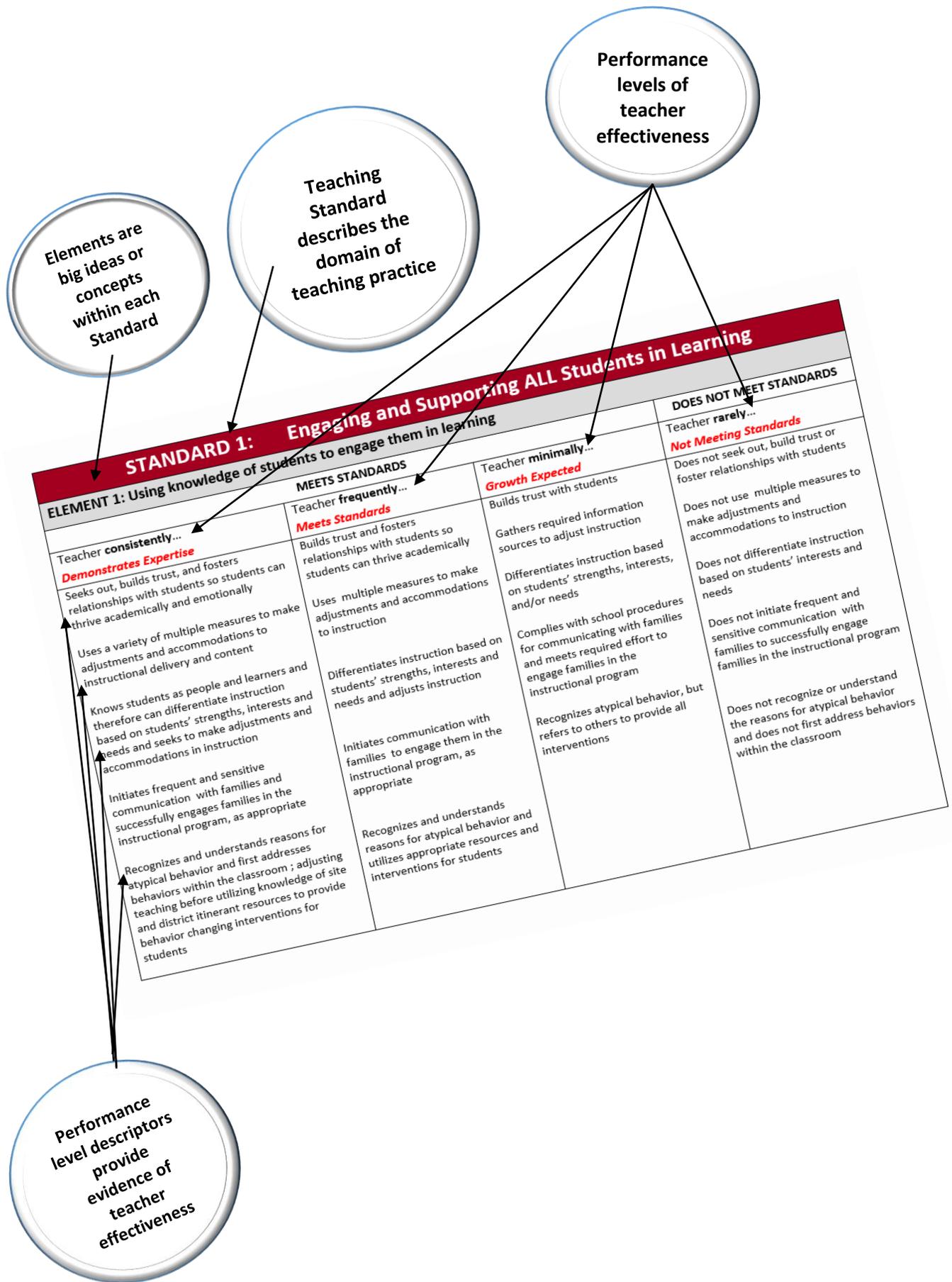
For each Teaching Standard, the Continuum of Practice includes research-based indicators and examples. These serve as a guide for supervisors and a roadmap for the teacher’s self-generated professional growth.

A selection from the Continuum of Practice, along with possible indicators and examples follows and the complete version can be found in Part 5, Tools and Resources.

Indicators are products, behaviors and actions that provide evidence of the teacher’s performance

STANDARD 1: Engaging and Supporting ALL Students in Learning	
Possible Indicators	<ul style="list-style-type: none"> • Student profiles, surveys, and interviews are used to ensure that student interest and prior knowledge are leveraged • Provides students some opportunity to present personal experiences/observations that are relevant to the lesson • Demonstrates sufficient knowledge of students to be able to meaningfully connect the subject matter of the lesson to real life of the students • Students are actively working rather than watching the teacher doing the work • Instructions, assignments, course outlines, and lesson plans demonstrate effective use of written and oral communication • Learning tasks require high level thinking and invite students toward high order thinking (all 4 levels of Depth of Knowledge) • Teacher is observed questioning in order to push students during a lesson. • Adjusts instruction in response to evidence collected during a lesson. • Students use self-assessment, established criteria, peer reviews, and teacher feedback to reflect on their learning • Positive student survey responses about being engaged in class • Technology and internet are utilized to meet the needs of all students
Possible Examples	<ul style="list-style-type: none"> • Students are working on an extended writing piece. The teacher has provided criteria for success and students can check their own work as they complete their writing. In addition, the teacher meets with students as others work independently, to give feedback on their progress. • The teacher examines previous years' cumulative folders to ascertain the background information and proficiency levels of groups of students in the class. • The teacher plans his/her lesson with three different follow up activities, designed to differentiate learning modalities of the students in the class. Each activity has the same outcome, but a different processing structure, like: a computation problem with writing a justification, making a model, and small group re-teaching. • A student asks, "How many different ways can we solve this problem?" • After posing a question, the teacher asks every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.

Examples provide specific evidence of the Standard in action.

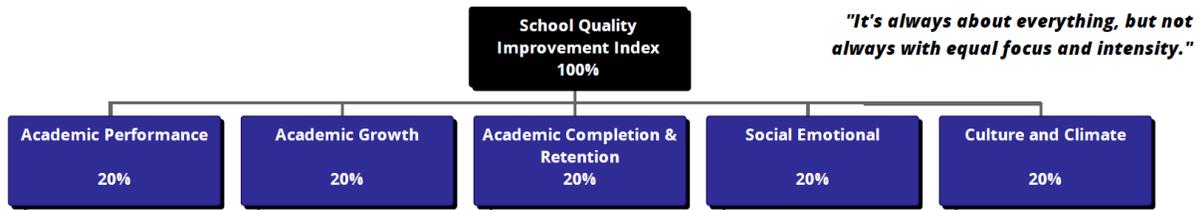


Using the Continuum of Practice

The Continuum of Practice is designed to give teachers detailed guidance for professional growth and an on-going assessment of where they stand in all performance areas. The use of these documents by teachers and their supervisors should prompt reflection and assist them in formulating professional goals. In addition, the Continuum of Practice should guide, monitor, and assess progress of teaching practices in support of student achievement and the cycle of continuous improvement. Demonstrating expertise in teaching practices requires knowledge, skills, artistry, passion and commitment, along with many other factors. The California Standards for the Teaching Profession are an important piece of this puzzle.

School Quality Improvement Index (SQII)

SQII frames our work around developing the whole child. It provides teachers and principals real time student data to ensure that sufficient student progress is taking place in academic, non-cognitive and social-emotional domains. This structure also allows teachers and their leaders to work together to create an effective evaluation using multiple measures that support effective instruction, contribute to the success of the educational program and result in optimal student growth.

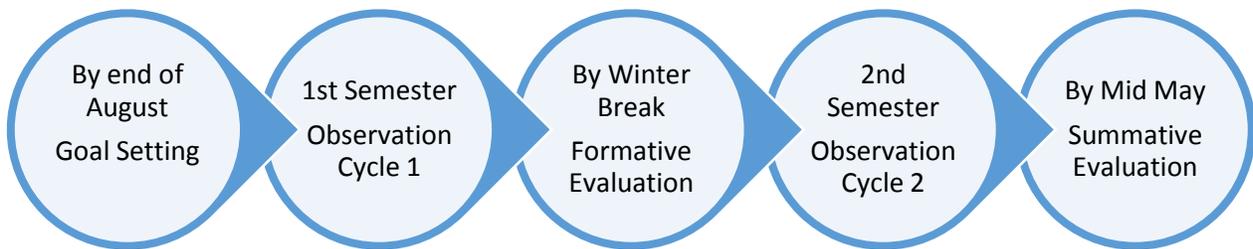


PART III: PROCESS AND PROCEDURES

The supervision and evaluation process is intended to be a collaborative endeavor between teachers and their supervisors. In addition, the supervision and evaluation process is a tool for assessing a teacher's skills, recognizing areas of strength and seeking opportunities for improvement. This approach reinforces an intentional culture of high achievement, continuous improvement, and mutual accountability.

The cycle of continuous improvement inherent in the supervision and evaluation process and procedures is represented in the figure below, with teachers acting as full partners in their own professional growth.

TEACHER SUPERVISION AND EVALUATION ANNUAL TIMELINE



Teacher Supervision and Evaluation Cycle Definitions and Processes

1. Annual Goal Setting

Teachers annually set individual performance goals and student achievement goals. Teachers reflect on the previous year's performance based on goal attainment, student achievement results, and performance reflection as aligned to the CSTP Continuum of Practice. Beginning with the Intent to Evaluate conference and concluding with the Evaluation conference, by the 6th week of school teachers have both individual and student goals finalized.

2. Formal Observation Cycles I and II:

Prior to the end of November for 1st semester, and by end of mid-April for 2nd semester, teachers and supervisors engage in the formal observation cycle. The pre and post conferences provide time and space for the teacher and supervisor to discuss the lesson objectives in relation to the teacher's annual goals set in step 1 above. Student learning goals/objectives, as well as criteria for success, planned instructional strategies, and

assessment approaches and lesson design are all key components of this interactive process.

3. Informal Observations/Walkthroughs:

Throughout the year, supervisors conduct informal observations and walkthroughs, providing ongoing data-based feedback regarding student learning and delivery of instruction, leveraging the FUSD CSTP Continuum of Practice.

4. Formative and Summative Evaluations:

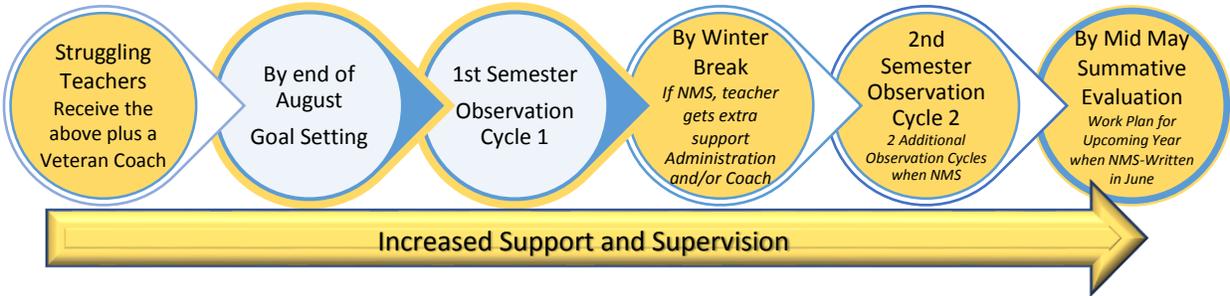
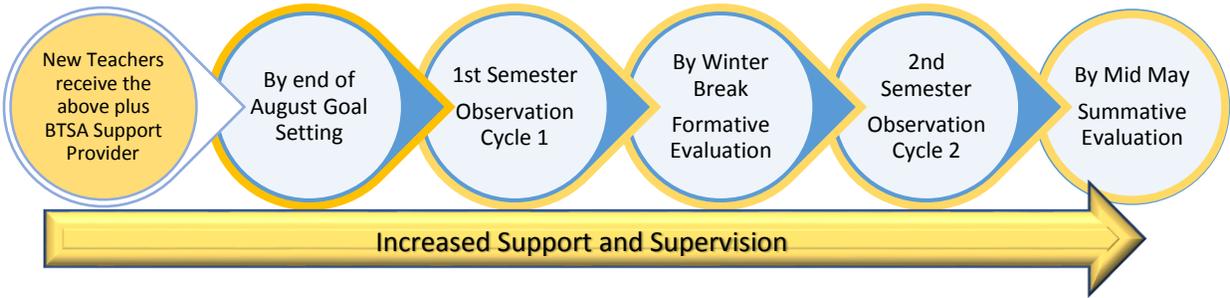
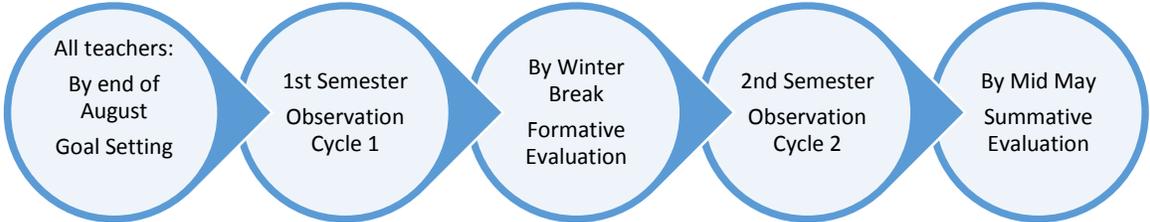
Formal interactive conferences are held to discuss the evidence and ratings of performance. This analysis of the teachers performance for the ½ year (formative) or full year (summative) is based on the analysis of collected ongoing evidence, provided by both teacher and supervisor. The CSTP Continuum is the document used to identify CSTP performance ratings.

