Standards of Effective Teaching

Saint Paul PUBLIC SCHOOLS — A World of Opportunities

40% Elements of Effective Instruction
30% Environment for Learning
15% Family Engagement
15% Professional Responsibilities

Notes:
Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements denoted with an asterisk (*) are weighted as double in domain calculations.

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Written Lesson Plans		• Lesson plans are unavailable or inconsistently available • Lesson plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for student learning or guiding questions instructional strategies, means of assessment • No accommodations planned for differentiation	• Lesson plans are available consistently • Lesson plans may be incomplete with no more than one of the following missing: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment • Some accommodations planned for differentiation	• Lesson plans are available consistently • Lesson plans are complete: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment • Accommodations planned for differentiation of most learners	Meets Proficient AND: • Includes accommodations for all learners
Authentic Learning Supports SPPS Standards		• Activities and assignments are busy work and SPPS curriculum not utilized • Learning tasks have no connections to standards • Minimal rigor exists in level of work being done	• Activities sometimes reflect a learning outcome • Learning tasks sometimes supports SPPS curriculum and standards • Some rigor exists and some busy work	• Activities support SPPS curriculum and standards • Rigor exists and students involved in authentic learning activities	Meets Proficient AND: • <u>Students routinely select and adapt authentic learning activities to meet and support SPPS standards</u>
Content Includes and Respects Diverse Groups *		• Displays little understanding of diverse student populations • May display favoritism or ignore student groups	• Shows some understanding of diverse student populations • Attempts to include all learners regardless of cultural background, but not consistently or successfully	• Routinely introduces content with a broad focus on various cultural groups • Shows an understanding of all learners, and attempts to gauge instruction to make it accessible for all	Meets Proficient AND: • Displays continuing search for best practice pertaining to diverse learners
Content Knowledge *		• Displays little understanding of pedagogical knowledge • Shows little understanding of the subject being taught	• Displays basic pedagogical knowledge • Shows some understanding of the subject being taught	• Displays pedagogical knowledge and reflects on current research and best practices within the field • Shows solid content knowledge based on lessons and response to questioning	Meets Proficient AND: • Published in content area • Presenter or leader for professional organization
Connections Within and Among Subject Areas		• Few or no connections are made within the subject area or previous activities • Little integration of literacy strategies within content	• Some connections are made within subject area or previous activities • Some integration of literacy strategies are demonstrated within content	• Connections are made within the subject area and previous learning • Integration of literacy strategies are demonstrated within content most of the time	Meets Proficient AND: • Connections are made among subject areas • Routinely embeds a variety of literacy strategies
Lesson Recognizes Students Interests, Abilities, and Experiences		• Seldom crafts lessons that embed students' experiences and interests • Does not intentionally incorporate interests into real life application of lessons	• Sometimes crafts lessons that embed students' experiences and interests • Sometimes incorporates interests into real life, but result is unclear	• Routinely crafts lessons that embed students' experiences and interests • Consistently incorporates interests into real life • Creates student learning experiences that are racially and culturally relevant	Meets Proficient AND: • <u>Provides student choices based on each student's individual experiences</u>

