

Granite School District Standards

INSTRUCTION AND ASSESSMENT – DOMAIN I				
STANDARD/INDICATORS	(1) Not Effective	(2) Minimally/Emerging Effective	(3) Effective	(4) Highly Effective
<p>A: The educator consistently communicates clearly and accurately. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Using language that is developmentally appropriate for students; ●Writing clearly, legibly and coherently; ●Avoiding vulgar, profane, or crude language; ●Providing timely and constructive feedback for learners. 	<ul style="list-style-type: none"> ●Uses vocabulary that is inappropriate, vague, or used incorrectly. ●Speaks inaudibly, or written language may contain many grammar and syntax errors. ●Uses vulgar, profane, or crude language. ●Does not provide timely feedback or feedback is of poor quality. 	<ul style="list-style-type: none"> ●Uses vocabulary that is developmentally appropriate for most students. ●Writes clearly, legibly, and coherently most of the time. ●Uses vulgar, profane, and crude language occasionally. ●Provides timely and constructive feedback sporadically. 	<ul style="list-style-type: none"> ●Uses language that is developmentally appropriate for students. ●Writes clearly, legibly and coherently. ●Avoids vulgar, profane, or crude language. ●Provides timely and constructive feedback for learners. 	<ul style="list-style-type: none"> ●Uses vocabulary that enriches the lesson. ●Writes and speaks correctly and expressively. ●Does not use vulgar, profane, or crude language. ● Provides timely feedback that is related to students’ individual needs. ● Makes provisions for students to use feedback in their learning.
<p>B: The educator uses a variety of effective instructional strategies. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Demonstrating proficiency in explicit instruction; ●Selecting strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming, and Sheltered English Strategies); ●Enriching instruction through the proficient use of technology; ●Assigning work and setting time limits, allowing sufficient time for mastery; ●Using a variety of instructional materials and methods. 	<ul style="list-style-type: none"> ●Does not provide explicit instruction when necessary. ●Uses strategies that are inappropriate to meet the needs of the learners. ●Does not use technology for instruction. ●Allows insufficient time to complete assignments. ●Uses the same instructional materials and methods repeatedly. 	<ul style="list-style-type: none"> ●Provides explicit instruction inconsistently. ●Selects strategies that are developmentally and contextually appropriate occasionally. ●Uses technology, but not purposefully. ●Gives appropriate time limits to complete assignments sporadically. ●Uses a variety of instructional materials and methods infrequently. 	<ul style="list-style-type: none"> ●Demonstrates proficiency in explicit instruction. ●Selects strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming, and Sheltered English Strategies). ●Enriches instruction through the proficient use of technology. ●Assigns work and setting time limits, allowing sufficient time for mastery. ●Uses a variety of instructional materials and methods. 	<ul style="list-style-type: none"> ●Differentiates explicit instruction and uses an extensive repertoire of strategies and materials. ●Articulates a rationale for why specific instructional strategies are appropriate to learning or content objectives. ●Enriches and extends instruction through the proficient use of technology. ●Varies assigned work and time limits to meet the needs of individual students. ●Uses and models for others effective instructional strategies and use of materials.
<p>C: The educator uses a variety of engagement strategies Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Displaying enthusiastic, positive demeanor; ●Modeling and encouraging positive interaction; ●Eliciting confidence and respect; ●Praising strengths and constructively addressing weaknesses; ●Actively listening; ●Connecting to cultural perspectives (e.g., gender, ethnicity, etc.). 	<ul style="list-style-type: none"> ●Does not display an enthusiastic, positive demeanor. ●Does not model nor encourage positive interactions. ●Does not elicit confidence or respect. ●Does not praise strengths and fails to address weaknesses. ●Does not actively listen. ●Does not connect activities and assignments to cultural perspectives. 	<ul style="list-style-type: none"> ●Displays an enthusiastic, positive demeanor sporadically. ●Models and encourages positive interactions inconsistently. ●Elicits confidence or respect occasionally. ●Praises students and addresses some weaknesses irregularly. ●Listens actively on occasion. ●Connects activities and assignments to cultural perspectives periodically. 	<ul style="list-style-type: none"> ●Displays an enthusiastic, positive demeanor. ●Models and encourages positive interaction. ●Elicits confidence and respect. ●Praises strengths and constructively addresses weaknesses. ●Listens actively. ●Connects to cultural perspectives (e.g., gender, ethnicity, etc.). 	<ul style="list-style-type: none"> ●Encourages and models an enthusiastic, positive demeanor. ●Models and encourages positive interaction with and between students. ●Elicits and models confidence and respect. ●Facilitates students’ self-reflection and growth. ● Models active listening for others. ●Facilitates activities and coursework that engage all students and are appropriate to age and cultural background.