Stakeholder Feedback

Teachers work collaboratively with peers and supervisors and receive ongoing, data-based feedback. All teachers in FUSD are part of a site Accountable Community, and engage to work collaboratively to use student achievement data to improve/support both teacher performance and student learning.

Annually, regardless of supervision or evaluation year, teachers leverage the FUSD CSTP Continuum of Practice to set their annual performance goals as well as their annual student learning goals. During an evaluation year, the supervisor provides data-based feedback, as described throughout this document. During a non-evaluation year, or a Supervision year, teachers may select the thinking partner of their choice to engage in collaborative, reflective conversations in support of their own performance in relation to the CSTPs, as well as student learning aligned to annual student learning goals.

**PART IV:
DIFFERENTIATED SUPERVISION
NEW TEACHERS AND STRUGGLING TEACHERS**



Teachers receive differentiated supervision and support, based on their time in the role and their performance on the CSTP Continuum of Practice. New teachers are evaluated annually in the first 3 years in FUSD. New teachers also receive support via Teacher Development, including BTSA support to clear their credential. Sites leverage instructional coaches and lead teachers to support the new teacher during their first two years in FUSD, ensuring only the best are retained and moved to permanent status.

Teachers identified as Not Meeting Standards receive differentiated support designed to improve their performance. This targeted support begins either following the Formative or Summative evaluation cycles, and varies in the following ways:

Formal Observations for Teacher Identified as Not Meeting Standards:

Constructive suggestions for correction of any CSTPs rated as not meeting standards are provided when a teacher earns a Not Meeting Standards rating. Additional support may also include one or more of the following:

1. Joint development of an improvement plan
2. Release time to observe best practices and/or to attend professional development
3. Release time for peer coaching
4. An additional classroom observation

Formative Evaluation Cycle:

Teachers earning a Not Meeting Standards rating in any of the CSTPs may select from the following 3 options to choose to improve their performance at mid-year:

1. Continue through the evaluation process with no intervention or structured assistance. OR
2. Request structured administrative intervention and support which shall include identification of the specific professional practices and/or growth in student learning that do not meet standards, the specific support the administration will offer to the teacher towards achieving a proficient level of practice and/or growth in student learning, and the timeline for the teacher to accomplish the improvement. OR
3. Request referral for v support and assistance designed to improve professional practices and achieve proficiency.

Summative Evaluation Cycle:

Teachers earning either Growth Expected or Not Meeting Standards ratings in any of the six CSTPs the teacher have a Teacher Development Plan (TDP) to support and assist their improvement. The TDP shall include goals for improving professional practices and student learning, as well as criteria to measure their improved performance.

Teachers Identified as Not Meeting Standards for Two Years:

Teachers earning Not Meeting Standards ratings for two consecutive years receive the rigorous support provided via a 90 Day Notice. The 90 Day Notice provides weekly formal observations, as well as weekly informal walkthrough observations, both with immediate (within 1-2 days) feedback by way of conferences to address areas of improvement as well as continued areas of Not Meeting Standards. Written data-based feedback is provided during these weekly 1:1 conferences, with clear criteria for success, based on the CSTP Continuum.

**PART V:
TOOLS AND RESOURCES**

**FUSD Site Teacher Supervision & Evaluation
Tools and Resources**

California Standards for the Teaching Profession Placemat

California Standards for the Teaching Profession Continuum

Foundations: Classroom and Accountable Communities

FUSD Human Resources Website <http://www.fresnounified.org/dept/hr/Webpages/default.aspx>

California Standards for the Teaching Profession

STANDARD 1:

Engaging and Supporting ALL Students in Learning

1. Using knowledge of students to engage them in learning
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
3. Connecting subject matter to meaningful, real-life contexts
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
5. Promoting critical thinking through inquiry, problem solving, and reflection
6. Monitoring student learning and adjusting instruction while teaching

STANDARD 2:

Creating and Maintaining Effective Environments for Student Learning

1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
4. Creating a rigorous learning environment with high expectations and appropriate support for all students
5. Developing, communicating, and maintaining high standards for individual and group behavior
6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
7. Using instructional time to optimize learning

STANDARD 3:

Understanding and Organizing Subject Matter for Student Learning

1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3. Organizing curriculum to facilitate student understanding of the subject matter
4. Utilizing instructional strategies that are appropriate to the subject matter
5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

STANDARD 4:

Planning Instruction and Designing Learning Experiences for ALL Students

1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
2. Establishing and articulating goals for student learning
3. Developing and sequencing long-term and short-term instructional plans to support student learning
4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD 5:

Assessing Students for Learning

1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
2. Collecting and analyzing assessment data from a variety of sources to inform instruction
3. Reviewing data, both individually and with colleagues, to monitor student learning
4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5. Involving all students in self-assessment, goal setting, and monitoring progress
6. Using available technologies to assist in assessment, analysis, and communication of student learning
7. Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD 6:

Developing as a Professional Educator

1. Reflecting on teaching practice in support of student learning
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
3. Collaborating with colleagues and the broader professional community to support teacher and student learning
4. Working with families to support student learning
5. Engaging local communities in support of the instructional program
6. Managing professional responsibilities to maintain motivation and commitment to all students
7. Demonstrating professional responsibility, integrity, and ethical conduct

FUSD CONTINUUM OF STANDARDS FOR THE TEACHING PROFESSION COMMITTEE

(Piloted 2000-01; Adopted 2001-02; Revised 2010)

Continuum of Standards Committee

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Al Sanchez Mayfair
Cathy Sousa-Wynn Centennial
Clare Statham Computech
Gloria Thomas Bullard
Joan Tillery PAR
Kathy Torosian Hoover
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Bill Walker Burroughs
Kim Williams I.S.
Sherry Wood PAR

FUSD CONTINUUM OF STANDARDS FOR THE TEACHING PROFESSION

What is the purpose of this document? The purpose of this handbook is to remove the guesswork from knowing what makes an effective, inspiring teacher. In 1997 the State of California first published the California Standards for the Teaching Profession (CSTP). The current revisions to the CSTP (2009), have been developed to respond to the changes in teaching and learning over the past decade. Most importantly, the California Department of Education, in conjunction with the Commission on Teacher Credentialing and California State Board of Education revised the CSTP to address the following needs: an increasingly diverse student population, substantial innovations in technology and its effects on instructional practices, updates in K-12 curriculum frameworks, the implementation of the academic content standards, and the effect that globalization of our world has had on teaching in the 22nd century classroom. The intended purpose of the CSTP is to provide a “common language” for all teachers in California. The CSTP are organized around six interrelated domains of teaching practice. The following are the identified standards by which California teachers are to be measured:

- STANDARD 1: Engaging and supporting ALL Students in Learning,
- STANDARD 2: Creating and Maintaining Effective Environments for Student Learning
- STANDARD 3: Understanding and Organizing Subject Matter for Student Learning
- STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students
- STANDARD 5: Assessing Students for Learning
- STANDARD 6: Developing as a Professional Educator

FUSD’s development of the FUSD CONTINUUM OF STANDARDS FOR THE TEACHING PROFESSION was in direct response to providing support for educators and administrators expected to implement and follow the revised CSTP as approved by the State Board of Education. This continuum was developed in partnership with FUSD, Fresno Teacher’s Association, the Teacher Development Department, and Human Resources in order to align and integrate the CSTP (2009) with FUSD adopted goals, core beliefs, and mission statements.

How is this document to be used? The purpose of this continuum is to facilitate and utilize the revised CSTP. The use of this document as a professional should prompt reflection, and assist teachers, administrators and other educational professionals to formulate professional goals. In addition, this continuum should guide, monitor, and assess progress of teaching practices, in support of student learning and the continuous cycle of improvement. Both FUSD and FTA recognize that distinguished teaching requires knowledge, skills, artistry, passion and commitment along with many other factors. The FUSD Continuum of Standards for the Teaching Profession is just but a piece of this puzzle, and a part of the commitment educators hold to the community serviced by FUSD to prepare career ready graduates.

STANDARD 1: Engaging and Supporting ALL Students in Learning

Possible Indicators	<ul style="list-style-type: none"> • Student profiles, surveys, and interviews are used to ensure that student interest and prior knowledge are leveraged • Provides students some opportunity to present personal experiences/observations that are relevant to the lesson • Demonstrates sufficient knowledge of students to be able to meaningfully connect the subject matter of the lesson to real life of the students • Students are actively working rather than watching the teacher doing the work • Instructions, assignments, course outlines, and lesson plans demonstrate effective use of written and oral communication • Learning tasks require high level thinking and invite students to explain their thinking in a variety of ways • Teacher is observed questioning in order to push students toward high order thinking (all 4 levels of Depth of Knowledge) • Adjusts instruction in response to evidence collected during a lesson • Students use self-assessment, established criteria, peer reviews, and teacher feedback to reflect on their learning • Positive student survey responses about being engaged in class • Technology and internet are utilized to meet the needs of all students
Possible Examples	<ul style="list-style-type: none"> • Students are working on an extended writing piece. The teacher has provided criteria for success and students can check their own work as they complete their writing. In addition, the teacher meets with students as others work independently, to give feedback on their progress. • The teacher examines previous years' cumulative folders to ascertain the background information and proficiency levels of groups of students in the class. • The teacher plans his/her lesson with three different follow up activities, designed to differentiate learning modalities of the students in the class. Each activity has the same outcome, but a different processing structure, like: a computation problem with writing a justification, making a model, and small group re-teaching. • A student asks, "How many different ways can we solve this problem?" • After posing a question, the teacher asks every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 1: Using knowledge of students to engage them in learning

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Seeks out, builds trust, and fosters relationships with students so students can thrive academically and emotionally</p> <p>Uses a variety of multiple measures to make adjustments and accommodations to instructional delivery and content</p> <p>Knows students as people and learners and therefore can differentiate instruction based on students' strengths, interests and needs and seeks to make adjustments and accommodations in instruction</p> <p>Initiates frequent and sensitive communication with families and successfully engages families in the instructional program, as appropriate</p> <p>Recognizes and understands reasons for atypical behavior and first addresses behaviors within the classroom; adjusting teaching before utilizing knowledge of site and district itinerant resources to provide behavior changing interventions for students</p>	<p>Builds trust and fosters relationships with students so students can thrive academically</p> <p>Uses multiple measures to make adjustments and accommodations to instruction</p> <p>Differentiates instruction based on students' strengths, interests and needs and adjusts instruction</p> <p>Initiates communication with families to engage them in the instructional program, as appropriate</p> <p>Recognizes and understands reasons for atypical behavior and utilizes appropriate resources and interventions for students</p>	<p>Builds trust with students</p> <p>Gathers required information sources to adjust instruction</p> <p>Differentiates instruction based on students' strengths, interests, and/or needs</p> <p>Complies with school procedures for communicating with families and meets required efforts to engage families in the instructional program</p> <p>Recognizes atypical behavior, but refers to others to provide all interventions</p>	<p>Does not seek out, build trust or foster relationships with students</p> <p>Does not use multiple measures to make adjustments and accommodations to instruction</p> <p>Does not differentiate instruction based on students' interests and needs</p> <p>Does not initiate frequent and sensitive communication with families to successfully engage families in the instructional program</p> <p>Does not recognize or understand the reasons for atypical behavior and does not first address behaviors within the classroom</p>