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Lesson Objectives, Goals, or Guiding Questions		• Goals are seldom stated or no goals are stated. If stated, goals are not measurable • Goals are rarely and/or never clear, or are stated as student activities • Goals do not take into account the varying needs of individual students or groups • Goals are not related to standards	• Goals are stated and sometimes measurable • Goals are inconsistently clear, and may include activities • Goals sometimes take into account the varied learning needs of individual students or groups • Goals are seldom related to standards	• Goals are stated and measurable • Goals are consistently clear and are NOT activities • Goals regularly take into account varied learning needs of individual students or groups • Goals align to standards	Meets Proficient AND: • All students can identify the measurable goal and explain it in their own words • <u>Goals are often student created</u> • Goals always take into account varied learning needs • Able to articulate rationale for the selection of goal and how it explicitly supports the standard
Accessing Prior Learning		• Displays limited understanding of prior knowledge for students in the class • Rarely or never considers the current skills of the students • Infrequently recognizes students' interests/experience to access prior learning • Infrequently recognizes students' racial and ethnic diversity to access prior learning	• Displays some understanding of prior knowledge for some students in the class • Occasionally considers the current skills of the students • Occasionally recognizes some students' interests/experiences to access prior learning • Occasionally recognizes students' racial and ethnic diversity to access prior learning	• Displays solid understanding of prior knowledge for most students in the class • Regularly indentifies and applies appropriate instruction to the current skills of the students to meet most needs • Regularly recognizes students' interests/experiences and uses them to provide developmentally appropriate activities to access prior learning • Regularly recognizes students' racial and ethnic diversity and uses it to engage students' prior learning	Meets Proficient AND: • Displays solid understanding of prior knowledge for all students in the class, including diverse language and learning needs • Consistently uses knowledge of individual student skill levels to meet all student needs • Always recognizes students' interests, and students are able to share interests/experiences to engage other learners • Always recognizes students' racial and ethnic diversity and uses it to engage students' prior learning
Teacher Modeling *		• No modeling • Instructions are unclear or disorganized • Stand and deliver is the only method of modeling • Instructs with minimal monitoring of student comprehension or learning styles	• Stand and deliver is the main method of modeling • Instructions are sometimes clear and organized • Delivers new information with little regard to student's various learning styles • Instructions are given with occasional regard to the thought process behind them	• Demonstrates the thinking, speaking, reading and/or writing that students will be required to perform • Instructions are clear, concise, and logically organized • Students are interacting with teacher and each other during modeling • Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles • Encourages students to make deductions in order to explore the new concepts	Meets Proficient AND:
Exemplars		• Exemplars of student work are not displayed or modeled	• Exemplars of student work are inconsistently modeled and/or displayed • Exemplars are not tied to current learning standards	• Exemplars of student work are routinely modeled and/or displayed • Exemplars are tied to current learning standards	Meets Proficient AND:
Instructional Techniques *		• Utilizes a single instructional technique (usually 'stand and deliver') which does not consider effective strategies for students with diverse language and learning needs	• Sometimes attempts varied instructional techniques, but is inconsistent • Returns to an ineffective instructional practices if something new does not work the first time the technique is attempted	• Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs • Effective instructional practices are applied using multiple racial and cultural perspectives	Meets Proficient AND: • Students demonstrate their ability to access these resources and strategies independently to experience success

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Differentiated Instruction *		• Minimal differentiation is observed • Students self select groups with little attention to academic purpose or goal	• Instructional groups are randomly assigned with little attention to learner ability, or instructional goals • Implementation of group work is inconsistent • All student groups are doing the same task	• Instructional groups are purposefully selected using student data and appropriate to specific instructional goals • Teacher can articulate how group selection enhances learning • Tasks within groups are varied according to the instructional objectives	Meets Proficient AND: • Students can freely move among groups, based on their assessment of their own proficiency • Students create their own groups through their own self-assessments and work toward goal • Differentiated instruction accommodated student voice and choice leading to personalization
Purposeful Talk *		• Uses mostly voluntary responses to solicit answers • Does not prompt students to justify or extend their responses	• Uses some strategies to engage equitable participation • Sometimes prompts students to justify or extend their responses	• Routinely uses visible, random questioning strategies that draw equitable participation based on culturally responsive best practices – rigor, relevance, relationships and realness • Most of time prompts students to justify or extend their responses related to content specific language	Meets Proficient AND: • Students themselves ensure that all voices are heard with justifications • Students display the ability to sustain a discussion with little prompting from teacher • Able to modify in real time how purposeful talk is being used
Levels of Questions		• Routinely uses low level questions	• Uses questions that are a combination of low and high levels	• Uses questions that are of high level most of the time	Meets Proficient AND: • Collaboratively design questions with students to maximize learning for all
Sequencing Questions		• Sequencing of questions is not purposeful	• Sequencing of some questions with minimal regard to students' learning needs	• Sequencing of most questions is purposeful and scaffolds learning for all	Meets Proficient AND: • Sequencing of all questions is purposeful and scaffolds learning for all
Wait Time		• Uses no or minimal wait time to engage student thinking for all	• Uses wait time to meet the thinking needs of some students	• Uses wait time intentionally and sufficiently so that most students can formulate thoughts	Meets Proficient AND: • Uses wait time intentionally and sufficiently so that all students can formulate thoughts
Group Discussion *		• Uses little or no discussion in the classroom • Uses discussion with little participation • Uses discussion with little or no active listening evidenced among the class members • Uses few engagement techniques	• Uses discussion to involve some students • Uses discussion and some active listening is evidenced among the class members • Uses some engagement techniques	• Uses discussion to involve every student, regardless of ability • Uses discussion and participation consists of speaking and/or active listening • Uses discussion that displays a variety of culturally responsive techniques purposely chosen by the teacher to ensure all are participating and considering student input • Uses discussion for higher order thinking	Meets Proficient AND: • Students create their own questions around the topic of study for group discussion • Students lead the discussion with little direction from the teacher
Function of Technology Used in Instruction		• Does not use available technology as an instructional tool in student learning	• Uses available technology as a direct tool substitute, with no functional change	• Uses available technology to augment or modify instructional practices, as well as for substitution	Meets Proficient AND: • Uses technology for significant task redesign or create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		• Only offers students print based means of accessing and presenting information	• Offers students 1-2 pathways to access and present information	• Offers students multiple pathways to access and present information	Meets all the criteria of Proficient AND: • Provides students with voice and choice about options for accessing and presenting information