<p>D: The educator involves students and/or staff in meaningful learning. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Using a variety of teaching strategies to promote problem solving activities and task completion; ●Focusing on quality work and high expectations; ●Reflecting on and evaluating student performance for the purpose of improvement; ●Using prior knowledge to connect new knowledge skills and understanding; ●Teaching integrated content and skills for real world application. 	<ul style="list-style-type: none"> ●Does not use a variety of teaching strategies. ●Does not focus on quality work and high expectations. ●Does not reflect on nor evaluate student performance. ●Does not use prior knowledge to connect new knowledge, skills, and understanding. ●Does not teach integrated content and skills for real world application. 	<ul style="list-style-type: none"> ●Uses a variety of teaching strategies occasionally. ●Focuses on quality work and high expectations periodically. ●Reflects on and evaluates student performance for the purpose of improvement superficially. ●Uses prior knowledge to connect new knowledge, skills, and understanding intermittently. ●Teaches integrated content and skills for real world application infrequently. 	<ul style="list-style-type: none"> ●Uses a variety of teaching strategies to promote problem solving activities and task completion. ●Focuses on quality work and high expectations. ●Reflects on and evaluates student performance for the purpose of improvement. ●Uses prior knowledge to connect new knowledge skills and understanding. ●Teaches integrated content and skills for real world application. 	<ul style="list-style-type: none"> ●Uses a wide variety of teaching strategies and facilitates problem solving activities and task completion based on student need. ●Assists students to focus on quality work and setting high expectations. ●Evaluates student challenges on an ongoing basis for the purpose of specific instruction. ●Facilitates students’ access and use of prior knowledge to connect knowledge, skills and understanding. ●Facilitates the application of content and skills to real-world applications.

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<p>E: The educator makes reasonable and appropriate individual accommodations. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Identifying special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.); ●Designing and implementing a variety of accommodations; ●Using available resources to inform and support the design and implementation of accommodations. 	<ul style="list-style-type: none"> ●Is not aware of students’ needs and does not provide accommodations. ●Does not design nor implement accommodations. ●Does not use available materials and resources to support individual accommodations. 	<ul style="list-style-type: none"> ●Is aware of students’ needs and occasionally provides accommodations. ●Designs and implements accommodations intermittently. ●Uses available materials and resources to support individual accommodations inconsistently. 	<ul style="list-style-type: none"> ●Identifies special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.). ●Designs and implements a variety of accommodations. ●Uses available resources to inform and support the design and implementation of accommodations. 	<ul style="list-style-type: none"> ●Anticipates special conditions that are in need of accommodations. ●Anticipates and implements a variety of accommodations. ●Develops additional resources to inform and support the design and implementation of accommodations.
<p>F: The educator uses assessment to guide instruction and verify that meaningful learning is taking place Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Using both formal and informal measures; ●Demonstrating flexibility and responsiveness to assessment results; ●Providing timely and constructive feedback to learners; ●Evaluating student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc. 	<ul style="list-style-type: none"> ●Does not use formal and informal measures. ●Does not demonstrate flexibility and responsiveness to assessment results. ●Does not provide feedback to learners. ●Does not evaluate student progress. 	<ul style="list-style-type: none"> ●Uses formal or informal measures periodically. ●Demonstrates flexibility and responsiveness to assessment results haphazardly. ●Provides feedback to learners on an irregular basis. ●Evaluates student progress occasionally. 	<ul style="list-style-type: none"> ●Uses both formal and informal measures. ●Demonstrates flexibility and responsiveness to assessment results. ●Provides timely and constructive feedback to learners. ●Evaluates student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc. 	<ul style="list-style-type: none"> ●Uses a variety of formal and informal assessments. ●Uses assessment results to drive instruction. ●Proactively anticipates needed information and provides it to students and parents in a timely manner. ●Uses a wide variety of assessment tools to monitor student learning.
<p>G: The educator systematically reviews and reinforces concepts to support long-term learning. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Providing opportunities for guided practice and independent performance; ●Systematically reviewing essential concepts; ●Using a variety of strategies for application and review of concepts. 	<ul style="list-style-type: none"> ●Does not provide opportunities for guided practice and independent performance. ●Does not review essential concepts. ●Does not use a variety of strategies for application and review of concepts. 	<ul style="list-style-type: none"> ●Provides intermittent opportunities for guided practice and independent performance. ●Reviews essential concepts occasionally. ●Uses a limited variety of strategies for application and review of concepts. 	<ul style="list-style-type: none"> ●Provides opportunities for guided practice and independent performance. ●Reviews essential concepts systematically. ●Uses a variety of strategies for application and review of concepts. 	<ul style="list-style-type: none"> ●Offers multiple options for guided practice and independent performance. ●Provides multiple options for review of essential concepts to develop mastery. ●Uses multiple strategies for application and review of concepts in response to student needs.

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PLANNING AND PREPARATION - DOMAIN II				
STANDARD/INDICATORS	(1) Not Effective	(2) Minimally/Emerging Effective	(3) Effective	(4) Highly Effective
<p>A. The educator uses appropriate curriculum materials in planning for instruction. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Using the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content; ●Consistently using materials adopted by Granite School District; ●Using adopted materials in accordance with district guidelines. 	<ul style="list-style-type: none"> ●Does not use the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content. ●Does not use materials adopted by Granite School District. ●Does not use adopted materials in accordance with district guidelines. 	<ul style="list-style-type: none"> ●Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content some of the time. ●Uses materials adopted by Granite School District occasionally. ●Uses adopted materials in accordance with district guidelines sporadically. 	<ul style="list-style-type: none"> ●Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content. ●Consistently uses materials adopted by Granite School District. ●Uses adopted materials in accordance with district guidelines. 	<ul style="list-style-type: none"> ●Uses approved state and district guidelines and standards as the foundation for key concepts and underlying themes within and across the curriculum. ●Actively uses and models core curriculum and district approved materials. ●Uses adopted materials and adds supplementary materials, in accordance with district guidelines, in response to individual student needs.
<p>B. The educator plans and prepares for the needs of diverse learners. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Identifying the range of student needs and applying a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.); ●Utilizing a variety of instructional materials and methods for skill development. 	<ul style="list-style-type: none"> ●Does not identify the range of student needs. ●Does not utilize a variety of instructional materials and methods for skill development. 	<ul style="list-style-type: none"> ●Identifies the range of student needs and occasionally applies a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.) ●Utilizes a variety of instructional materials and methods for skill development sporadically. 	<ul style="list-style-type: none"> ●Identifies the range of student needs and applies a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.). ●Utilizes a variety of instructional materials and methods for skill development. 	<ul style="list-style-type: none"> ●Assesses students' prior knowledge and specific needs and applies a variety of appropriate instruction to address those needs. ●Uses a wide range of instructional materials and methods to modify strategies for skill development in response to student need.
<p>C. The educator sets goals and makes instructional decisions based on data gathered from multiple sources. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Utilizing data from standardized tests to make adjustments to lesson design and instructional strategies; ●Using data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice. 	<ul style="list-style-type: none"> ●Does not utilize data from standardized tests to make adjustments to lesson design and instructional strategies. ●Does not use data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice. 	<ul style="list-style-type: none"> ●Utilizes data from standardized tests to occasionally make adjustments to lesson design and instructional strategies. ●Uses data from formal and informal measures to periodically select instructional strategies, materials, and opportunities for review and practice. 	<ul style="list-style-type: none"> ●Utilizes data from standardized tests to make adjustments to lesson design and instructional strategies. ●Uses data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice. 	<ul style="list-style-type: none"> ●Utilizes data from standardized tests to differentiate instruction for individual students. ●Uses data from formal and informal measures to select instructional strategies, materials, and opportunities for students to apply their knowledge and skills.
<p>D. The educator applies knowledge of developmentally appropriate practices when planning instruction. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Maximizing student time on task; ●Establishing performance outcomes; ●Using differentiated instructional strategies. 	<ul style="list-style-type: none"> ●Does not maximize student time on task. ●Does not establish performance outcomes. ●Does not use differentiated instructional strategies. 	<ul style="list-style-type: none"> ●Maximizes student time on task occasionally. ●Establishes only superficial performance outcomes. ●Uses differentiated instructional strategies periodically. 	<ul style="list-style-type: none"> ●Maximizes student time on task. ●Establishes performance outcomes ●Uses differentiated instructional strategies. 	<ul style="list-style-type: none"> ●Supports students in maximizing their own time on task behavior. ●Uses student input to establish performance outcomes. ●Incorporates differentiated instructional strategies in response to student needs.
<p>E. The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Participating in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings); ●Collaborating and exchanging of student information with professional colleagues; ●Seeking and using support from ancillary staff. 	<ul style="list-style-type: none"> ●Does not participate in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). ●Does not collaborate and exchange student information with professional colleagues. ●Does not seek out and use support from ancillary staff. 	<ul style="list-style-type: none"> ●Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings) intermittently. ●Collaborates and exchanges student information with professional colleagues occasionally. ●Seeks out and uses support from ancillary staff at times. 	<ul style="list-style-type: none"> ●Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). ●Collaborates and exchanges student information with professional colleagues. ●Seeks out and uses support from ancillary staff. 	<ul style="list-style-type: none"> ●Takes an active leadership role in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). ●Works collaboratively with colleagues and ancillary staff to support student needs. ●Collaborates with ancillary staff to plan for and support student needs.

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LEARNING ENVIRONMENT - DOMAIN III

STANDARD/INDICATORS	(1) Not Effective	(2) Minimally/Emerging Effective	(3) Effective	(4) Highly Effective
<p>A. The educator shows and elicits respect while developing and maintaining positive rapport. Includes, but not limited to:</p> <ul style="list-style-type: none"> •Facilitating a caring and motivating environment; •Encouraging positive social interaction; •Administering constructive discipline that does not demean the individual; •Promoting cooperative and collaborative learning; •Formulating rules and expectations collaboratively. 	<ul style="list-style-type: none"> •Does not facilitate a caring and motivating environment. •Does not encourage positive social interactions. •Does not administer constructive discipline that does not demean the individual. •Does not promote cooperative and collaborative learning. •Does not formulate rules and expectations collaboratively. 	<ul style="list-style-type: none"> •Facilitates a caring and motivating environment at times. •Encourages positive social interactions sometimes. •Administers constructive discipline occasionally that does not demean the individual. •Promotes cooperative and collaborative learning haphazardly. •Formulates some rules and expectations collaboratively. 	<ul style="list-style-type: none"> •Facilitates a caring and motivating environment. •Encourages positive social interaction. •Administers constructive discipline that does not demean the individual. •Promotes cooperative and collaborative learning. •Formulates rules and expectations collaboratively. 	<ul style="list-style-type: none"> •Fosters a safe, inclusive, and equitable learning environment. •Facilitates student participation in creating and maintaining a climate of equity, caring, and respect. •Facilitates an environment in which students take initiative to creatively solve problems and address conflict. •Assists students and educators in providing cooperative and collaborative learning. •Promotes and supports student leadership in setting expectations and rules in and outside the classroom.
<p>B. The educator supports colleagues Includes, but not limited to:</p> <ul style="list-style-type: none"> •Participating in school-wide discipline plans; •Supporting colleagues in proper discipline procedures; •Consulting with other adults regarding the academic, social, physical, and emotional well-being of students; •Working with other professionals to improve the overall learning environment; •Guiding and supporting new colleagues. 	<ul style="list-style-type: none"> •Does not participate in school-wide discipline plans. •Does not support colleagues in proper discipline procedures. •Does not consult with other adults regarding the academic, social, physical, and emotional well-being of students. •Does not work with other professionals to improve the overall learning environment. •Does not guide and support new colleagues. 	<ul style="list-style-type: none"> •Participates in school-wide discipline plans at intervals. •Supports colleagues in proper discipline procedures occasionally. •Consults with other adults at times regarding the academic, social, physical, and emotional well-being of students. •Works occasionally with other professionals to improve the overall learning environment. •Guides and supports new colleagues on occasion. 	<ul style="list-style-type: none"> •Participates in school-wide discipline plans. •Supports colleagues in proper discipline procedures. •Consults with other adults regarding the academic, social, physical, and emotional well-being of students. •Works with other professionals to improve the overall learning environment. •Guides and supports new colleagues. 	<ul style="list-style-type: none"> •Supports creation and effective implementation of discipline plans and procedures. •Provides opportunities to collaborate with staff to support learning for all students. •Creates opportunities to collaborate with others to provide support for the academic, social, physical, and emotional well-being of students. •Provides leadership for and contributes to the learning of educators in the school. •Collaborates with colleagues to provide guidance and support for new colleagues.
<p>C. The educator advocates, nurtures, and sustains a culture for learning. Includes, but not limited to:</p> <ul style="list-style-type: none"> •Setting and maintaining high expectations; •Developing self-motivation and active engagement in learning; •Recognizing the importance of peer relationships in establishing a climate of learning; •Connecting curriculum with other environments familiar to the learner. 	<ul style="list-style-type: none"> •Does not set and maintain high expectations. •Does not develop self-motivation and active engagement in learning. •Does not recognize the importance of peer relationships in establishing a climate of learning. •Does not connect curriculum with other environments familiar to the learner. 	<ul style="list-style-type: none"> •Sets and maintains high expectations some of the time. •Develops self-motivation and active engagement in learning at times. •Recognizes the importance of peer relationships in establishing a climate of learning sporadically. •Connects curriculum with other environments familiar to the learner, but not on a regular basis. 	<ul style="list-style-type: none"> •Sets and maintains high expectations •Develops self-motivation and active engagement in learning. •Recognizes the importance of peer relationships in establishing a climate of learning. •Connects curriculum with other environments familiar to the learner. 	<ul style="list-style-type: none"> •Encourages students to set personal goals with high expectations. •Helps students to identify self-motivation and its connection to engagement in learning. •Helps students build positive relationships that create a positive learning community. •Provides opportunities for students to apply their knowledge in familiar environments.
<p>D. The educator manages procedures. Includes, but not limited to:</p> <ul style="list-style-type: none"> •Arranging and directing classroom and/or school procedures with minimum disruption; •Effectively managing transitions; •Supporting school and district policies and procedures; •Maximizing the amount of class time spent in learning; •Applying procedures and enforcing rules consistently and effectively; •Responding to school crisis drills and situations. 	<ul style="list-style-type: none"> •Does not arrange and direct classroom and/or school procedures with minimum disruption. •Does not manage transitions. •Does not support school and district policies and procedures. •Does not maximize the amount of class time spent in learning. •Does not apply procedures and enforce rules consistently and effectively. •Does not respond to school crisis drills and situations. 	<ul style="list-style-type: none"> •Arranges and directs classroom and/or school procedures with minimum disruption sometimes. •Manages transitions irregularly. •Supports school and district policies and procedures occasionally. •Maximizes the amount of class time spent in learning sporadically. •Applies procedures and enforces rules inconsistently and ineffectively. •Responds to school crisis drills and situations. 	<ul style="list-style-type: none"> •Arranges and directs classroom and/or school procedures with minimum disruption. •Manages transitions effectively. •Supports school and district policies and procedures. •Maximizes the amount of class time spent in learning. •Applies procedures and enforces rules consistently and effectively. •Responds appropriately to school crisis drills and situations. 	<ul style="list-style-type: none"> •Assists all students in developing and internalizing equitable routines, procedures, and habits. •Facilitates student ownership of classroom rules and procedures to minimize disruptions during transitions. •Supports and assists others to support school district policies and procedures. •Assists colleagues in maximizing the amount of class time spent in learning. •Assists colleagues to consistently and effectively apply procedures and enforce rules.

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				<ul style="list-style-type: none"> •Responds and assists others to respond appropriately to school crisis drills and situations.
<p>E. The educator manages student behavior. Includes, but not limited to:</p> <ul style="list-style-type: none"> •Explaining rules, expectations, and consequences; •Explaining reasons for disciplinary actions; •Using a range of strategies; •Administering discipline that fits the infraction in a calm, professional demeanor; •Using fair and consistent practices; •Investigating and considering both sides of interpersonal conflict. 	<ul style="list-style-type: none"> •Does not explain rules, expectations, and consequences. •Does not explain reasons for disciplinary actions. •Does not use a range of strategies. •Does not administer discipline that fits the infraction in a calm, professional demeanor. •Does not use fair and consistent practices. •Does not investigate and consider both sides of interpersonal conflict. 	<ul style="list-style-type: none"> •Explains rules, expectations, and consequences sometimes. •Explains reasons for disciplinary actions occasionally. •Uses a limited range of strategies. •Administers discipline that fits the infraction in a calm, professional demeanor inconsistently. •Uses fair and consistent practices most of the time. •Investigates and considers both sides of interpersonal conflict inconsistently. 	<ul style="list-style-type: none"> •Explains rules, expectations, and consequences. •Explains reasons for disciplinary actions. •Uses a range of strategies. •Administers discipline that fits the infraction in a calm, professional demeanor. •Uses fair and consistent practices. •Investigates and considers both sides of interpersonal conflict. 	<ul style="list-style-type: none"> •Facilities positive environments in which students are guided to take a strong role in maintaining and monitoring their own behavior. •Assists students in taking responsibility for their behavior and its connection to disciplinary action. •Applies a range of behavioral strategies so students are continually engaged. •Assists others in establishing and utilizing fair and consistent practices. •Facilitates student problem solving of interpersonal conflicts.
<p>F. The educator prepares and maintains an environment conducive to learning Includes, but not limited to:</p> <ul style="list-style-type: none"> •Organizing the physical environment to maximize learning and to accommodate individual differences / disabilities; •Creating a safe environment for learning; •Managing available resources to encourage and stimulate learning. 	<ul style="list-style-type: none"> •Does not organize the physical environment to maximize learning and to accommodate individual differences / disabilities. •Does not create a safe environment for learning. •Does not manage available resources to encourage and stimulate learning. 	<ul style="list-style-type: none"> •Organizes the physical environment occasionally to maximize learning and to accommodate individual differences / disabilities. •Creates a safe environment for learning sporadically. •Manages available resources to encourage and stimulate learning at times. 	<ul style="list-style-type: none"> •Organizes the physical environment to maximize learning and to accommodate individual differences / disabilities. •Creates a safe environment for learning. •Manages available resources to encourage and stimulate learning. 	<ul style="list-style-type: none"> •Collaborates with others to organize the physical environment to maximize learning and to accommodate individual differences / disabilities. •Creates and assists others in creating a safe environment conducive to learning. •Collaborates with colleagues to identify additional resources to encourage and stimulate learning.

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PROFESSIONAL RESPONSIBILITIES - DOMAIN IV				
STANDARD/INDICATORS	(1) Not Effective	(2) Minimally/Emerging Effective	(3) Effective	(4) Highly Effective
<p>A. The educator participates in professional growth and reflection. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Seeking out opportunities for professional learning; ●Applying professional learning to individual educational settings; ●Evaluating and refining educational practices on an on-going basis; ●Engaging in annual self-reflection and evaluation of personal educational practices; ●Demonstrating that students are learning (i.e., academic improvement); ●Staying current with advancements and developments within areas of responsibility. 	<ul style="list-style-type: none"> ●Does not seek out opportunities for professional learning. ●Does not apply professional learning to individual educational settings. ●Does not evaluate and refine educational practices on an on-going basis. ●Does not engage in annual self-reflection and evaluation of personal educational practices. ●Does not demonstrate that students are learning (i.e., academic improvement). ●Does not stay current with advancements and developments within areas of responsibility. 	<ul style="list-style-type: none"> ●Seeks out opportunities at times for professional learning. ●Applies professional learning to individual educational settings occasionally. ●Evaluates and refines educational practices on a sporadic basis ●Engages in occasional self-reflection and evaluation of personal educational practices. ●Demonstrates that students are learning (i.e., academic improvement) sporadically. ●Stays current with advancements and developments within areas of responsibility occasionally. 	<ul style="list-style-type: none"> ●Seeks out opportunities for professional learning. ●Applies professional learning to individual educational settings. ●Evaluates and refines educational practices on an on-going basis. ●Engages in annual self-reflection and evaluation of personal educational practices. ●Demonstrates that students are learning (i.e., academic improvement). ●Stays current with advancements and developments within areas of responsibility. 	<ul style="list-style-type: none"> ●Attends and applies professional learning to personal and professional growth. ●Applies learning from a multitude of sources to refine student learning. ●Integrates self-analysis into daily practice. ●Applies self-reflection and evaluation of personal educational practices for improvement. ●Collaborates with others to demonstrate improvement in student learning. ●Stays current with advancements and developments within areas of responsibility. Shares knowledge with colleagues to improve educational practices.
<p>B. The educator interacts and communicates with all constituency groups. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Developing positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community; ●Establishing effective communications with students, parents, faculty, administration, staff, and community; ●Consulting with individual parents regarding academic, social, and emotional needs; ●Maintaining confidentiality of records, releasing information only to those persons with legal access to information. 	<ul style="list-style-type: none"> ●Does not develop positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community. ●Does not establish effective communications with students, parents, faculty, administration, staff, and community. ●Does not consult with individual parents regarding academic, cultural, social, and emotional needs. ●Does not maintain confidentiality of records, releasing information only to those persons with legal access to information. 	<ul style="list-style-type: none"> ●Develops positive and cooperative relationships at times with educational communities, students, parents, faculty, administration, staff, and community. ●Establishes some effective communications with students, parents, faculty, administration, staff, and community. ●Consults with individual parents regarding academic, cultural, social, and emotional needs occasionally. ●Maintains confidentiality of records, most of the time, releasing information only to those persons with legal access to information. 	<ul style="list-style-type: none"> ●Develops positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community. ●Establishes effective communications with students, parents, faculty, administration, staff, and community. ●Consults with individual parents regarding academic, cultural, social, and emotional needs. ●Maintains confidentiality of records, releasing information only to those persons with legal access to information. 	<ul style="list-style-type: none"> ●Develops and facilitates positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff and community. ●Promotes opportunities for timely and effective communications with students, parents, faculty, administration, staff, and community. ●Involves parents in problem solving to address academic, cultural, social and emotional needs of the student. ●Maintains and assists others in maintaining confidentiality of records, releasing information only to those persons with legal access to information.
<p>C. The educator maintains professional appearance and behavior. Includes, but not limited to:</p> <ul style="list-style-type: none"> ●Dressing appropriately and practicing cleanliness; ●Modeling and encouraging positive behaviors; ●Demonstrating and promoting integrity, fairness, and ethical behavior; ●Following educational codes of ethics as well as state, district, and school policies; ●Solving problems at the appropriate level. 	<ul style="list-style-type: none"> ●Does not dress appropriately and does not practice cleanliness. ●Does not model and encourage positive behaviors. ●Does not demonstrate and promote integrity, fairness, and ethical behavior. ●Does not follow educational codes of ethics nor state, district, and school policies. ●Does not solve problems at the appropriate level. 	<ul style="list-style-type: none"> ●Dresses appropriately and practices cleanliness most of the time. ●Models and encourages positive behaviors infrequently. ●Demonstrates and promotes integrity, fairness, and ethical behavior infrequently. ●Follows educational codes of ethics as well as state, district, and school policies infrequently. ●Solves problems at the appropriate level occasionally. 	<ul style="list-style-type: none"> ●Dresses appropriately and practices cleanliness. ●Models and encourages positive behaviors. ●Demonstrates and promotes integrity, fairness, and ethical behavior. ●Follows educational codes of ethics as well as state, district, and school policies. ●Solves problems at the appropriate level. 	<ul style="list-style-type: none"> ●Sets an example to others in professional appearance and cleanliness. ●Seeks out opportunities to model and encourage positive behaviors. ●Is a model of integrity, fairness, and ethical behavior. ●Models ethical conduct and behavior as defined by state, district and school policies. ●Works with others in solving problems at the appropriate level.
<p>D. The educator performs necessary non-instructional duties.</p>	<ul style="list-style-type: none"> ●Does not utilize consultation and preparation time for professional purposes. 	<ul style="list-style-type: none"> ●Utilizes consultation and preparation time for professional purposes at times. 	<ul style="list-style-type: none"> ●Utilizes consultation and preparation time for professional purposes. 	<ul style="list-style-type: none"> ●Maximizes consultation and preparation time individually and with colleagues.

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<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> •Utilizing consultation and preparation time for professional purposes; •Accepting necessary job related responsibilities including support of school programs and activities; •Performing necessary record keeping and reporting duties in a timely manner; •Directing, observing, and providing feedback to para-educators, volunteers, and peer tutors. 	<ul style="list-style-type: none"> •Does not accept necessary job related responsibilities including support of school programs and activities. •Does not perform necessary record keeping and reporting duties in a timely manner. •Does not direct, observe, and provide feedback to para-educators, volunteers, and peer tutors. 	<ul style="list-style-type: none"> •Accepts necessary job-related responsibilities including support of school programs and activities occasionally. •Performs necessary record keeping and reporting duties in a timely manner on an intermittent basis. •Directs, observes, and provides feedback to para-educators, volunteers, and peer tutors on a superficial level. 	<ul style="list-style-type: none"> •Accepts necessary job related responsibilities including support of school programs and activities. •Performs necessary record keeping and reporting duties in a timely manner. •Directs, observes, and provides feedback to para-educators, volunteers, and peer tutors. 	<ul style="list-style-type: none"> •Accepts job related responsibilities and seeks out additional opportunities to support school programs and activities. •Maintains records that are accurate and timely, and uses applicable information to provide support for students. •Supports others in growth through directing, observing, coaching and providing feedback to para-educators, volunteers, and peer tutors.
<p>E. The educator demonstrates professional leadership.</p> <p>Includes, but not limited to:</p> <ul style="list-style-type: none"> •Having professional vision and setting goal accordingly; •Participating in problem solving; •Facilitating a progressive and goal-oriented environment; •Making informal and timely decisions; •Actively soliciting feedback from constituents. 	<ul style="list-style-type: none"> •Does not have a professional vision and does not set goals. •Does not participate in problem solving. •Does not facilitate a progressive and goal-oriented environment. •Does not make informal and timely decisions. •Does not solicit feedback from constituents. 	<ul style="list-style-type: none"> •Has an incomplete professional vision and only occasionally sets goals. •Participates in problem solving, but inconsistently. •Attempts to facilitate a progressive and goal-oriented environment. •Makes informal and timely decisions occasionally. •Solicits feedback from constituents on an infrequent basis. 	<ul style="list-style-type: none"> •Has a professional vision and sets goals accordingly. •Participates in problem solving. •Facilitates a progressive and goal-oriented environment. •Makes informal and timely decisions. •Solicits feedback from constituents in an active manner. 	<ul style="list-style-type: none"> •Communicates a professional vision and collaborative focus with others on setting goals. •Actively problem solves with colleagues and others to reach goals and vision. •Facilitates and models a progressive and goal-oriented environment. •Makes ongoing adjustments in a timely manner. •Solicits feedback and provides feedback to others within and outside of the school.