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Develops and systematically plans to use extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Ensures students see the connection between what they already know and the new material, collecting and analyzing student input to measure effectiveness and impact of connections</p> <p>Integrates a repertoire of instructional strategies and modifies materials/instruction to ensure all students can use first and second language skills to achieve learning goals in all content areas</p> <p>Builds upon students' comments and questions during a lesson and adjusts instruction, pacing, and checking for understanding to ensure students' have full understanding of the learning objectives of the lesson</p>	<p>Uses information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Ensures students see the connection between what they already know and the new material</p> <p>Utilizes a variety of strategies and modifies materials/instruction for all students to ensure opportunities to use first and second language skills to achieve learning goals</p> <p>Builds upon students' comments and questions during a lesson and adjusts instruction to ensure students have full understanding of the learning objectives of the lesson</p>	<p>Gathers information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Helps to highlight the connection between what students already know and the new material</p> <p>Selects strategies for all students when required by site or District; limited opportunities created for students to use first and second language skills to achieve learning goals</p> <p>Responds to students' comments and questions during a lesson and attempts to adjust instruction to ensure students have understanding of the learning objectives of the lesson</p>	<p>Does not use information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Does not ensure students see the connection between what they already know and the new material</p> <p>Does not support all students to use first or second language skills to achieve learning goals</p> <p>Does not build upon students' comments and questions during a lesson and does not adjust instruction pacing and checking for understanding</p>

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 3: Connecting subject matter to meaningful, real-life contexts

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts and to purposes for learning throughout subject matter instruction to acquire and practice skills to proficiency level</p> <p>Designs opportunities to seek feedback from students regarding relevance of subject matter to their lives</p> <p>Models how to integrate subject matter into students' own thinking and makes relevant applications of subject matter during learning activities; monitors students for active participation in above, and adjusts instructional delivery to maintain high level of student involvement</p> <p>Develops and monitors effective ways to engage all students in a variety of learning experiences that accommodate the multiple learning styles within the student population</p> <p>Engages all students in a variety of learning experiences that are appropriate to the instructional learning outcomes, the students' level of understanding, and the multiple learning modalities to ensure all students have accommodations to address the many different ways they learn</p>	<p>Makes connections to relevant, meaningful, and real-life contexts and to purposes for learning throughout subject matter instruction to acquire and practice skills to proficiency level</p> <p>Seeks feedback from students regarding relevance of subject matter to their lives</p> <p>Models how to integrate subject matter into students' own thinking and make relevant applications of subject matter during learning activities; monitors students for active participation in above, and adjusts instructional delivery to maintain high level of student involvement</p> <p>Engages all students in a variety of learning experiences that address the multiple learning styles within the student population</p> <p>Engages all students in a variety of learning experiences that are appropriate to the instructional learning outcomes, and the students' level of understanding to ensure all students have accommodations to address the many different ways they learn</p>	<p>Engages students in making connections to personal contexts and to purposes for learning as agreed to by the grade level/subject area team or site mandate</p> <p>Gets feedback from students regarding relevance of subject matter to their lives as initiated by students</p> <p>Monitors students for active participation in subject matter thinking, and adjusts instructional delivery</p> <p>Develops or monitors ways to engage all students in learning experiences; attempts to address the most common learning styles of the students</p> <p>Engages students in more than one learning experience that may be appropriate to the instructional learning outcomes, the students' level of understanding, and multiple student learning modalities</p>	<p>Does not engage students in actively making connections to relevant, meaningful, and real-life contexts and to purposes for learning</p> <p>Does not design opportunities to seek feedback from students regarding relevance of subject matter to their lives</p> <p>Does not model how to integrate subject matter into students' own thinking or how to make relevant applications of subject matter during learning activities</p> <p>Does not develop or monitor effective ways to engage all students in a variety of learning experiences</p> <p>Does not engage students in a variety of learning experiences that are appropriate to the instructional learning outcomes, the students' level of understanding, or the multiple learning modalities</p>

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Uses and constantly refines an extensive repertoire of instructional approaches and strategies to introduce, explain, and restate subject matter so all students understand and engage in learning</p> <p>Differentiates instruction to meet the assessed learning needs and interests of all students and increase active participation in learning</p> <p>Creates and adapts materials and resources, makes accommodations, adjusts instruction and uses appropriate assistive equipment and other technologies to support students' diverse learning needs</p> <p>Seeks out, examines and uses resources that minimize bias</p>	<p>Adapts and integrates a range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Uses a variety of instructional approaches and strategies to introduce, explain, and restate subject matter so all students understand and engage in learning</p> <p>Differentiates instruction to meet the assessed learning needs of students and increase active participation in learning</p> <p>Adapts materials and resources, makes accommodations, and uses appropriate assistive equipment and other technologies to support students' diverse learning needs</p> <p>Examines and uses resources that minimize bias</p>	<p>Integrates strategies, resources, and technologies into instruction designed to meet students' learning needs when requested by site or district</p> <p>Uses some instructional approaches and strategies so students understand and engage in learning</p> <p>Uses one or more differentiated instructional strategies to meet the needs of students</p> <p>Uses mandated materials and resources; makes some accommodations and use of appropriate assistive equipment to support some students' diverse learning needs</p> <p>Uses resources that minimize bias</p>	<p>Does not create, adapt, or integrate available strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Does not use or refine instructional approaches or strategies so all students do not understand or engage in learning</p> <p>Does not use differentiated instruction to meet the assessed learning needs and interests of all students</p> <p>Does not use materials and resources, assistive equipment or other technologies to effectively support students' diverse learning needs</p> <p>Does not seek out, examine or use resources that minimize bias</p>

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 5: Promoting critical thinking through inquiry, problem solving, and reflection

MEETS STANDARDS		NOT MEETING STANDARDS	
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems</p> <p>Creates an environment where students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning</p> <p>Expects and monitors students' use of multiple approaches and solutions to solve problems, ask critical questions and consider diverse perspectives about subject matter</p> <p>Provides frequent opportunities for students to think about, discuss, and evaluate content for student self-reflection</p> <p>Asks high-level questions to facilitate discussion, clarify, and extend students' thinking</p> <p>Plans for and helps students to apply previous learning to new situations and promotes student efforts to create, imagine, and innovate</p> <p>Helps students to develop and use strategies and technologies for accessing knowledge and information in a variety of circumstances and for a variety of reasons</p>	<p>Facilitates opportunities for students to apply critical thinking by designing structured inquiries into complex problems</p> <p>Teacher poses and students answer complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning</p> <p>Encourages students to use multiple approaches and solutions to solve problems, ask critical questions and consider diverse perspectives about subject matter</p> <p>Provides opportunities for students to think about, discuss, and evaluate content</p> <p>Asks questions to facilitate discussion, clarify, and extend students' thinking</p> <p>Helps students apply previous learning to new situations and encourages students to create, imagine, and innovate</p> <p>Helps students to develop and use strategies and technologies for accessing knowledge and information</p>	<p>Uses critical thinking structures as printed in resources</p> <p>Students answer questions and problems, reflect, and communicate understandings of content learning</p> <p>Asks students to use limited approaches and solutions to solve problems and asks low level questions</p> <p>Provides opportunities for students to think about and discuss content</p> <p>Asks low level questions during discussion and/or to clarify</p> <p>Helps students apply previous learning to new situations</p> <p>Helps students to use a limited number of available strategies and technologies for accessing knowledge and information</p>	<p>Does not facilitate systematic opportunities for students to apply critical thinking</p> <p>Students do not pose or answer a wide-range of complex questions and problems</p> <p>Does not encourage students to use multiple approaches and solutions to solve problems, or to ask critical questions and consider diverse perspectives about subject matter</p> <p>Provides little or no opportunities for students to think about, discuss, or evaluate content</p> <p>Does not ask questions to facilitate discussion, clarify, or extend students' thinking</p> <p>Does not plan for or help students to apply previous learning to new situations</p> <p>Does not help students to develop or use strategies and technologies for accessing knowledge and information</p>

STANDARD 1: Engaging and Supporting ALL Students in Learning

ELEMENT 6: Monitoring student learning and adjusting instruction while teaching

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Makes adjustments to extend learning opportunities and provides assistance to students in mastering the content flexibly and effectively</p> <p>Incorporates a variety of strategies to systematically check for student understanding and revises plans accordingly to accommodate students who have mastered lesson objective and others who have not</p> <p>Monitors the learning of students with limited English proficiency or of students with special needs and adjusts instruction accordingly</p> <p>Adapts a variety of strategies and alters pace during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p> <p>Takes advantage of "on the spot" changes in lessons based on students' interests and questions to connect the lesson objective to student life experiences</p> <p>Adjusts, paces, and manages lessons due to time constraints and student needs</p>	<p>Makes adjustments to extend learning opportunities and provides assistance to students in mastering the content</p> <p>Incorporates a variety of strategies to systematically check for student understanding and revises plans accordingly</p> <p>Monitors the learning of students with limited English proficiency or of students with special needs</p> <p>Adjusts strategies and pace during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p> <p>Makes "on the spot" changes in lessons based on students' interests and questions</p> <p>Adjusts and manages lessons due to time constraints</p>	<p>Makes few instructional adjustments to extend learning opportunities</p> <p>Incorporates few strategies to check for student understanding and sometimes revises plans accordingly</p> <p>Complies with school procedures to monitor students with limited English proficiency or of students with special needs</p> <p>Alters strategies and pace during instruction</p> <p>Follows scripted programs based on what resources predict will be of student interest</p>	<p>Does not make adjustments to extend learning opportunities</p> <p>Does not incorporate a variety of strategies to systematically check for student understanding</p> <p>Does not monitor the learning of students with limited English proficiency or of students with special needs as required</p> <p>Does not adjust strategies and pace during instruction</p> <p>Does not change lessons based on students' interests or on what resources predict will be of student interest</p> <p>Does not adjust, manage, or pace lessons to accommodate time constraints and student needs</p>

Standard 2: Creating and Maintaining Effective Environments for Student Learning

<p>Possible Indicators</p>	<ul style="list-style-type: none"> • Students and teachers use respectful talk, active listening, and turn taking procedures • Social development and behaviors are taught explicitly using resources that are available • Classroom artifacts and practices demonstrate collaborative learning –examples are: cooperative learning structures, project based learning, student work samples, and classroom arrangement • Student behavioral referrals are infrequent and appropriate • Improvement in student outcomes in non-cognitive factors (work ethic, growth mindset, perseverance, teamwork, conflict resolution, empathy) • Increase in the percentage of students with satisfactory attendance • Student work is effectively displayed and teaching artifacts are evident (charts, word walls, expectation statements, access to media, norms and standards of behavior, classroom routines) • Room and seating arrangement in classroom supports all students in learning • Tiered levels (RTI) of support are consistently provided based on student need • High expectations for learning and participation are communicated through both verbal and nonverbal behaviors • Systems have been built that reduce variability while increasing equity and access within the classroom • Instructional decisions, such as student grouping for intervention, are based on assessment data • Student school climate survey indicates teacher encourages students through positive support for effective effort and work • Parent survey indicates teacher has conversations with them about their child's academic and social emotional performance. • Implementation of an accountability system (norms and expectations are visible and students can articulate them) • Students carry out transitions and routines smoothly and without incident • Time is prioritized based on desired learning outcomes and diversity of student learning needs • Provide structure and communicate a system of care • Incorporate the contributions of diverse communication into the curriculum
<p>Possible Examples</p>	<ul style="list-style-type: none"> • Desks are moved into different configurations to accommodate classroom activities, such as group work or class discussions. • The teacher reads “The First 20 Days” by Fisher and Frey and teaches 20 cooperative learning structures during the first 20 days of school that will be used throughout the school year. • The teacher leads students in creating a social contract. They revisit this throughout the year and pick areas of focus when it is needed. In addition, daily expectations are set when the teacher uses CHAMPs that establish how students conduct conversations, receive help, complete activities, move, and participate in activities. • As School Climate Surveys are returned, the teacher reviews both classroom and school results to determine if students feel connected and have enough positive behavior supports. If they don’t, the teacher creates a plan to address these factors in creating a positive class climate. • The teacher wants to create a classroom of high expectations. The teacher includes students in designing an effort and motivation rubric. It is posted in class and is used by students for each assignment, both individually and as a class.

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Creates an environment where students take leadership in resolving conflict and creating a fair and respectful classroom community where a student’s home culture is included and valued; students communicate with empathy and understanding in interactions with one another</p> <p>Models and promotes fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures</p> <p>Models, promotes, and engages all students to accept and respect diversity, appreciate their own identities, and view themselves as valued contributors to society</p> <p>Develops students’ leadership skills and provides opportunities for students to apply and engage in shared problem-solving and conflict resolution</p> <p>Facilitates and provides learning opportunities that encourage student-to-student communication and models empathy and understanding</p> <p>Creates and monitors a classroom culture where students feel a sense of responsibility and develops activities that support positive interactions among students that help students get to know each other</p>	<p>Resolves conflict and creates a fair and respectful classroom community where a student’s home culture is included and valued; students communicate with empathy and understanding in interactions with one another</p> <p>Promotes fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures</p> <p>Promotes and engages all students to accept and respect diversity, appreciate their own identities, and view themselves as valued contributors to society</p> <p>Develops students’ leadership skills and provides opportunities for students to engage in shared problem-solving and conflict resolution</p> <p>Provides learning opportunities that encourage student-to-student communication and models empathy and understanding</p> <p>Creates a classroom culture where students feel a sense of responsibility with activities that help students get to know each other</p>	<p>Resolves conflict and creates a fair and respectful classroom community</p> <p>Promotes fairness and respect in a classroom atmosphere</p> <p>Engages all students to respect diversity, appreciate their own identities, and view themselves as valued contributors to society</p> <p>Provides opportunities for students to apply and engage in shared problem-solving and conflict resolution</p> <p>Provides limited learning opportunities that encourage student-to-student communication</p> <p>Creates a classroom culture through activities that help students get to know each other</p>	<p>Does not take leadership in resolving conflict and creating a fair and respectful classroom</p> <p>Does not model or promote fairness, equity, and respect</p> <p>Does not help all students accept and respect diversity, appreciate their own identities, and view themselves as valued contributors to society</p> <p>Does not develop students’ leadership skills and does not engage students in shared problem-solving and conflict resolution</p> <p>Provides little or no learning opportunities that encourage student-to-student communication with empathy and understanding</p> <p>Does not create a classroom culture where students feel a sense of responsibility</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning</p> <p>Ensures that environments enhance learning and reflect cultural diversity within and beyond the classroom</p> <p>Arranges and adapts classroom seating flexibly to accommodate individual and group learning needs</p> <p>Plans and implements a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development</p> <p>Creates an environment that promotes optimal learning for each student and ensures that students develop an appreciation of diversity</p> <p>Uses resources and technologies to engage students and provides access to resources, technologies, and a comfortable environment</p>	<p>Adapts physical and/or virtual learning environments to facilitate access to a range of resources that engage students in learning</p> <p>Provides an environment that enhances learning and reflects cultural diversity</p> <p>Arranges classroom seating to accommodate individual and group learning needs</p> <p>Establishes and maintains a curriculum-rich learning environment that supports content learning and academic vocabulary development</p> <p>Creates an environment that promotes learning for each student</p> <p>Provides students access to resources, technologies, and a comfortable environment</p>	<p>Adapts physical and/or virtual learning environments based on site or district requests</p> <p>Environment reflects some cultural diversity</p> <p>Arranges classroom seating to accommodate student need</p> <p>Establishes a curriculum-rich learning environment that supports content learning</p> <p>Creates an environment that promotes student learning</p> <p>Provides students access to required site and district resources, technologies, and a comfortable environment</p>	<p>Does not adapt physical and/or virtual learning environments to facilitate access to a wide range of resources</p> <p>Does not ensure that environment enhances learning or reflects diversity within the classroom</p> <p>Does not or inappropriately arranges classroom seating</p> <p>Does not establish a stimulating, curriculum-rich learning environment</p> <p>Does not create an environment that promotes learning for each student</p> <p>Provides little or no access to resources, technologies, and comfortable environments</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

MEETS STANDARDS		NOT MEETING STANDARDS	
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning</p> <p>Creates an environment where students demonstrate resiliency in perseverance for academic achievement; students maintain intellectual and emotional safety for themselves and others in the classroom</p> <p>Assesses the learning environment and arranges environment to be most suitable for positive and productive classroom interactions</p> <p>Promotes, supports, and recognizes the achievements and contributions of all students</p> <p>Models, supports, and incorporates opportunities for students to take risks and to express thoughtful and respectful opinions</p> <p>Creates a safe, accessible learning environment for all students and fosters the development of each student's self-esteem</p>	<p>Shares responsibility with the students for the establishment of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning</p> <p>Creates an environment where students persevere for academic achievement; students maintain intellectual and emotional safety for themselves and others in the classroom</p> <p>Arranges the learning environment to facilitate positive and productive classroom interactions</p> <p>Encourages, supports, and recognizes the achievements and contributions of all students</p> <p>Incorporates opportunities for students to express thoughtful and respectful opinions</p> <p>Creates a safe, accessible learning environment for all students</p>	<p>Establishes and maintains a safe physical and intellectual environment as required by school and district initiatives</p> <p>Creates an environment where students maintain intellectual and emotional safety for themselves in the classroom</p> <p>Arranges the learning environment with the expectation of productive interactions</p> <p>Recognizes the achievements and contributions of students</p> <p>Encourages students to take risks in the classroom, and to express respectful opinions</p> <p>Provides an accessible learning environment for students</p>	<p>Does not share responsibility with the students for the establishment or maintenance of a safe physical, intellectual, and emotional environment</p> <p>Does not create an environment where students maintain intellectual and emotional safety for themselves in the classroom</p> <p>Does not or inappropriately arranges the learning environment that does not promote positive and productive classroom interactions</p> <p>Discourages or does not recognize the achievements and contributions of students</p> <p>Does not model, support, or incorporate opportunities for students to take risks</p> <p>Does not create a safe, accessible learning environment for all students</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 4: Creating a rigorous learning environment with high expectations and appropriate support for all students

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Facilitates a rigorous learning environment in which students take leadership in learning; fosters extended studies, research, analysis, and purposeful use of learning</p> <p>Establishes, maintains, and monitors a productive, achievement-oriented climate in the classroom</p> <p>Sets and models high expectations for all students and motivates all students to initiate their own learning and strive for challenging learning goals</p> <p>Provides all students opportunities to examine and evaluate their own work and to learn from the work of their peers</p> <p>Provides multiple opportunities to challenging and diverse academic content and ensures access for all students</p>	<p>Facilitates a learning environment in which students take leadership in learning; fosters extended studies and purposeful use of learning</p> <p>Establishes a productive, achievement-oriented climate in the classroom</p> <p>Sets high expectations for all students and motivates all students to initiate their own learning</p> <p>Provides all students opportunities to examine and evaluate their own work</p> <p>Ensures access to challenging and diverse academic content for all students</p>	<p>Facilitates a learning environment in which students may take leadership in learning</p> <p>Provides a productive climate in the classroom as required by site and district initiatives</p> <p>Motivates students to initiate their own learning</p> <p>Provides some students opportunities to examine and evaluate their own work</p> <p>Provides challenging academic content for most students as part of site or district request</p>	<p>Does not facilitate a rigorous learning environment</p> <p>Does not establish, maintain or monitor a productive, achievement-oriented climate in the classroom</p> <p>Does not set high expectations and does not motivate all students to initiate their own learning</p> <p>Does not provide opportunities for students to examine and evaluate their own work or to learn from the work of their peers</p> <p>Does not provide opportunities for challenging and diverse academic content</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 5: Developing, communicating, and maintaining high standards for individual and group behavior

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
Actively engages, facilitates, and monitors student participation in classroom decision-making and helps all students learn to take responsibility for their own behavior and actions Creates an environment where students demonstrate positive behavior, consistent participation, and are valued for their unique identities Fosters and supports appropriate student behavior and works proactively to prevent and respond quickly to minimize behavioral issues Engages in collaboration with students, families, and communities to establish, maintain, and communicate standards for student behavior Utilizes knowledge about student behavior to support positive classroom conduct and addresses inappropriate behaviors in an efficient, fair, and equitable way	Facilitates student participation in classroom decision-making and encourages all students to take responsibility for their own behavior and actions Creates an environment where students demonstrate positive behavior and consistent participation Fosters appropriate student behavior and works proactively to prevent and respond quickly to minimize behavioral issues Engages in collaboration with students and families to communicate standards for student behavior Understands the causes of student behavior and responds to inappropriate behaviors in an efficient, fair, and equitable way	Facilitates student participation in classroom decision-making; students have opportunities to take responsibility for their own behavior and actions Creates an environment where students demonstrate positive behavior Supports appropriate student behavior and works to prevent behavioral issues Maintains required collaboration with students and families to communicate standards for student behavior Responds to inappropriate behaviors in an efficient, fair, and equitable way	Does not actively engage, facilitate, or monitor student participation in classroom decision-making Does not create an environment where students demonstrate positive behavior Does not foster or support appropriate student behavior Does not maintain required collaboration with students and families to communicate standards for student behavior Does not respond to inappropriate behaviors

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Facilitates student participation in developing, monitoring, and adjusting routines and procedures focused on maximizing student learning; classroom climate integrates school standards and norms</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior</p> <p>Creates an environment where students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes all student learning, maintains daily schedules, timelines, classroom routines, and norms that maximize learning</p> <p>Models and reinforces transitions through practice for students to smoothly and efficiently move from one instructional activity to the next</p> <p>Adapts necessary routines, procedures, and norms to ensure the success of students with special needs and promotes fairness and respect for all students</p> <p>Assesses and applies knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities</p>	<p>Develops, monitors, and adjusts routines and procedures focused on student learning; classroom climate integrates school standards and norms</p> <p>Promotes positive behaviors and a positive classroom climate that eliminates most disruptive behavior</p> <p>Creates an environment where students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes all student learning, maintains daily schedules, timelines, classroom routines, and norms that maximize learning</p> <p>Models transitions for students to move from one instructional activity to the next</p> <p>Adapts necessary routines, procedures, and norms to ensure the success of students with special needs</p> <p>Applies knowledge of students' physical, social, cognitive, and emotional development to ensure that time and support are provided for students to complete learning activities</p>	<p>Develops routines and procedures focused on student learning; classroom climate integrates school standards</p> <p>Promotes positive behaviors and a classroom climate that eliminates some disruptive behavior as required by site or district initiatives</p> <p>Creates an environment where students share some responsibility with teacher for managing and maintaining a positive classroom climate that promotes student learning, establishes daily schedules, and classroom routines</p> <p>Helps students as they transition from one instructional activity to the next</p> <p>Adapts some routines, procedures, and norms to promote the success of students with special needs, applies knowledge of students' physical, social, and cognitive development; adequate learning time and support are provided for students to attempt completion of learning activities for compliance</p>	<p>Does not develop routines and procedures focused on student learning</p> <p>Does not promote positive behaviors or establish preventions for disruptive behavior</p> <p>Does not create an environment where students share responsibility with teacher for managing and maintaining a positive classroom climate</p> <p>Does not model or reinforce transitions through practice for students</p> <p>Provides little or no adaption to routines, procedures, and norms; success of students with special needs is not monitored or measured</p> <p>Applies little or no knowledge of students' physical, social, cognitive, and emotional development to support student learning</p>

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

ELEMENT 7: Using instructional time to optimize learning

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Creates an environment where students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting</p> <p>Analyzes, organizes, and paces instruction to optimize learning time and ensure students are able to accomplish learning goals</p> <p>Reflects and makes adjustments to instructional time so that all students remain engaged and challenged</p> <p>Plans and structures time for both independent and collaborative learning opportunities for students utilizing all resources (colleagues, strategies, and structures)</p> <p>Maintains a balance and maximizes instructional, preparation, administrative, and managerial time</p>	<p>Creates an environment where students are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting</p> <p>Organizes instruction to optimize learning time for students to accomplish learning goals</p> <p>Makes adjustments to instructional time so that all students remain engaged and challenged</p> <p>Plans and structures time for both independent and collaborative learning opportunities</p> <p>Maintains a balance of instructional, preparation, administrative, and managerial time</p>	<p>Engages students in setting limited learning goals</p> <p>Organizes instruction to meet required learning time for students</p> <p>Makes attempts to adjust instructional time so that all students remain engaged and challenged</p> <p>Incorporates some independent and collaborative learning opportunities</p> <p>Recognizes and begins to balance instructional, preparation, and managerial time</p>	<p>Does not engage students in setting learning goals</p> <p>Does not analyze, organize, and pace instruction to optimize learning time</p> <p>Does not or inappropriately adjusts instructional time</p> <p>Does not or inappropriately structure time for independent and collaborative learning</p> <p>Does not show evidence of balance between instructional, preparation, administrative, and managerial time</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

<p>Possible Indicators</p>	<ul style="list-style-type: none"> • Utilizes the Common Core State Standards, curriculum frameworks, and district Scope and Sequence • Teach to the appropriate grade level standards each quarter, as identified in the FUSD Scope and Sequence • Pre and post tests are administered and effectively used • Records reflect student needs, profiles, and strategies to address, including RTI, IEP, CELDT levels • Development of units, modules, and daily lessons are aligned to the Common Core State Standards • Daily learning objectives are communicated and can be articulated by students • Observations and data indicate students complete rigorous work (integrated standards, depth of knowledge on all 4 levels and common core calibrated work at grade level) • Student work and writing samples reflect understanding of the content (unit culminating tasks demonstrate student mastery of content and writing strategies) • Technology and internet are utilized to meet the needs of all students • Understand text complexity by using text sets with students, including grade level and leveled texts at appropriate lexile levels • CELDT and other district English Language Development tests results inform instructional practice • Selects materials, resources, and technologies that support subject matter instruction for English Learners and students with disabilities • Differentiation and access for English Learners and students with disabilities is evident • Systems are in place that ensure that units, lessons, and tasks align to the common core scope and sequence and prepare students to be college ready
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher is developing a unit of study. They use the FUSD Scope and Sequence to identify the Big Idea and an Essential Question. When selecting a text set, they use two of the selected texts, but have found additional texts that they would like to add to their set, based on student lexile level and different content areas. The teacher has designed lessons on pre-requisite skills leading to the Common Core State Standard. • During a lesson on metaphors and similes, the teacher uses a variety of resources to explain the concept. Some of these include music, video, baseline curriculum, and technology. • A teacher asks students to write an essay in the style of Hemmingway. Students have to explain which aspects of his writing they have used and why they were appropriate to their essay. • A teacher is not sure what a student work sample for their grade level looks like. They utilize Appendix C in the Common Core State Standards to identify what appropriate writing looks like for their grade level. • Students are asked to determine which math tools would be appropriate to solve a math problem. Their choices include a graphing calculator, a protractor, and a spreadsheet.

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 1: Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Ensures that subject matter knowledge is sufficient to support student learning in various ways and incorporates different perspectives, appropriate to the discipline; seeks out deeper content knowledge</p> <p>Regularly adds to subject matter knowledge through a variety of ways, including ongoing professional learning, collaboration with peers, staff development, reading, and trainings initiated by district, site, colleagues, and individually</p> <p>Identifies, understands, and teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks; encourages students to take ownership of learning goals and content standards, by posting, orally reviewing, and revisiting goals/objectives consistently throughout a lesson</p> <p>Integrates key concepts, themes, and relationships in ways that ensure clear connections across subject matter and relevance to students</p> <p>Utilizes and extends current understanding of relevant content standards and frameworks consistently through plans created yearly, monthly, weekly, and daily</p>	<p>Ensures that subject matter knowledge is sufficient to support student learning in various ways and incorporates different perspectives, appropriate to the discipline</p> <p>Adds to subject matter knowledge through a variety of ways, including ongoing professional learning, collaboration with peers, staff development, reading, and trainings initiated by district, site, colleagues, and individually</p> <p>Identifies, understands, and teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks by posting, orally reviewing, and revisiting goals/objectives throughout a lesson</p> <p>Integrates key concepts, themes, relationships, and connections across subject matter areas in a variety of ways to address student learning needs</p> <p>Utilizes current understanding of relevant content standards and frameworks consistently through plans created yearly, monthly, weekly, and daily</p>	<p>Uses sufficient subject matter knowledge to support student learning</p> <p>Keeps subject matter knowledge current by collaborating with peers as required by site and district professional learning</p> <p>Teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks by identified goals/objectives for a lesson</p> <p>Uses foundational knowledge of subject matter, key concepts, themes, and relationships</p> <p>Maintains current understanding of relevant content standards and frameworks</p>	<p>Subject matter knowledge is not sufficient to support student learning</p> <p>Does not keep subject matter knowledge current</p> <p>Does not identify, understand, and/or teach the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks</p> <p>Does not integrate key concepts, themes, and relationships</p> <p>Does not utilize current understanding of relevant content standards and frameworks</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Applies knowledge of human development and learning theory to students by integrating explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter</p> <p>Acquires understanding of students’ individual cognitive, social, emotional and physical development and uses this information to connect content to students’ prior knowledge and experiences by integrating instructional strategies matched with student learning needs</p> <p>Reflects on English Learners’ levels of language acquisition in order to know how to best support student learning of vocabulary, academic language, and proficiency in self-directed goals</p> <p>Understands when and how to differentiate instruction for students with special needs, providing coherence for students to access, utilize and apply content and subject matter with accuracy</p>	<p>Applies knowledge of human development and learning theory to students by adapting instruction in response to student learning to ensure equitable access of subject matter</p> <p>Acquires understanding of students’ individual cognitive, social, emotional and physical development and uses this information to connect content to students’ prior knowledge and experiences</p> <p>Reflects on English Learners’ levels of language acquisition in order to know how to best support learning of vocabulary and academic language</p> <p>Understands when and how to differentiate instruction for students with special needs routinely, ensuring understanding for all</p>	<p>Applies knowledge of human development and learning theory to students by teaching essential content pertaining to a single lesson</p> <p>Acquires understanding of students’ individual cognitive, social, emotional and physical development</p> <p>Reflects on English Learners’ levels of language acquisition during mandated meetings or designated times of the year</p> <p>Understands how to differentiate instruction for students with special needs based on required guidelines</p>	<p>Does not apply knowledge of human development and learning theory to students</p> <p>Does not acquire understanding of students’ individual cognitive, social, emotional and physical development</p> <p>Does not reflect on English Learners’ level of language acquisition</p> <p>Does not understand when and how to differentiate instruction for students with special needs</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 3: Organizing curriculum to facilitate student understanding of the subject matter

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Uses knowledge of student readiness to organize, sequence, and enhance the curriculum while incorporating subject and grade level expectations from curriculum frameworks in organization of subject matter</p> <p>Applies knowledge of subject matter to organize curriculum, plan lessons and design units, extensively utilizing instructional strategies that demonstrate key concepts and their interrelationships</p> <p>Utilizes standards-aligned and/or adopted curriculum in ways that support student learning, integrating extensive use of adopted and support material that allow for intervention or extension activities to support all students</p>	<p>Uses knowledge of student readiness to sequence the curriculum while incorporating subject or grade level expectations from curriculum frameworks in organization of subject matter</p> <p>Applies knowledge of subject matter to organize curriculum, plan lessons, and design units</p> <p>Utilizes standards-aligned and/or adopted curriculum in ways that support student learning, and implements all adopted materials available and accesses additional support materials as needed to support learning for all students</p>	<p>Uses knowledge of student readiness to sequence the curriculum</p> <p>Applies knowledge of subject matter to plan lessons</p> <p>Utilizes standards-aligned and/or adopted curriculum as directed by the district in ways that support student learning</p>	<p>Does not use knowledge of student readiness to organize, sequence, and enhance the curriculum</p> <p>Does not apply knowledge of the subject matter to organize curriculum, plan lessons and design units</p> <p>Does not utilize standards-aligned and/or adopted curriculum in ways that support student learning</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 4: Utilizing instructional strategies that are appropriate to the subject matter

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Uses an extensive repertoire of effective instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter</p> <p>Builds on students' life experiences, utilizing students' prior knowledge and interests to make subject matter relevant and meaningful. Challenges all students to think critically in subject areas and develops a deeper knowledge of learning practices and strategies</p> <p>Uses a repertoire of instructional strategies that make the depth and complexity of subject matter understandable to all students</p>	<p>Uses a repertoire of effective instructional strategies to illustrate a concept and its connections within and across subject matter</p> <p>Builds on students' life experiences, utilizing prior knowledge and interests to make subject matter relevant and meaningful, challenging all students to think critically in the subject area</p> <p>Uses strategies that make the depth and complexity of subject matter understandable to all students</p>	<p>Uses a limited repertoire of effective instructional strategies and approaches to illustrate a concept appropriate to the subject matter</p> <p>Builds on students' life experiences, accessing prior knowledge and interests to make subject matter relevant and meaningful</p> <p>Uses instructional strategies that make subject matter understandable</p>	<p>Does not use an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, or support and challenge the full range of students</p> <p>Does not build on students' life experiences, utilizing students' prior knowledge and interests to make subject matter relevant and meaningful</p> <p>Does not use instructional strategies that make the depth and complexity of subject matter understandable to all students</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Knows and utilizes the full range of materials, resources, and technologies provided by the school or district to ensure that students are able to obtain equitable access to a wide range of knowledge, through ongoing links to resources and supports</p> <p>Selects materials, resources, and technologies to support differentiated student learning needs in the classroom setting. Considers the students' language, life experiences and learning needs to support diversity in the classroom</p> <p>Adapts, refines or accesses new instructional resources to support student learning to extend student critical thinking in logical and innovating ways</p>	<p>Knows and utilizes the full range of materials, resources, and technologies provided by the school or district to ensure that students are able to obtain equitable access to a wide range of knowledge</p> <p>Selects materials, resources, and technologies to support differentiated student learning needs in the classroom setting. Considers learning needs to support diversity in the classroom</p> <p>Adapts or refines instructional resources and technology to support student learning</p>	<p>Knows and utilizes required materials, resources, and technologies provided by the school or district</p> <p>Uses required materials, resources, and technologies that support student learning needs in the classroom setting</p> <p>Uses required instructional resources to support students in the classroom</p>	<p>Does not know or utilize the full range of materials, resources, and technologies provided by the school or district</p> <p>Does not select or use required materials, resources, and technologies to support differentiated student learning needs in the classroom setting</p> <p>Does not adapt, refine or access new or required instructional resources to support student learning</p>

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

ELEMENT 6: Addressing the needs of English learners and students with special needs to provide equitable access to the content

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently ... <i>Demonstrates Expertise</i>	Teacher frequently ... <i>Meets Standards</i>	Teacher minimally ... <i>Growth Expected</i>	Teacher rarely ... <i>Not Meeting Standards</i>
<p>Addresses the English Language Development (ELD) standards as they relate to the levels of language acquisition. Creates, selects, and uses materials, resources, and technology to support subject matter instruction of English Learners and students with special needs</p> <p>Addresses the Individual Education Plan (IEP) goals and objectives of students with special needs, and makes logical and integrated accommodations in the classroom with curriculum or extra support services to meet the learning needs of special needs students</p> <p>Ensures access to the critical concepts and themes in the academic content standards and utilizes state curriculum frameworks for students at various levels of English proficiency and for students with special needs</p>	<p>Addresses the English Language Development (ELD) standards as they relate to the levels of language acquisition. Uses materials, resources, and technology to support subject matter instruction for all students</p> <p>Addresses the Individual Education Plan (IEP) goals and objectives of students with special needs, and makes significant steps to accommodate students</p> <p>Ensures access to the critical concepts and themes in the academic content standards and refers to state curriculum frameworks for students at various levels</p>	<p>Addresses the required English Language Development (ELD) standards</p> <p>Addresses the Individual Education Plan (IEP) goals and objectives of students with special needs</p> <p>Ensures access to the critical concepts and themes in the academic content standards</p>	<p>Does not address the English Language Development (ELD) standards as they relate to the levels of language acquisition</p> <p>Does not address the Individual Education Plan (IEP) goals and objectives of students with special needs</p> <p>Does not ensure access to the critical concepts and themes in the academic content standards or utilize state curriculum frameworks for students</p>

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Possible Indicators</p>	<ul style="list-style-type: none"> • Utilizes records that reflect student needs, profiles, and strategies to plan instruction • Adjusts student groupings in response to evidence collected during a lesson • Utilizes collected artifacts of student work that reflect academic growth and proficiency in order to plan lessons • Aligns classroom goals to site and district goals • Daily learning objectives are planned, communicated, and articulated by teacher and students using academic language • Observations and artifacts indicate articulation of learning expectations to students. Examples include posting or stating objectives, criteria for success, evidence of feedback, exemplars of work • Unit plans, modules, daily lesson, and course plans reflect use of Common Core State Standards, curriculum materials, and Scope and Sequence • Formal and informal information about students is utilized by the teacher for instructional planning • Units, lessons and performance tasks are cognitively challenging • Re-teach calendar consistently reflects instructional planning informed by assessment results • Technology and other learning resources are designed for use during lessons, modules, and units • The Cycle of Continuous Improvement (CCI process) for planning based on assessment is evident • A tiered system of supports (RTI) meets all students' needs • The teacher intervenes early to accelerate growth and to avoid the need for remediation • Students are given multiple and diverse opportunities to work, share and learn together • Students are engaged with the resources and materials • Lessons reflect accommodations for English Learners and students with disabilities (IEP goals, ELD standards) <ul style="list-style-type: none"> ○ Assessment results guide instructional planning decisions. Examples include DRP/BAS test results, pre-and post-tests, benchmark assessments • Students are able to articulate what they are expected to learn
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Possible Examples</p>	<ul style="list-style-type: none"> • The teacher administers a short questionnaire to the students in his/her class. Using their responses, the teacher will plan and organize students into different groups for the next morning's project. • With his/her team, the teacher plans a unit of study that includes lessons that accommodate prerequisite skills. The team decides to use a concept map in their instruction, so that students can repeatedly link these lessons with the overarching ideas within the unit. • The teacher reviews his/her objectives for the week. He/she checks to see if there is alignment with the activities and assessments that he/she used. Based on his/her assessment data, the teacher determines what modifications he/she needs to make to truly assess students at the same level he/she is asking them to think. • The teacher reviews lesson plans with his/her Accountable Community. He/she asks the team to give feedback on pacing, structure, and the matching of instructional strategies to the content. • Every 2 weeks, the teacher reviews common formative assessments with his/her team. Using the data, the team adjusts their instructional calendar for their units, modules, and lessons. The teacher uses the calendar to plan daily lessons that fit within the unit.

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

ELEMENT 1: Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Uses knowledge of students’ lives, their families, and their community to innovate and inform planning and instruction while incorporating students’ prior knowledge and experiences into the classroom curriculum and planning</p> <p>Uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and adapts lessons to meet students’ unique needs in the classroom setting. Integrates the Cycle of Continuous Improvement into lesson/unit development</p> <p>Plans lessons and units that integrate and promote access for all students to academic content standards in both team and individual settings</p> <p>Uses knowledge of students’ diverse learning and language needs to plan instructional accommodations and learning strategies that provide student support throughout a lesson</p>	<p>Uses knowledge of students’ lives, their families, and their community to inform planning and instruction and incorporates students’ prior knowledge and experiences into classroom curriculum and planning</p> <p>Uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and makes appropriate adaptations to meet students’ unique needs in the classroom setting</p> <p>Plans lessons and units that promote access to academic content standards for all students in both team and individual settings</p> <p>Uses knowledge of students’ diverse learning and language needs to plan instructional accommodations and learning strategies that support student learning</p>	<p>Uses knowledge of students’ lives, their families, and their community to inform curriculum and planning</p> <p>Uses knowledge of individual students’ cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to planning</p> <p>Plans lessons and units that promote access to academic content standards for all students</p> <p>Uses knowledge of students’ diverse learning and language needs to plan limited instructional accommodations that support student learning</p>	<p>Does not use knowledge of students’ lives, their families, and their community to inform planning</p> <p>Does not use knowledge of individual students’ cognitive, social, emotional, and physical development</p> <p>Does not plan lessons and units that promote access to academic content standards for all students</p> <p>Does not use knowledge of students’ diverse learning and language needs to plan instruction</p>

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

ELEMENT 2: Establishing and articulating goals for student learning

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Builds on strengths, interests, and needs of students to establish expectations for learning and personal learning goals. Assists students in self-monitoring and evaluating these goals</p> <p>Establishes and communicates long-term and short-term goals that address district, school, and community expectations based on academic content standards in order to create unit/lesson plans</p> <p>Develops learning goals that prepare students for successful transition to their next learning environment; regularly articulates and integrates content standards with students' learning goals for skill development successfully throughout lessons and units of instruction</p> <p>Creates a dynamic learning environment by communicating clear, challenging, and achievable expectations about student success, academic rigor and equity to subject matter</p>	<p>Builds on needs of students to establish expectations for learning and personal learning goals. Assists students in self-monitoring these goals</p> <p>Establishes long-term and short-term goals that address district and school expectations based on academic content standards in order to create unit/lesson plans</p> <p>Develops learning goals that prepare students for successful transition to their next learning environment; regularly integrates content standards with students' learning goals</p> <p>Communicates clear, challenging, and achievable expectations about student success, academic rigor and equity to subject matter</p>	<p>Builds on needs of students to establish expectations for learning and classroom learning goals. Assists students in monitoring class goals</p> <p>Establishes long-term and short-term goals that address school expectations</p> <p>Develops learning goals that prepare students for transition to their next learning environment</p> <p>Communicates expectations about student success, academic rigor, and equity to subject matter</p>	<p>Does not build on strengths, interests, and needs of all students</p> <p>Does not establish long-term and short-term goals that address district, school, and community expectations</p> <p>Does not establish learning goals that prepare students for successful transition to their next learning environment</p> <p>Does not communicate clear, challenging, and achievable expectations</p>

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

ELEMENT 3: Developing and sequencing long-term and short-term instructional plans to support student learning

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Designs and implements long-term and short-term plans by designing instructional units/lessons that account for assessment results</p> <p>Incorporates diverse subject matter perspectives into planning, by utilizing extensive knowledge of curriculum and instruction to sequence content and strategies appropriate to the complexity of the lesson</p> <p>Organizes and links goals with learning activities and state standards to develop comprehensive long and short-term goals that ensure high levels of learning for all students</p> <p>Designs and plans instructional programs that continually support students with second language learning needs and gives extensive consideration, reflection and innovation to the learning needs of “diverse” student populations</p> <p>Incorporates professional expertise and knowledge of student populations into instructional planning through reflection on the outcomes of student learning, testing results, projects, etc.</p> <p>Incorporates diverse subject matter perspectives into planning, by utilizing knowledge of curriculum and instruction to sequence content and instructional strategies</p> <p>Collaborates with colleagues, administration, parents and paraprofessionals to design instruction according to district, site, classroom, and individual goals</p>	<p>Implements long-term and short-term plans with instructional units/lessons that account for assessment results</p> <p>Incorporates diverse subject matter perspectives into planning, by utilizing knowledge of curriculum and instruction to sequence content and strategies</p> <p>Organizes and links goals with learning activities and state standards</p> <p>Plans instructional programs that support students with second language learning needs and gives consideration to the learning needs of “diverse” student populations</p> <p>Incorporates and translates professional expertise and knowledge of student populations into routine instructional planning</p> <p>Incorporates diverse subject matter perspectives into planning to sequence content and strategies</p> <p>Collaborates with colleagues, to design instruction according to district, site, classroom, and individual goals</p>	<p>Plans instructional units/lessons that consider assessment results</p> <p>Incorporates diverse subject matter perspectives into planning by selecting and sequencing instructional strategies</p> <p>Links goals with curricular materials that incorporate state standards</p> <p>Plans instructional programs reflective of student needs based on legal, district, or site requirements</p> <p>Uses knowledge of student populations to plan lessons</p> <p>Incorporates diverse subject matter perspectives into planning</p> <p>Collaborates with colleagues and designs instruction during mandated site or district meetings</p>	<p>Does not design and/or develop instructional units/lessons that consider assessment results</p> <p>Does not incorporate diverse subject matter perspective into planning</p> <p>Does not organize and/or link goals with learning activities, state standards or curricular materials</p> <p>Does not design and plan instructional programs that continually support students second language learning needs</p> <p>Does not incorporate or translate professional expertise and knowledge of student populations into instructional planning</p> <p>Does not incorporate diverse subject matter perspectives into planning</p> <p>Does not collaborate with colleagues, administration, parents and paraprofessionals to design instruction according to district, site, classroom, and individual goals</p>

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

ELEMENT 4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Uses knowledge of subject matter to develop units, lesson plans, and strategies that build on and extend students' understanding of subject matter in order to appropriately pace instruction over time</p> <p>Ensures that each instructional strategy is implemented in a cohesive and logical manner and is directly related to learning goals and objectives articulated to students</p> <p>Plans instruction to allow enough time for student learning, including review, assessment, and adjustments when appropriate. Adjustments include remediation, acceleration, and individualized intervention</p> <p>Incorporates the ELD standards appropriately, based on accepted knowledge of English language acquisition and utilizes materials, resources and technologies that support English language acquisition at appropriate levels of instruction</p> <p>Addresses IEP goals and objectives appropriately, and integrates materials, resources and technologies that support special needs student populations</p>	<p>Uses knowledge of subject matter to develop units, lesson plans, and strategies in order to appropriately pace instruction over time</p> <p>Ensures that each instructional strategy is related to learning goals and objectives articulated to students</p> <p>Plans instruction to allow enough time for student learning, including review, assessment, and adjustments when appropriate. Adjustments include remediation and acceleration</p> <p>Addresses the ELD standards appropriately, based on knowledge of English language acquisition and selects materials, resources and technologies that support English language acquisition</p> <p>Addresses IEP goals and objectives appropriately, and selects materials, resources and technologies that support special needs student populations</p>	<p>Develops units, lesson plans, and strategies</p> <p>Ensures that each learning objective is articulated to students</p> <p>Administers and reviews mandated site assessments</p> <p>Addresses the ELD standards appropriately based on accepted requirements for English language acquisition and uses materials, resources and technologies that support English language acquisition</p> <p>Addresses IEP goals and objectives as required by law and site regulations</p>	<p>Does not use knowledge of subject matter to develop units, lesson plans, and strategies that build on and extend students' understanding of subject matter</p> <p>Does not ensure that each instructional strategy is implemented in a cohesive and logical manner</p> <p>Does not plan instruction to allow enough time for student learning</p> <p>Does not address the ELD standards appropriately, based on accepted knowledge of English language acquisition</p> <p>Does not address IEP goals and objectives appropriately</p>

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

ELEMENT 5: Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Interacts with colleagues to identify difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons as a team member</p> <p>Anticipates and prepares a wide range of adaptations to lessons in order to correct misconceptions based on assessment of student learning. Provides a variety of lesson formats and presentation styles, allowing multiple opportunities for a student to demonstrate the acquisition of information</p> <p>Strengthens existing lesson plans for students at various identified levels of English proficiency and reflects daily on support and accommodations for students with special needs</p> <p>Reflects on district, school, team and individual successes and struggles regarding the implementation and use of curriculum and evaluates effectiveness of learning strategies to prepare for future lessons/units, always making additional changes and accommodations to lessons as part of The Cycle of Continuous Improvement</p> <p>Self-evaluates and consistently reflects on the educational value and substance of particular lessons in order to plan in advance, prior to re-teaching topics or lessons</p>	<p>Interacts with colleagues to identify difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons</p> <p>Adapts and prepares for appropriate adjustments to curriculum and instruction based on assessment of student learning. Allows for multiple opportunities for a student to demonstrate acquisition of information</p> <p>Strengthens existing lesson plans for students at various identified levels of English proficiency and reflects on support and accommodations for students with special needs</p> <p>Reflects on team and individual professional successes and struggles regarding the implementation and use of curriculum and evaluates effectiveness of learning strategies to prepare for future lessons/units, typically making additional changes and accommodations to lessons as part of The Cycle of Continuous Improvement</p> <p>Self-evaluates and reflects on the educational value and substance of particular lessons in order to plan in advance, prior to re-teaching topics or lessons</p>	<p>Interacts with colleagues to identify difficult concepts or skills for students as part of required professional learning</p> <p>Adjusts curriculum and instruction based on assessment of student learning</p> <p>Lesson plans include students at various identified levels of English proficiency and accommodations for students with special needs</p> <p>Reflects on individual professional successes and struggles regarding the implementation and use of curriculum and evaluates effectiveness of learning strategies to prepare for future lessons and units on a limited basis</p> <p>Reflects on the educational value and substance of particular lessons in order to plan in advance, prior to re-teaching topics or lessons as required in team or school meetings</p>	<p>Does not interact with colleagues to identify difficult concepts or skills</p> <p>Does not adapt and/or prepare for appropriate adjustments to curriculum and instruction based on assessment of student learning</p> <p>Does not strengthen existing lesson plans for students at various identified levels of English proficiency</p> <p>Does not reflect on district, school, team and individual successes</p> <p>Does not self-evaluate and fails to reflect on the educational value and substance of particular lessons</p>

STANDARD 5: Assessing Students for Learning

<p>Possible Indicators</p>	<ul style="list-style-type: none"> • Utilizes various assessment types suitable to the learning outcome • Collects evidence of student understanding • Relevant and multiple sources of data are used to determine student progress improvements (i.e. IEP, RTI, progress reports, discipline referrals, graduation rates, retention rates, student growth) • Assessment summary of individual student strengths and needs is evident • Use of assessment results to inform instructional planning, including differentiation formative and summative assessments • Accountable Community agendas reflect analysis of common formative assessments by student groups and specific standards and strands • Students are allowed various performance opportunities • Students engage in goal setting with their teacher and individually • Students utilize an established set of criteria to monitor their own progress • Lesson plans, performance tasks, assessment tools are aligned with common core standards and student needs based on multiple sources of evidence (social emotional and academic) • Utilize routines, systems, and technology to track completion of assignments and monitor progress • Data is used strategically to forecast trends, align benchmarks with targets/goals and address long term gaps in student progress • Students meet learning outcomes of 1 year’s growth every year • The grading system emphasizes worthwhile objectives aligned to Common CORE standards
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher encourages their students to set goals. He/she teaches the students about Depth of Knowledge and provides them with challenging verbs to set their goals. • After using a formative assessment the previous day, the teacher has planned a more challenging independent task for a group of students in his/her class. The teacher pulls six students to reinforce the previous day’s concept. • The math department meets weekly, bringing in student work to review with colleagues. The team looks at different ways that students solve a math problem and determine a plan for remediation and acceleration. • The teacher uses different components of ATLAS to both record and report information. The teacher keeps grade book records and creates a link for students to access grades. Grades are updated weekly, so that parents can access accurate and timely information. • After reviewing the Smarter Balanced summative test, a grade level or content area team analyzes student growth. They use the information to set team goals, modify their individual instruction, and determine how to better use technology during the test.

STANDARD 5: Assessing Students for Learning

ELEMENT 1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Demonstrates purposeful selection from a wide range of assessments and assessment strategies that are aligned to support student learning needs and demonstration of learning outcomes being evaluated</p> <p>Actively researches characteristics of pre, formative, and summative assessment options in order to seek knowledge of their uses, benefits, and limitations</p> <p>Pursues and uses knowledge of the concepts of validity, reliability, and bias to select assessments that are appropriate to student learning outcomes</p> <p>Designs and utilizes grading practices that use multiple sources of information that reflect student learning outcomes</p>	<p>Selects and uses a wide range of assessments and assessment strategies that are aligned to support student learning needs and demonstration of learning outcomes being evaluated</p> <p>Draws from a repertoire of pre, formative, and summative assessment options in order to seek knowledge of their uses, benefits and limitations</p> <p>Uses knowledge of the concepts of validity, reliability, and bias to select assessments that are appropriate to student learning outcomes</p> <p>Utilizes grading practices that use multiple sources of information that reflect student learning outcomes</p>	<p>Uses assessments and assessment strategies as required by the site and/or district that demonstrate learning outcomes being evaluated</p> <p>Utilizes a few pre, formative, and summative assessment options as required by the site and/or district</p> <p>Is aware of the validity, reliability, and biases in assessments</p> <p>Uses grading practices that reflect student learning outcomes</p>	<p>Does not demonstrate purposeful selection from a wide range of assessments and assessment strategies</p> <p>Does not actively research characteristics of pre, formative, and summative assessment options</p> <p>Does not utilize strong knowledge of the concepts of validity, reliability, and bias to select assessments that are appropriate to student learning outcomes</p> <p>Does not design or utilize grading practices that use multiple sources or information or that reflect student learning outcomes</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 2: Collecting and analyzing assessment data from a variety of sources to inform instruction

MEETS STANDARDS			DOES NOT MEET STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Keeps a continuous and comprehensive record of group and individual achievement on both formative and summative assessments</p> <p>Designs, selects, and uses formative and summative assessment tools appropriate to what is being assessed</p> <p>Collects, reviews and responds to formative assessment results and analysis in planning for a single lesson or sequence of lessons for maximum student success</p> <p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs, including IEP goals and goals for English Learners</p> <p>Develops and communicates individual and classroom assessment feedback with student and families, based on formative and summative assessment results</p>	<p>Keeps a comprehensive record of group and individual achievement on both formative and summative assessments</p> <p>Selects and uses formative and summative assessment tools appropriate to what is being assessed</p> <p>Collects, reviews and responds to formative assessment results and analysis</p> <p>Uses assessments systematically throughout instruction to collect assessment data appropriate for the range of learning needs</p> <p>Develops and communicates individual assessment feedback with students and families, based on formative and summative assessment results</p>	<p>Keeps a record of group and individual data after district or site formative and summative assessments</p> <p>Uses assessment tools created by district or site as required</p> <p>Reviews formative assessment results when given by site</p> <p>Uses assessment to collect data appropriate for the range of most student learning needs</p> <p>Communicates assessment feedback with students and families when required during site conferences</p>	<p>Does not keep a record of group or individual data after district or site formative and summative assessments</p> <p>Does not use assessment tools appropriate to what is being assessed</p> <p>Does not collect, review or respond to formative assessment results</p> <p>Does not infuse assessments strategically or systematically throughout instruction</p> <p>Does not develop or communicate assessment feedback with students and families</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 3: Reviewing data, both individually and with colleagues, to monitor student learning

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Facilitates collaborative work and fosters colleagues; ability to identify and address underlying causes for achievement patterns and trends</p> <p>Accesses and analyzes annual state-mandated, district interim and formative assessments regularly for review of current status and progress made since the prior assessment period</p> <p>Initiates team access to formative assessment data for review to monitor student learning; regularly reviews data using filters for student groups and for specific standards and strands</p> <p>Prepares for and actively participates in exploring classroom and subject data in Accountable Community meetings regularly, identifying both strengths and gaps in student understanding</p> <p>Seeks to identify mastery of students from other teachers, to learn how to adjust instruction; can provide a summary of individual student strengths and learning needs based on assessment results</p>	<p>Facilitates collaborative work to identify and address underlying causes for achievement patterns and trends</p> <p>Accesses annual state-mandated, district interim, and formative assessments regularly for review of current status and progress made since the prior assessment period</p> <p>Gives team access to formative assessment data for review; regularly reviews data using filters for student groups and for specific standards and strands</p> <p>Actively participates in exploring classroom and subject data in Accountable Community meetings regularly, identifying both strengths and gaps in student understanding</p> <p>Seeks to identify mastery of students to learn how to adjust instruction; can provide a summary of individual student strengths and learning needs based on assessment results</p>	<p>Identifies and addresses underlying causes for achievement patterns when requested by site</p> <p>Uses annual state-mandated and district interim assessments when results are given by site or district</p> <p>When requested, will review formative assessment data; does not independently use data filters to access information on specific student groups</p> <p>As required, attends Accountable Community data sharing meetings, but communicates minimally about student or class achievements or learning gaps</p> <p>Provides a summary of individual student strengths and learning needs based on assessment results when requested</p>	<p>Does not facilitate collaborative work or identify underlying causes for achievement patterns</p> <p>Does not access annual state-mandated, district interim, and formative assessments regularly for review</p> <p>Does not access formative assessment data for review to monitor student learning; does not review data using filters for student groups and for specific standards and strands</p> <p>Does not prepare for and does not actively participate in exploring classroom and subject data in Accountable Community meetings</p> <p>Does not seek to identify mastery of students from other teachers, to learn how to adjust instruction</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Reflects on data to make ongoing refinements to learning goals for content and academic language for the full range of students</p> <p>Sets annual, interim, and formative performance goals for students and classes</p> <p>Monitors progress of individual or group achievement targets with interim assessment results</p> <p>Modifies instruction based on assessment results and differentiates instruction to student groups in relation to class and individual targets</p>	<p>Reflects on data to make refinements to learning goals for content and academic language for the full range of students</p> <p>Sets annual and interim performance goals for students and classes</p> <p>Monitors progress of individual or group achievement targets with interim assessment results</p> <p>Modifies instruction based on assessment results and differentiates instruction based on student needs</p>	<p>Reflects on data to make adjustments to learning goals for content and academic language during mandated meetings</p> <p>Sets annual performance goals for students and classes when requested as site agreement</p> <p>Monitors progress of individual or group achievement targets with interim assessment results as requested</p> <p>Modifies instruction based on assessment results</p>	<p>Does not reflect on data to make ongoing refinements to learning goals for content and academic language</p> <p>Does not set annual, interim, or formative performance goals for students and classes</p> <p>Does not monitor progress of individual or group achievement targets</p> <p>Does not modify instruction based on assessment results</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 5: Involving all students in self-assessment, goal setting, and monitoring progress

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress</p> <p>Develops and uses tools and guidelines that ensure all students assess their work and monitor their learning goals</p> <p>Develops and models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning inside and outside of the classroom</p> <p>Plans for and monitors implementation of ongoing learning opportunities for all students to engage in peer discussion and reflection on their work as tied to learning outcomes</p> <p>Plans for and monitors ongoing assessment and interactive communications between the teacher and student to ensure students are actively involved in self-assessment of their learning goals as tied to classroom learning</p>	<p>Provides opportunities for student self-assessment, goal setting, and monitoring progress</p> <p>Uses tools and guidelines that ensure all students assess their work and monitor their learning goals</p> <p>Models strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning</p> <p>Monitors implementation of learning opportunities for all students to engage in peer discussion and reflection on their work as tied to learning outcomes</p> <p>Monitors ongoing assessment and interactive communications between the teacher and student to ensure students are actively involved in self-assessment of their learning goals as tied to classroom learning</p>	<p>Provides opportunities for student goal setting</p> <p>Uses mandatory tools and guidelines that attempt to inform and assist students in assessing their work and monitoring their learning goals</p> <p>Shares strategies with students to assess their learning, set and monitor their learning goals when required</p> <p>Plans for and monitors implementation of learning opportunities for all students to engage in peer discussion as required by site</p> <p>Monitors assessment and communications between the teacher and student relative to student learning goals when requested by site or district</p>	<p>Does not provide systematic opportunities for student self-assessment, goal setting, and monitoring progress</p> <p>Does not develop or use tools and guidelines</p> <p>Does not develop or model strategies for students to assess their learning, set and monitor their learning goals, and reflect upon their learning</p> <p>Does not plan for or monitor implementation of learning opportunities for all students</p> <p>Does not plan for or monitor ongoing assessment and interactive communications between the teacher and student</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 6: Using available technologies to assist in assessment, analysis, and communication of student learning

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences</p> <p>Uses technologies appropriately to frequently communicate students' learning to students and families as tied to learning outcomes</p>	<p>Uses a range of technologies to implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences</p> <p>Uses technologies appropriately to communicate students' learning to students and families as tied to learning outcomes</p>	<p>Attempts to analyze assessments and communicate regarding student learning to stakeholders when mandated by site</p> <p>Uses technologies to communicate students' learning to students and families when requested by site</p>	<p>Does not use a wide range of technologies to design, implement, and analyze assessments</p> <p>Does not use technologies appropriately and does not communicate students' learning to students and families</p>

STANDARD 5: Assessing Students for Learning

ELEMENT 7: Using assessment information to share timely and comprehensible feedback with students and their families

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Facilitates students' leadership by developing and monitoring communication venues which seek and use ongoing comprehensible feedback to accelerate students' learning</p> <p>Actively engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support at home; monitors family communication and, as grade appropriate, elicits student engagement in communication with families</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise and/or address issues and concerns, and facilitate family support for student learning</p>	<p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning</p> <p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support at home; monitors family communication and, as grade appropriate, elicits student engagement in communication with families</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise and/or address issues and concerns</p>	<p>Provides students with feedback relative to their learning as a site or district mandate</p> <p>Communicates with families about individual student progress and ways to provide and monitor support as part of a site mandate</p> <p>Provides comprehensible communications with families to share student assessments and progress when required by site or district</p>	<p>Does not facilitate students' leadership by developing and monitoring communication venues</p> <p>Does not actively engage families in a variety of ongoing comprehensible communications about individual student progress</p> <p>Does not provide opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise and/or address issues and concerns</p>

STANDARD 6: Developing as a Professional Educator

Possible Indicators	<ul style="list-style-type: none"> Engages in self-assessment and goal-setting which are informed by student needs, ideas, feedback and support of colleagues and students Shows evidence of continual refinement of the professional learning plan based on his/her students utilizing self-assessment, goals, multiple sources of data, and the teaching standards Engages in and leads learning experiences where diversity of perspectives are embraced Peer interactions result in improved practice Engaged in site and district networks for support and feedback – matrix or logs used to demonstrate Attends regularly Accountable Community, professional learning opportunities and virtual communities of practice Adherence to Accountable Community agendas, minutes, protocols and norms Sharing assignments and student work samples to assess level of rigor Frequently and culturally appropriate information is sent home regarding instructional program and student progress Multiple opportunities for classroom visits and involvement for parents/families Engages in extended day opportunities for students and parents/families Parent survey indicates they feel included and informed about their child’s growth and provided strategies/tools to support student learning Collaborates with the local community and uses community resources Serves as mentor or participates in mentor program Actively participating in and contributing to collegial activities related to improvement of teaching and learning, including virtual communities of practice Identification of his/her own opportunity for growth and deeper learning about cultures represented by students in the school Adhere to school policies and timelines (submit grades on time, take attendance daily, arrive and depart on time) Actively participate in data analysis and problem solving to improve student learning Recognizes value of interdependence and is willing to call on others for help and open minded and comfortable with paradox and ambiguity and will use creative approaches to problem solve
Possible Examples	<ul style="list-style-type: none"> The teacher is working on a specific instructional strategy inviting colleagues to observe his/her classroom instruction and asks them to give feedback on the lesson. After the observation, he/she returns to the Accountable Community and starts by reflecting on what went well and what he/she would have completed differently. The teacher listens to colleagues’ feedback and incorporates in the next time he/she tries the strategy. The teacher has set SMART Goals, shared them with colleagues, and his/her administrator. He/she enters them into iACHIEVE and keeps records on how he/she is meeting his/her goals. Each student keeps a weekly reflection log on assignments and behavior. The teacher asks students to take the log home each week, discuss it with their parent or guardian, and get it signed. The teacher collects the logs when students return to school. The teacher has set a personal goal to support new and future teachers. The teacher decides to host a student teacher this semester. He/she has also decided to take the lead as the campus mentor for all new teachers on that campus and conducts monthly professional learning for the group. The teacher is trusted in their Accountable Community. The team shares information with him/her and knows that it will not be shared inappropriately or in a different context.

STANDARD 6: Developing as a Professional Educator

ELEMENT 1: Reflecting on teaching practice in support of student learning

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Uses self reflection and assessment, student results and feedback from supervisors to improve performance</p> <p>Maintains ongoing reflective practice and action research through observation and interaction with ALL students to support and raise the level of academic achievement</p> <p>Participates in and contributes to professional learning sessions based on their own reflections and analysis of teaching practices and student results</p> <p>Engages in and fosters reflection among colleagues for grade level and school-wide impact on student learning</p>	<p>Uses self-reflection, student results and feedback from supervisors to improve their performance</p> <p>Maintains ongoing reflective practice through observation and interaction with ALL students to support and raise the level of academic achievement</p> <p>Participates in and contributes to professional learning sessions based on their own reflections of teaching practices and student results</p> <p>Engages in reflection among colleagues for grade level and school-wide impact on student learning</p>	<p>Uses student results and feedback from supervisors to improve their performance</p> <p>Uses reflective practice through interaction with ALL students to support and raise the level of academic achievement</p> <p>Participates in required professional learning sessions</p> <p>Engages in reflection among colleagues through required professional development</p>	<p>Does not use self-reflection, assessment, student results or feedback from supervisors to improve their performance</p> <p>Does not maintain ongoing reflective practice and action research through observation and interaction with ALL students</p> <p>Does not participate or contribute to professional learning sessions</p> <p>Does not engage in or foster reflection among colleagues for grade level and school-wide impact on student learning</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 2: Establishing professional goals and engaging in continuous and purposeful professional growth and development

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
Participates in and contributes to a variety of additional professional learning opportunities targeted on student achievement Develops, modifies, and aligns professional goals to CSTP and school/district goals informed by appropriate data/information Initiates and organizes sessions to expand knowledge of pedagogical strategies and content knowledge using student work/data to increase understanding of teaching and learning	Participates in a variety of professional learning opportunities targeted on student achievement Develops and aligns professional goals to CSTP and school/district goals informed by appropriate data/information Organizes sessions to expand knowledge of pedagogical strategies and content knowledge using student work/data to increase understanding of teaching and learning	Participates in required professional learning Aligns goals to CSTP and schools/district goals informed by some data/information Attends required sessions to expand knowledge of pedagogical strategies and content knowledge using student work/data	Does not participate in a variety of professional learning opportunities targeted on student achievement Does not develop or align professional goals with CSTP or school/district goals Does not initiate and organize sessions to expand knowledge of pedagogical strategies and content knowledge

STANDARD 6: Developing as a Professional Educator

ELEMENT 3: Collaborating with colleagues and the broader professional community to support teacher and student learning

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Works to ensure the broadest positive impact possible through collaboration on instructional practice and student achievement at district, school, grade level/department teams, and classroom levels</p> <p>Initiates, establishes, and maintains productive, collaborative relationships with the broader professional community including: teachers, paraeducators, administration, specialists, etc. by providing, accepting, and acting on feedback</p> <p>Contributes to professional organizations and utilizes materials provided by them to enhance teaching practice at grade level/department team and classroom levels</p> <p>Seeks out and engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of students</p> <p>Contributes to district-wide and school wide events, activities, and decision making</p>	<p>Collaborates with colleagues to expand impact on teacher practice and student learning within grade level/department teams and classroom levels</p> <p>Maintains productive, collaborative relationships with the broader professional community including: teachers, paraeducators, administration, specialists, etc. by providing and accepting feedback</p> <p>Utilizes materials created by professional organizations to enhance teaching practice</p> <p>Engages with members of the broader professional community to access resources and supports for teaching the full range of students</p> <p>Contributes to school wide events, activities, and decision making</p>	<p>Attends required staff, grade level/department meetings and collaborations</p> <p>Maintains relationships by consulting with the site professional community, including: teachers, paraeducators, administration, specialists, etc.</p> <p>Uses required materials created by professional organizations given by supervisor</p> <p>Uses required resources provided to support students</p> <p>Attends required school wide events</p>	<p>Does not work to ensure the broadest positive impact possible on instructional practice or attend required meetings and collaborations</p> <p>Does not establish and maintain productive, collaborative relationships with the broader professional community</p> <p>Does not contribute to professional organizations or utilize materials</p> <p>Does not seek out or engage with members of the broader professional community</p> <p>Does not contribute to or attend district-wide and school wide events, activities, and decision making</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 4: Working with families to support student learning

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Structures a wide range of leadership opportunities and supports for families to contribute to the classroom and school community in order to improve student learning</p> <p>Seeks out and adjusts ways to communicate to families in ways which show understanding of and respect for racial, cultural, linguistic, and socioeconomic backgrounds</p> <p>Engages families as sources of knowledge about students' strengths, interests, and needs in support of their growth and achievement</p> <p>Presents the educational program, student data, and an individualized plan for students in a comprehensible way for families</p>	<p>Structures opportunities and supports for families to contribute to the classroom and school community in order to improve student learning</p> <p>Communicates to families based on awareness of racial, cultural, linguistic, and socioeconomic backgrounds</p> <p>Uses knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement</p> <p>Presents the educational program and student data for students in a comprehensible way for families</p>	<p>Acknowledges the importance of the family's role in student learning and provides limited opportunities for classroom contribution</p> <p>Uses information about racial, cultural, linguistic, and socioeconomic backgrounds represented in the school setting</p> <p>Inquires about the utilization of knowledge gained from families about students' strengths, interests, and needs in support of growth and achievement</p> <p>Presents some program elements and student information for families</p>	<p>Does not structure a wide range of opportunities and supports for family engagement</p> <p>Does not communicate to families in ways which show understanding of and respect for racial, cultural, linguistic, and socioeconomic backgrounds</p> <p>Does not engage families as sources of knowledge about students' strengths, interests, and needs</p> <p>Does not present the educational program, student data, and an individualized plan for their students in a comprehensible way for families</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 5: Engaging local communities in support of the instructional program

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently... <i>Demonstrates Expertise</i>	Teacher frequently... <i>Meets Standards</i>	Teacher minimally... <i>Growth Expected</i>	Teacher rarely... <i>Not Meeting Standards</i>
<p>Collaborates with and utilizes a broad range of neighborhood and community resources to support the instructional program, students, and families</p> <p>Engages students in leadership and service learning in the community and incorporates community members into the school learning community when designing and implementing the instructional program by including connections in lessons or a sequence of lessons</p>	<p>Uses a variety of neighborhood and community resources to support the curriculum</p> <p>Draws from understanding of community when designing and implementing the instructional program by including connections in lessons or a sequence of lessons</p>	<p>Develops awareness about available neighborhood and community resources to support the curriculum</p> <p>Includes references or connections to community in single lessons or a sequence of lessons</p>	<p>Does not collaborate with or utilize a broad range of neighborhood and community resources</p> <p>Does not engage students in leadership and service learning in the community</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 6: Managing professional responsibilities to maintain motivation and commitment to all students

MEETS STANDARDS			NOT MEETING STANDARDS
<p>Teacher consistently... <i>Demonstrates Expertise</i></p>	<p>Teacher frequently... <i>Meets Standards</i></p>	<p>Teacher minimally... <i>Growth Expected</i></p>	<p>Teacher rarely... <i>Not Meeting Standards</i></p>
<p>Models professionalism while integrating the full range of professional responsibilities into advanced planning for situations that may be challenging</p> <p>Supports colleagues and self to maintain motivation, resiliency, and energy through continual efforts to seek, try, and refine new, risk-taking methods to ensure individual student learning</p> <p>Seeks out and provides support from and to colleagues and family to manage stress and balance professional responsibilities with personal needs</p>	<p>Demonstrates professional responsibilities and manages time and effort by planning for situations that may be challenging</p> <p>Supports self to maintain motivation, resiliency, and energy through continual efforts to try and refine new, risk-taking methods to ensure individual student learning</p> <p>Accepts support from colleagues and family to manage stress and balance professional responsibilities with personal needs</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed for required expectations</p> <p>Seeks to maintain required commitments to colleagues and students</p> <p>Tries to balance professional responsibilities with personal needs</p>	<p>Does not model professionalism</p> <p>Does not support colleagues to maintain motivation, resiliency, and energy</p> <p>Does not seek out support from colleagues and family to manage stress and balance professional responsibilities with personal needs</p>

STANDARD 6: Developing as a Professional Educator

ELEMENT 7: Demonstrating professional responsibility, integrity, and ethical conduct

MEETS STANDARDS			NOT MEETING STANDARDS
Teacher consistently ... <i>Demonstrates Expertise</i>	Teacher frequently ... <i>Meets Standards</i>	Teacher minimally ... <i>Growth Expected</i>	Teacher rarely ... <i>Not Meeting Standards</i>
<p>Fosters a school culture with a high degree of professional integrity and ethical conduct by seeking out and following all state education codes, legal requirements, district, and site policies, and contractual agreements</p> <p>Maintains a high standard of commitment to student learning and the profession in all circumstances by taking responsibility for learning goals, standards, objectives, and student academic learning outcomes both individually and with colleagues</p> <p>Demonstrates professional obligations to students, colleagues, school, and the profession by seeking additional knowledge about professional and legal responsibilities for students' learning, behavior, and safety</p> <p>Contributes to building professional communities at sites by holding self and peers accountable to norms of respectful treatment and communication</p>	<p>Demonstrates professional integrity and ethical conduct by following all state education codes, legal requirements, district, and site policies, and contractual agreements</p> <p>Takes responsibility for learning goals, standards, objectives, and student academic learning outcomes both individually and with colleagues</p> <p>Demonstrates professional obligations to students, colleagues, school, and the profession by following professional and legal responsibilities for students' learning, behavior, and safety</p> <p>Holds self and peers accountable to norms of respectful treatment and communication</p>	<p>Follows the mandated education codes, legal requirements, district, and site policies, and contractual agreements</p> <p>Reviews required learning goals, standards, objectives, and student learning outcomes</p> <p>Follows the required professional and legal responsibilities for students' learning, behavior, and safety</p> <p>Holds self-accountable to norms of respectful treatment and communication</p>	<p>Does not foster a school culture with a high degree of professional integrity and ethical conduct</p> <p>Does not maintain a high standard of commitment to student learning and the profession</p> <p>Does not demonstrate professional obligations to students, colleagues, school, and the profession</p> <p>Does not contribute to building professional communities</p>

FOUNDATIONS

CLASSROOM	ACCOUNTABLE COMMUNITIES
<p>1. Objective – kid friendly, academic language <i>(What will students know, understand, and be able to do?)</i></p> <p>2. Instruction Aligned to Objectives <i>(How do instructional activities align to objectives?)</i></p> <p>3. Closure <i>(How do you close your lesson?)</i></p> <p>4. Assessment <i>(How do you determine if students are “getting it?” How do you monitor and adjust?)</i></p>	<p>1. Four Grounding Questions</p> <ul style="list-style-type: none"> a. <i>What do we want students to learn?</i> b. <i>How will we know they learned it?</i> c. <i>How will we respond when they didn't learn?</i> d. <i>How will we respond when they already know it?</i> <p>2. AC Agenda Framework <i>(What are the components for every meeting?)</i></p> <p>3. Content Focuses on Student Learning Needs as Defined by Assessments <i>(How will we know they learned it?)</i></p> <p>4. Intervention/Enrichment Needs Are Addressed Through 3 Tiered System of Support with Flexible Grouping <i>(How will we respond when they didn't learn? How will we respond when they already know it?)</i></p> <p>5. Professional learning is pre-determined/pre-assessed by the teams and the leaders <i>(How will gaps in knowledge of classroom foundations be addressed through professional learning?)</i></p> <p>6. Lessons and assessments published monthly <i>(How will we share lessons & assessments?)</i></p>