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Rubrics and Criteria Charts		• No criteria have been developed	• Develops criteria that is unclear or have not been clearly communicated to the students • No charts posted or supplied to students	• Develops assessment criteria and standards that are clearly communicated to the students • Provides students with a chart that indicates expectations for the assignment or activity • Charts are posted and defined for each summative assessment or learning activity	Meets Proficient AND: • <u>Students assist in creating the assignment criteria</u>
Assessment of Student Learning *		• No assessment of student learning	• Uses some assessment for learning; only whole class	• Uses various strategies to assess for each student throughout the lesson	Meets Proficient AND: • Students self-monitor their learning progress toward objective
Academic Feedback *		• Feedback is not provided • Feedback is of uniformly poor quality • Feedback is not provided in a timely manner • Feedback is not delivered in a way that students can apply	• Some feedback is provided • Some elements of intentional feedback are present • Feedback is provided but not timely • Feedback delivered is applicable	• Regular feedback is provided consistently and describes how students can improve • Students understand the purpose of the assessment and how it will be used to monitor progress • Feedback is consistently timely • Feedback is delivered in a way that students can apply in language that exhibits positive growth	Meets Proficient AND: • Students know how to make use of feedback in their learning • Students give useful feedback to each other
Student Engagement *		• Few students are authentically or actively engaged in the lesson, or are off-task • Some students demonstrate compliant engagement	• Most students are authentically and actively engaged in the lesson • Few students demonstrate compliant engagement	• All students are authentically and actively engaged	Meets Proficient and: • <u>Students show ownership in authentic self-directed learning</u>
Lesson Closure *		• No time allowed for closure of lesson	• Some time allowed for closure of lesson • Closure is sometimes connected to the objective • Lesson closure is directed by the teacher	• Ample time allowed for closure of lesson • Closure is consistently connected to the objective • Lesson closure is directed by the teacher	Meets Proficient AND: • Students can articulate a clear connection to the objective during the closure
Students Assessing Work		• Does not communicate standards for student work and/or provide tools to assess them	• Assesses student work without student input	• Students are engaged with using criteria and/or rubrics to assess their learning	Meets Proficient AND: • Students are engaged in peer-to-peer feedback and assessment
Teacher's Use of Student Work *		• Lack of student work to assess the effectiveness of lessons	• Some use of student work to assess the effectiveness of lessons	• Routinely uses student work to reflect and inform practice • Utilizes student work to differentiate and modify instruction • Student work is used to assess and measure student progress toward standards	Meets Proficient AND: • Shares student work and collaborates within teams to make decisions about upcoming lessons

Effective Instructional Practices

Areas of Strength:

Areas of Growth:

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships Between Teacher and Students *		• Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students • Students exhibit disrespect for teacher	• Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures • Students exhibit only minimal respect for teacher	• Teacher-student interactions are friendly and demonstrate general warmth, caring and respect • Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what is appropriate cultural norms for students outside of the teacher's culture • Students exhibit respect for teacher	
High Academic Expectations *		• Minimal rigor exists in the level of work expected • Conveys a negative attitude toward the content	• Some academic expectations are rigorous with some busy work • Communicates importance of work but with little conviction and minimal buy-in by students	• Most academic expectations are rigorous with minimal busy work • High rigor in which students have multiple opportunities to achieve • Actions reinforce belief that all can learn	Meets Proficient AND: • Both students and teachers maintain a culture of high academic expectations
High Behavioral Expectations & School Adopted Discipline Plans *		• No standards of conduct for rituals and routines appear to have been established • No implementation of district or school rules and procedures is evident • Students are confused as to what is expected of them	• Standards of conduct for rituals and routines appear to have been established in the classroom • Some implementation of school rules and procedures is evident • Most students appear to understand what is expected of them most of the time	• Standards of conduct for rituals and routines are clear to all students and appear to have been co-created with student input • School rules and procedures are fully implemented • All students appear to understand what is expected of them all of the time	
Behavior Monitoring *		• Student behavior is not monitored • Unaware of what students are doing	• Sometimes intervenes to redirect student behavior • May miss behaviors of some students	• Alert to student behavior at all times • Monitoring is preventative and consistent	Meets Proficient AND: • Monitoring is subtle and preventative • <u>Students monitor their own and their peers' behavior, correcting one another respectfully</u>
Response to Behavior		• Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity	• Attempts to respond to student misbehavior but with uneven results	• Response to misbehavior is appropriate and results in the desired behavior • Response is sensitive to students' individual needs	Meets Proficient AND: • Response to misbehavior is highly effective
Transitions		• Considerable instructional time is lost to transitions • There is no apparent method for transitioning between activities • Distribution of materials is disorganized	• Students can complete transitions, but they take more time than necessary • Some procedures have been put in place, but students fail to execute them consistently • Frequently reminds students how to proceed during transitions • Distribution of materials is somewhat organized	• Transitions are quick and seamless • Rituals and routines for transition have been modeled and practiced • Students are self-directed during transitions • Systems are in place and used by students for retrieving materials	Meets Proficient AND: • <u>Students are in charge of and understand how to transition between activities</u> • <u>Students direct transitions and are in charge of material distribution</u>
Organization of Materials and Space		• Minimal systems of organization are noted • Room is cluttered and materials are in disarray • Room arrangement does not support safety and ease of movement	• Has a visible organizational system which is somewhat effective; system does not always support learning • Room has some evidence of organization, and materials are somewhat available • Attempts are made to adjust classroom furniture and/or open space to the various lessons with limited effectiveness	• System of organization is clear to students and supports student learning • Room is neat, clean and uncluttered; materials are readily available • Classroom is safe and the furniture and/or space arrangement is a resource for learning activities	Meets Proficient AND: • Students can explain and maintain the system • <u>Student input has been considered in creating the system, and student suggestions for improvement are welcomed</u> • Classroom is safe and accessible, and students can adjust the furniture and/or utilize space to advance their own purposes in learning

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Expectations for Para-professionals and/or Volunteers		• No delegation of duties to the support staff/volunteers • The support staff/volunteers are underutilized • Delegates too much to the support staff	• Sometimes or inconsistently delegates duties to the support staff/volunteers • Inconsistently clarifies and/or reinforces expectations of the support staff/volunteers	• Clearly articulates duties to the support staff/volunteers • Uses support staff/volunteers to promote student learning; specifically plans for the support staff/volunteers • Continuously clarifies and reinforces expectations of the support staff/volunteers	Meets Proficient AND: • Partners with the support staff/volunteers to add additional perspectives to classroom dynamics, instruction, and curriculum

Environment of Learning

Areas of Strength:

Areas of Growth:

Family Engagement

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Communica-tion with Families		• Families receive information about students' progress or grades only at end of grading period, conferences, etc. • Difficult for families to contact, or does not respond when contacted	• Families receive information about students' progress or grades on an occasional basis • Information is available to families, but ways of being contacted are not communicated through multiple methods • Inconsistently posts students' grades and assignments in student/parent information system	• Families routinely receive information about students' progress, so they know when to expect it • Communication in home language • Available to respond to family concerns, and ways of being contacted are clearly communicated through methods that work for the particular family's needs • Consistently posts students' grades and assignments in student/ parent information system	Meets Proficient AND: • Consistently provides resources for families to support their students' academic success at home
Engaging Families		• Does not engage families in the work of educating their students • Does not see families as an asset • Reports only on student deficiencies, not on successes	• Inconsistently reaches out to families, but not in a reciprocal manner—only to tell and ask, not to listen, learn and understand • Has limited view of families as assets • Reports mostly on student deficiencies, not on successes	• Intentionally reaches out to families in an effort to build reciprocal relationships with phone calls, surveys or other vehicles appropriate to the building expectations • Views students' families as partners in education who hold vital information in the education of the child • Seeks opportunities to learn about the cultures and backgrounds of families • Provides accessible ways for families to participate in student learning through listening to parents and structuring ways to participate on parent needs and requests • Proactively creates a welcoming environment for families in the classroom	Meets Proficient AND: • Routinely works with families in the community outside the school walls

Family Engagement

Areas of Strength:

Areas of Growth:

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		• Relationships are negative or self-serving • Works ineffectively with colleagues in collaboration, PLC's and/or content/grade level teams	• Maintains cordial relationships • Participates with colleagues in collaboration, PLC's and/or content/grade level teams	• Relationships are supportive and cooperative • Works effectively and respectfully with colleagues in collaboration, PLC's and/or content/grade level teams	Meets Proficient AND: • Takes initiative in assuming a leadership role among faculty • Initiates activities to contributes to the profession which support colleagues (i.e. mentoring, presentations)
Self Reflection		• Does not effectively use reflection and self-assessment of instruction	• Occasionally uses reflection and self-assessment to assess instructional effectiveness and make modification in instruction	• Continuously and accurately assess his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas of growth • Reflects on teaching practice through coaching, mentorship, critical friends, or participation in other teacher leadership development opportunities	Meets Proficient AND: • Model, coach, and mentor colleagues and/or preservice teachers in reflective practice methods to improve instruction
Feedback		• Ignores or minimizes feedback from colleagues, administers, and students • Resistant to changes in professional practices	• Open to feedback from colleagues, administrators, and students • Open to change of professional practice when provided feedback	• Seeks and accepts feedback from colleagues, administrators, and students • Implements change in professional practice based on feedback	
Professional Growth		• Does not attend professional development activities • Does not plan for professional growth	• Attends professional development activities • Occasionally plans for professional growth	• Regularly participates in relevant professional development activities and implements changes to instructional practices as a result • Seeks opportunities to enhance content knowledge and pedagogical skill • Regularly plans for professional growth	Meets Proficient AND: • Leads professional development opportunities for colleagues
Service to School/ District		• Is not involved in school events • Does not support the school mission/vision • Lacks understanding of the district's strategic plan and as a result, creates confusion for school stakeholders • Non-compliant with school and/or SPPS policies and procedures	• Participates in school events if asked • Understands and supports the school mission/vision • Understands and supports the district strategic plan, mission, and vision • Complies with school and SPPS policies and procedures and acts in a professional and ethical manner	• Volunteers to participate in school events and makes a substantial contribution • Makes decisions that support and reflect the school mission/vision • Makes decisions that support and reflect the district strategic plan, mission, and vision • Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct	Meets Proficient AND: • Takes initiative in assuming a leadership role in school and/or district events
Record Keeping		• Does not maintain information on student progress • Student records are in disarray resulting in errors and confusion • Lacks system for information on student completion of assignments	• Maintains a system for information on student progress • Maintains student records • Maintains a system for information on student completion of assignments	• Maintains fully effective systems for information on student progress • Maintains accurate and up-to-date student records • Maintains effective systems for information on student completion of assignments	Meets Proficient AND: • Students contribute information to systems related to their progress and interpret results • Students participate in systems for completion of assignments

Professional Responsibilities

Areas of Strength:

Areas of Growth: