

POWAY UNIFIED SCHOOL DISTRICT

CONTINUUM OF TEACHING STANDARDS

Teaching Standards

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INTRODUCTION

A few years ago, a task force of teachers and administrators began the process of reviewing the teacher evaluation documents. That work was continued under the leadership of Charlotte Kutzner and several of the Poway Peer Assistance Program (PPAP) consultants. The foundation for this work included early drafts of the California Standards for the Teaching Profession. Although the present CSTP are categorized by six (6) Standards, Poway assured alignment of its five (5) Domains with the CSTP during the work of adopting BTSA into the culture of teacher assistance in Poway. The results were a new evaluation document based on five teaching domains and a continuum of teaching skills that define and describe the domains.

Both the evaluation document and the continuum of skills were piloted during the 1997-1998 school year and again in 1998-1999. Teachers from every school provided comments and suggestions. The documents were reviewed during the summers of 1998 and 1999 in light of those suggestions, resulting in this document, the latest revision.

The main purpose of the continuum is to provide a structure for teachers to reflect on their own teaching. The continuum also provides a basis for establishing improvement goals and for evaluating teacher performance. Even though this continuum has been refined over the last two years, we want this to be a living document. Your comments and suggestions for improvement are always welcome.

DOMAIN I: PLANNING AND DESIGNING INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 1: Designs Long-Range Plans to Accomplish Yearly Learning Goals

- Develops a long term pacing plan
- Designs unit plans that include academic and course standards
- Participates with grade level, team or department in curriculum planning
- Shows evidence of related daily, weekly, and monthly planning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Develops limited long term plan and may have basic understanding of when units are to be presented • Designs unit plans that do not integrate academic/course standards or seldom applies them to plans • Plans alone on a day-to-day basis; rarely, if ever, plans with grade level, team, or department • Shows limited evidence of related daily, weekly, and monthly planning 	<ul style="list-style-type: none"> • Has long term pacing plan in place • Begins to routinely utilize academic/course standards to organize planning • Occasionally meets with colleague(s) to plan curriculum or develop units • Generally shows evidence of related daily, weekly, and monthly planning 	<ul style="list-style-type: none"> • Has long term pacing plan in place with developed lessons ready • Routinely utilizes academic/course standards to organize planning • Frequently plans with grade level, team or department to coordinate units or to study curriculum • Has completed lesson plans for related daily, weekly, and monthly planning; the progression of activities reflects the best practices of the course or grade level 	<ul style="list-style-type: none"> • Develops a well planned long term pacing plan; frequently adjusts long-range plans to improve instruction and/or needs of the class when appropriate • Consistently utilizes academic/course standards to organize planning throughout the year • Assists in leadership by joint planning with grade level, team, or department; serves as a resource for other teachers • Has completed lesson plans that smoothly progress from related daily, weekly, and monthly planning to a unified yearly goal; incorporates best pedagogical practices

DOMAIN I: PLANNING AND DESIGNING INSTRUCTION
(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 2: Selects Appropriate Lesson Objectives

- Reflects on success of previous lesson
- Bases objectives upon students’ assessed needs and student input
- Relates objectives to academic and course standards
- Connects objectives to students’ prior experiences, related knowledge and other content areas
- Orders lesson objectives in logical and sequential pattern

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Rarely reflects on success of a lesson; unable to determine if a lesson was effective or has achieved its goals, or misjudges the success of a lesson • Lacks congruence between lesson objectives and student needs and/or input; does not show evidence of basing lesson objectives upon students’ assessed needs or input • Does not show evidence of relating lesson objectives to academic and course standards, or alignment is minimal • Fails to connect lesson objectives to students’ prior experiences, related knowledge, or other content areas • Orders lesson objectives in an illogical or non sequential pattern; lesson order is difficult to follow 	<ul style="list-style-type: none"> • Generally reflects on success of lessons and has an accurate impression of a lesson’s effectiveness • Bases some future lesson objectives on students’ assessed needs and student input • Relates most lesson objectives to academic and course standards • Connects lesson objectives to prior experiences, related knowledge, and to some of the other applicable content areas • Orders lesson objectives in a logical and sequential pattern 	<ul style="list-style-type: none"> • Frequently reflects on success of lessons and makes an accurate assessment of a lesson’s effectiveness; can cite general references to support the extent of the goals achieved • Frequently uses assessed students’ needs and student input to plan and/or modify future activities • Clearly and routinely links lesson objectives to academic and course standards • Consistently connects lesson objectives to prior experiences, related knowledge, and other content areas • Creates lessons that flow in a logical and sequential pattern that is clear to all. 	<ul style="list-style-type: none"> • Consistently reflects on success of lessons and makes an accurate assessment of its effectiveness; can analyze with specifics • Bases whole class, group, or individual activities on assessed needs and student input; takes varying needs of class and individuals into full account when basing lesson objectives • Secures lesson objectives to encompass appropriate academic and course standards • Consistently connects all lesson objectives to prior experiences, related knowledge, and other content areas; important student learning is readily reflected • Orders lesson objectives in logical and sequential pattern; integrates the best pedagogical practices

DOMAIN I: PLANNING AND DESIGNING INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 3: Designs Lessons That Include Elements for Essential Learning

- Includes essential lesson components: focus; objectives; instruction; assessment; and reinforcement in all lessons, regardless of lesson format
- Incorporates a variety of resources and materials
- Incorporates activities that promote application, problem solving, analysis, synthesis and evaluation

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Designs lesson’s activities without all of the essential components, or inappropriately orders elements; progression of activities in lesson frequently appears uneven or unstructured • Does not show evidence of utilizing a variety of available resources and materials • Fails to show incorporation of activities that promote application, problem solving, analysis, synthesis, and evaluation; activities may frequently reflect only one type of learning or represent low expectations 	<ul style="list-style-type: none"> • Usually includes essential lesson components, but the structure may not be uniform or consistent • Incorporates a variety of resources and materials into the lesson’s activities • Incorporates activities that promote application, problem solving, analysis, synthesis, and evaluation skills in some of the lesson’s activities 	<ul style="list-style-type: none"> • Routinely includes essential lesson components, and lesson flows smoothly • Provides support for the lesson’s objectives using a variety of resources and materials • Frequently engages students in learning by incorporation of activities that promote application, problem solving, analysis, and evaluation 	<ul style="list-style-type: none"> • Consistently includes clear essential lesson components; allows for differentiation of lesson components according to student needs • Consistently utilizes a variety of resources and materials that support the lesson’s objectives and engages students in meaningful learning • Consistently incorporates a variety of activities that promote higher-order thinking skills for all students

DOMAIN II: INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 1: Delivers Effective Instruction

- Communicates clearly and accurately
- Presents subject matter accurately and in a logical sequence with appropriate pacing
- Utilizes effective questioning techniques that stimulate and direct student thinking and discussion
- Uses prompt and frequent feedback that is purposeful and can be utilized by students in their learning
- Actively engages students in learning
- Adjusts throughout the lesson to reflect student readiness and input

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Communicates in oral and/or written form that is often unclear or inaccurate • Sequences subject matter incorrectly and/or does not present it in a logical sequence. The pace of the lesson often makes no attempt to minimize student misbehavior or support student understanding and participation • Uses questioning that does not stimulate student thinking and discussion; provides limited questioning techniques • Provides limited feedback or feedback that does not contribute to student learning • Actively engages only a few students in learning, or active student engagement is inconsistently observed • Rarely adjusts lessons to reflect student readiness; there is little evidence of attempts to adjust instruction to meet student needs 	<ul style="list-style-type: none"> • Uses oral and/or written communication that is clear and accurate • Sequences subject matter appropriately and correctly and generally presents it in a logical sequence. The pace of the lesson minimizes student misbehavior and supports student understanding and participation • Uses some questioning that supports instruction, but is of inconsistent quality to provoke student learning • Offers some prompt feedback that contributes to student learning but may be inconsistent • Actively engages most students with some degree of success during main parts of lesson • Makes obvious attempts to adjust lessons to meet students needs during instruction 	<ul style="list-style-type: none"> • Clearly and accurately provides oral and/or written communication and anticipates potential student misunderstandings • Presents subject matter accurately and in a logical sequence which builds upon students' prior knowledge. The pace of the lesson minimizes student misbehavior and supports student understanding and encourages student participation • Consistently utilizes high quality questioning which provokes student learning • Consistently uses prompt and purposeful feedback that is of high quality and is provided in a timely manner • Actively engages students, offering multiple learning opportunities that are successfully implemented throughout the lesson • Makes routine and successful adjustments throughout the lesson to meet student needs during instruction 	<ul style="list-style-type: none"> • Integrates oral and/or written communication that is correct and expressive, utilizing well-chosen vocabulary which enriches the lesson • Accurately presents subject matter in a logical sequence which builds upon students' prior knowledge and facilitates student thinking. The pace of the lesson supports student understanding and facilitates shared responsibility for learning • Consistently provides high quality questioning which facilitates student understanding, encourages students to formulate their own questions and fosters independent inquiry • Consistently utilizes feedback of high quality that is provided in a timely manner and is used by students in their learning • Actively engages students in all lesson activities; students are motivated to initiate extensions • Makes appropriate adjustments throughout the lesson to successfully meet students' needs and capitalize on teachable moments

DOMAIN II: INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 2: Utilizes Appropriate Learning Materials

- Uses a variety of instructional resources to meet instructional objectives
- Provides activities and materials that link instruction to real life experiences and motivates students to learn
- Presents printed material that is legible, accurate and grammatically correct in a clear, articulated manner

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Uses instructional materials and resources that may be only partially suited to instructional goals and/or support only limited student mental engagement • Provides limited activities or materials which relate to students' interests and/or link concepts to student life experiences • Presents content that may demonstrate inaccuracies and/or grammar errors 	<ul style="list-style-type: none"> • Generally uses instructional materials and resources that are suitable to the instructional goals and engaging for students • Generally provides activities and materials that link lesson objectives to students' interests, prior knowledge, and life experiences to clarify the concepts • Generally presents content material that is accurate and grammatically correct 	<ul style="list-style-type: none"> • Frequently uses instructional materials and resources that are engaging for students, suitable to the instructional goals, and provides critical thinking • Frequently incorporates personal examples and examples that relate to students' interests to clarify concepts and link instruction to students' prior knowledge and life experiences • Frequently presents content using high quality and accurate materials 	<ul style="list-style-type: none"> • Consistently uses instructional materials and resources that are enhanced to extend instructional goals and encourage self-directed learning. Teacher encourages students to initiate the choice, adaptation, or creation of materials to enhance their learning • Consistently incorporates materials and resources that capitalize on students' interests and causes students to reflect on prior knowledge and life experience. • Consistently presents content using a variety of high quality, accurate materials and resources. Students contribute to representation of content

DOMAIN II: INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 3: Utilizes a Variety of Instructional Strategies to Meet the Needs of the Students

- Accommodates student needs, interests, learning styles and ability levels
- Engages all students in activities which promote critical thinking, encourage diverse responses, support effective dialogue and encourage student questions
- Provides instructional groupings (i.e. whole-class and small group direct instruction, individual tasks, partnerships, collaborative groupings), which are productive and fully appropriate to the instructional goals of the lesson
- Utilizes best pedagogical practices reflected by current research within content area, including available technology

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Applies only minimal understanding of the developmental characteristics of the age group and may not accommodate the different approaches to learning that students exhibit • Generally presents concepts without involving students in higher-order thinking • Relies heavily on teacher directed instruction, regardless of instructional goals; seldom utilizes other instructional groupings, or uses them ineffectively • Rarely or inaccurately adjusts instruction to reflect professional growth experiences 	<ul style="list-style-type: none"> • Applies a general understanding of the typical developmental characteristics of the age group and of the different approaches to learning that students exhibit • Engages some students in higher-order thinking when presenting concepts and during activities • Utilizes a combination of teacher directed instruction and collaborative learning groupings to engage students in learning • Incorporates some activities from professional growth resources in curriculum and instruction 	<ul style="list-style-type: none"> • Frequently applies an understanding of the typical developmental characteristics of the age group and provides extensions to meet individual needs • Uses a variety of effective strategies to promote student dialogue, encourage student questions and involve students in higher-order thinking • Provides teacher-directed instruction and collaborative learning groups that are varied as appropriate to the different instructional goals • Frequently adjusts instruction and content to reflect professional literature and experiences from professional growth resources 	<ul style="list-style-type: none"> • Consistently utilizes a thorough understanding of the typical developmental characteristics of the age group to provide high quality learning experiences and routinely provides extensions to meet individual needs • Consistently and effectively engages all students in learning through the use of highly effective learning strategies which integrate higher-order thinking, inquiry, and interactive learning • Routinely mixes teacher-directed instruction and other instructional groupings as appropriate to the instructional goals; integrates problem solving and decision making, and provides opportunities for student choice • Consistently modifies or adjusts instruction to reflect on-going learning from professional literature or experiences from professional growth resources

DOMAIN II: INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 4: Creates Learning Opportunities for All Students

- Values and respects all students as learners
- Ensures all students equitable access to the core curriculum
- Accommodates the unique language, learning and cultural needs of students
- Promotes family participation in student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • May accept responsibility for the success of all students but has limited strategies to meet their needs or may lack persistence in pursuing individual student success • May have knowledge of diverse student learning styles, and developmental needs, but inconsistently applies that knowledge when planning curriculum and presenting lessons • Does not keep parents and/or other family members informed regarding class activities 	<ul style="list-style-type: none"> • Accepts responsibility for the success of all students and uses varied instructional strategies to meet student needs • Attempts to integrate diverse student learning styles, developmental needs, and cultural backgrounds when planning curriculum and presenting lessons • Keeps parents and/or other family members informed regarding class activities and invites some participation 	<ul style="list-style-type: none"> • Is persistent in seeking effective instructional approaches to facilitate success for all students through classroom resources and those of the entire school community • Often integrates diverse student learning styles, developmental needs, and cultural backgrounds when planning curriculum and presenting lessons • Provides numerous opportunities for families to participate in student learning through collaborative activities and learning support roles 	<ul style="list-style-type: none"> • Persistently seeks effective instructional approaches to facilitate success for all students, utilizing an extensive repertoire of strategies and incorporating all appropriate school and community resources • Routinely integrates diverse student learning styles, developmental needs, and cultural backgrounds when planning curriculum and presenting lessons • Routinely provides opportunities for families to participate in student learning through collaborative activities and learning support roles

DOMAIN II: INSTRUCTION

(assessed by self reflection, observation, documentation, and/or conference)

ELEMENT 5: Demonstrates Subject Matter Competence

- Provides information and materials which are accurate, current and aligned with District Academic Standards and/or District Course Syllabus
- Links content within subject area and to other disciplines
- Serves as a resource to students

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Demonstrates some knowledge of subject matter but may make some content errors when communicating concepts to students. May be inconsistent in alignment of lesson content to District Course Syllabus and/or District Academic Standards • Presents materials that have very little connection with other subject areas or disciplines • May not correct errors made by students and is generally not viewed as an academic resource by students 	<ul style="list-style-type: none"> • Displays knowledge of subject matter when communicating concepts to students. Aligns lesson content to District Course Syllabus and/or District Academic Standards • May articulate connections with other parts of the discipline and to other disciplines • Usually corrects student errors and is generally an academic resource to students 	<ul style="list-style-type: none"> • Knowledge of subject matter enables teacher to effectively communicate concepts to all students. Routinely aligns lesson content to District Course Syllabus and/or District Academic Standards • Frequently makes connections between the content and other parts of the discipline and to other disciplines • Serves frequently as an academic resource to students 	<ul style="list-style-type: none"> • Knowledge of subject matter enables teacher to effectively communicate concepts to all students. Routinely aligns lesson content to District Course Syllabus and/or District Academic Standards • Consistently makes connections between the content and other parts of the discipline and to other disciplines • Serves as a highly knowledgeable academic resource to students

DOMAIN III: CLASSROOM MANAGEMENT

(assessed by self reflection, observation, and/or conference)

ELEMENT 1: Maintains a Positive Learning Environment Which Promotes Appropriate Student Behavior and Self-Esteem

- Establishes rapport by demonstrating patience, acceptance, empathy and interest
- Interacts with students in an appropriate manner
- Understands student behavior and promotes appropriate student interactions
- Utilizes an effective behavior management program
- Establishes expectations for learning and achievement
- Helps students learn to solve problems and resolve conflicts

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Interactions with some students are inappropriate to the age or culture of the students • Students exhibit minimal respect for the teacher • Student interactions are inappropriate • Few standards of conduct appear to have been established and/or monitoring of student behavior is ineffective • Teacher has only modest or inconsistent expectations for student learning and achievement • Rarely attempts to help students learn to resolve problems and resolve conflicts 	<ul style="list-style-type: none"> • Interactions between students and teacher are appropriate but may reflect occasional inconsistencies • Students generally exhibit respect for the teacher • Student interactions are generally polite and respectful • Standards of conduct appear to have been established for most students and monitoring of behavior is generally appropriate • Expectations for student learning and achievement are understood by most students • Begins to create an atmosphere in which students solve problems and resolve conflicts 	<ul style="list-style-type: none"> • Interactions between students and teacher are friendly and demonstrate patience, interest, and respect • Students consistently exhibit respect for the teacher • Student interactions are polite and respectful • Standards of conduct are clear to all students. Management system is appropriate and well monitored • Expectations for student learning and achievement are clear to all students • Creates an atmosphere in which students solve problems and resolve conflicts 	<ul style="list-style-type: none"> • Teacher demonstrates genuine rapport, interest and respect for individual students • Students exhibit respect for the teacher at all times • Student interactions reflect respect and genuine caring • Standards of conduct are clear to all and appear to have been developed with student participation • In partnership, students and teacher establish and maintain high expectations for learning and achievement • Creates an atmosphere in which students independently solve problems and resolve conflicts

DOMAIN III: CLASSROOM MANAGEMENT

(assessed by self reflection, observation, and/or conference)

ELEMENT 2: Effectively Manages Instructional Time

- Establishes routines for administrative organizational tasks
- Manages and/or coordinates support staff, when appropriate
- Begins and ends lessons on time
- Provides orderly transitions in a minimal amount of time
- Manages instructional groups so that students are productively engaged at all times

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Instructional time is lost performing organizational duties • Support staff has no clearly defined duties or are not purposefully involved • Lessons do not begin and/or end in a timely manner. • Much time is lost during transitions • Students/groups not working with the teacher are not productively engaged 	<ul style="list-style-type: none"> • Routines or systems for performing organizational duties function moderately well • Support staff is productively engaged during portions of the class but require frequent supervision • Lessons generally begin and end in a timely manner • Transitions are generally efficient • Students/groups may be occasionally off task when teacher is involved with others 	<ul style="list-style-type: none"> • Routines or systems for performing organizational duties are efficient • Support staff is productively and independently engaged during class • All lessons begin and end in a timely manner • Transitions occur smoothly with little loss of instructional time • Tasks for individuals and groups are organized and managed so most students are engaged at all times 	<ul style="list-style-type: none"> • Students assume responsibility for efficiently performing some organizational duties • Support staff makes a substantive contribution to the class • Students are consistently engaged throughout all lessons • Transitions occur smoothly with students assuming some of the responsibility for efficient operation • Students/groups working independently are productively engaged at all times

DOMAIN III: CLASSROOM MANAGEMENT

(assessed by self reflection, observation, and/or conference)

ELEMENT 3: Organizes Physical Space

- Arranges the classroom to provide easy access to students
- Creates instructionally appropriate classroom displays that include student work
- Provides accessibility to learning materials
- Demonstrates skillful use of teaching aids to enhance instruction and learning

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Teaches or manages activities from one place in the classroom without circulating appropriately • Current student work is not evident in the classroom • The physical arrangement is not suited to the lesson • Limited evidence of the appropriate use of learning materials and resources 	<ul style="list-style-type: none"> • Establishes some proximity to students during instruction and activities • Displays some current student work in a variety of areas in the classroom • Classroom is arranged to support student learning • Uses learning materials and resources appropriately for most students 	<ul style="list-style-type: none"> • Maintains proximity to students during instruction • Frequently displays current student work throughout the classroom • Classroom is arranged to support student learning • Physical resources and learning materials are effectively used by teacher and students 	<ul style="list-style-type: none"> • Consistently establishes proximity to students during instruction and activities when appropriate • Consistently displays student work with student input • Classroom is arranged to support student learning • Skillful and purposeful use of a variety of instructional materials or teaching aids that significantly enhance instruction and learning

DOMAIN IV: ASSESSMENT
(assessed by documentation, observation, and/or conference)

ELEMENT 1: Establishes Clear Academic Standards

- Aligns assessments to academic and course standards
- Sets standards for completing of assignments, assessment of lessons and exams
- Provides opportunities for student input in establishing methods of assessment, assignment criteria and learning goals when appropriate
- Communicates academic standards to students, parents and other audiences

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Rarely aligns assessments with academic and course standards • Rarely sets standards for completing assignments, assessment of lessons and exams • Provides no opportunities for student involvement in establishing standards • Communicates standards to parents and students infrequently 	<ul style="list-style-type: none"> • Aligns assessments to standards • Generally sets standards for completing assignments, assessment of lessons and exams • Occasionally provides opportunities for students to participate in establishing standards, when appropriate • Communicates standards to parents and students 	<ul style="list-style-type: none"> • Clearly and consistently aligns assessment criteria and standards • Clearly sets standards for completing assignments, assessment of lessons and exams • Provides opportunities for students to participate in establishing standards, when appropriate • Clearly communicates standards to parents and students 	<ul style="list-style-type: none"> • Clearly and consistently aligns assessment and standards • Clearly sets standards for completing assignments, assessment of lessons and exams • Routinely provides opportunities for students to contribute to the development of standards, when appropriate • Clearly communicates standards to parents and students

DOMAIN IV: ASSESSMENT

(assessed by documentation, observation, and/or conference)

ELEMENT 2: Monitors Student Learning

- Checks for short term student learning
- Assesses the progress of student learning over time
- Uses a variety of techniques to assess and monitor student learning

DOES NOT MEET STANDARDS	MEETS STANDARDS	
<ul style="list-style-type: none"> • Seldom checks for understanding • Recognizes the value of observing, monitoring and recording student learning over time but does not routinely incorporate assessment strategies into lesson plans • May use assessment instruments or strategies without understanding the relationship of assessment outcomes to learning; seldom involves student in assessing their own learning 	<ul style="list-style-type: none"> • Checks for understanding during instruction • Recognizes the value of observing, monitoring and recording students; learning and routinely incorporates assessment strategies into long term lesson plans • Uses some assessment instruments and strategies that are congruent with learning outcomes; periodically involves students in assessing their own learning 	<ul style="list-style-type: none"> • Frequently checks for understanding in all lessons and periodically guides students to reflect on their own progress • Recognizes the value of observing, monitoring and recording students' learning and routinely incorporates assessment strategies into long term lesson plans • Frequently uses a variety of assessment instruments and strategies that are congruent with learning outcomes; frequently involves students in assessing and interpreting their own learning
	<ul style="list-style-type: none"> • Consistently checks for understanding and routinely guides students to reflect on their own progress • Recognizes the value of observing, monitoring and recording students' learning and routinely incorporates assessment strategies into long term lesson plans • Uses a variety of assessment instruments and strategies that uncover highest levels of thinking and that consistently involve all students in assessing, interpreting and taking responsibility for their own learning. 	

DOMAIN IV: ASSESSMENT

(assessed by documentation, observation, and/or conference)

ELEMENT 3: **Adjusts Teaching and Learning Based on Assessment**

- Makes provisions for students to use feedback in their own learning
- Makes meaningful and accurate assessment of a lesson’s effectiveness
- Uses assessment data to adjust short term and long term planning when appropriate
- Accommodates for individual differences (learning styles, academic needs and cultural diversity)

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Does not make provisions for students to use assessment feedback in their own learning • Can not accurately assess the effectiveness of a lesson to adjust short and long term planning • Does not routinely integrate assessment results into instruction and/or lesson plans • Periodically accommodates for individual student differences 	<ul style="list-style-type: none"> • Makes provisions for students to use assessment feedback in their own learning • Recognizes a lesson’s effectiveness and adjusts short and long term planning • Plans/modifies some future learning activities and instruction based on assessment of student progress • Plans activities based on individual student differences 	<ul style="list-style-type: none"> • Frequently makes provisions for students to use assessment feedback in their own learning • Routinely recognizes a lesson’s effectiveness and routinely adjusts short and long term planning • Frequently plans/modifies future learning activities and instruction based on assessment of student progress • Frequently plans and modifies future activities based on authentic assessment 	<ul style="list-style-type: none"> • Creates a learning environment where students accept responsibility for their own progress and use assessment results in their own learning • Makes a meaningful and accurate assessment of a lesson’s effectiveness and consistently uses the assessment data to adjust short and long term planning • Consistently plans/modifies future learning activities and instruction based on authentic assessment of student progress • Consistently plans and modifies future activities based on authentic assessment

DOMAIN IV: ASSESSMENT

(assessed by documentation, observation, and/or conference)

ELEMENT 4: Uses Assessment Results to Give Students and/or Parents Timely, Accurate and Constructive Feedback

- Communicates to students, parents and other audiences about student performance/progress
- Uses a system for maintaining documents and recording student progress

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Inconsistently provides feedback to students and parents with information about student progress • Provides assessment results that is vague or incomplete • Provides assessment results and student progress but not in a timely manner • Has a system for maintaining information on student progress but the system is not easily accessible 	<ul style="list-style-type: none"> • Periodically communicates to students and parents with information about student progress and performance • Provides adequate assessment results • Provides assessment results and student progress in a timely manner • Has an adequate system for maintaining information on student progress 	<ul style="list-style-type: none"> • Consistently communicates to students and parents about student progress and performance • Provides clear and accurate assessment results • Routinely provides assessment results and student progress in a timely manner • Has a system for maintaining information on student progress 	<ul style="list-style-type: none"> • Consistently communicates to students and parents about student progress and performance • Provides clear and accurate assessment results • Routinely provides assessment results and student progress in a timely manner • Has a system that provides opportunities for students to contribute information and interpretation of assessment data and enables students to make prompt use of feedback in their own learning

DOMAIN V: PROFESSIONAL RESPONSIBILITIES
(assessed by self reflection, documentation, and/or conference)

ELEMENT 1: Grows and Develops Professionally

- Seeks out opportunities for enhancement of content knowledge and pedagogical skills
- Develops and implements a plan for professional growth
- Demonstrates a willingness to accept suggestions and implement change
- Contributes to the professions

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Participates in appropriate professional development activities is limited • Makes minimal plan for professional growth • Unable or unwilling to implement suggestions for improving knowledge and/or skills • Contributes to the profession minimally 	<ul style="list-style-type: none"> • Participates in appropriate professional development activities as recommended or required • Develops a long term plan for professional growth • Accepts suggestions for improving knowledge of curriculum and skills • Makes an effort to share knowledge with others and assume professional responsibilities 	<ul style="list-style-type: none"> • Seeks out opportunities for appropriate professional development activities that enhance knowledge and/or skills • Develops and implements a plan for professional growth and monitors it on a regular basis • Accepts and implements suggestions for improvement of knowledge and skills • Participates actively in assisting and working with other educators to better the profession 	<ul style="list-style-type: none"> • Frequently seeks out opportunities for professional development according to a long range plan and systematically transfers knowledge into practice • Develops, implements, monitors and revises a long term plan for professional growth on an on-going basis • Seeks out suggestions for improvement of knowledge and skills from collegial coaches and/or evaluators • Initiates activities that contribute to the profession (for example; mentorships, committee leadership positions, or making presentations)

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

(assessed by self reflection, documentation, and/or conference)

ELEMENT 2: Shares in the Responsibility for the Smooth Operation of the School

- Maintains constructive working relationships with colleagues for the benefit of students
- Conducts effective and timely parent conferences and contacts
- Works to implement school programs, goals and District Core Values
- Helps maintain appropriate schoolwide student behavior

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • Does not always demonstrate effective interpersonal skills with colleagues • Minimally communicates with parents. Communication may be insensitive and/or not provides in a timely manner • Does not participate in required school projects or events • Provides minimal support for maintaining schoolwide behavior 	<ul style="list-style-type: none"> • Maintains cordial relationships with colleagues to fulfill required duties • Adheres to school’s required procedures for communication with parents • Voluntarily participates in school programs and events • Actively participates in maintaining appropriate schoolwide behavior 	<ul style="list-style-type: none"> • Maintains relationships with colleagues that are supportive and cooperative • Communicates with parents about students’ progress on a regular basis • Makes a substantial contribution to school projects and events • Actively participates in maintaining appropriate schoolwide behavior 	<ul style="list-style-type: none"> • Maintains professional relationships with all colleagues and takes initiative in assuming leadership among the faculty • Provides information to parents frequently and with great sensitivity and is available as needed to respond to parent concerns • Assumes leadership roles in school projects and events • Actively participates in maintaining appropriate schoolwide behavior

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

(assessed by self reflection, documentation, and/or conference)

ELEMENT 3: Complies with Established Rules, Regulations, Policies and Laws

- Maintains and promptly submits accurate and complete records and reports
- Takes necessary precautions to protect students, self, equipment, materials and facilities
- Is regular and prompt in attendance
- Seeks appropriate intervention services for students
- Demonstrates professional conduct and integrity in the classroom and school community

DOES NOT MEET STANDARDS	MEETS STANDARDS		
<ul style="list-style-type: none"> • System for maintaining information on student progress and assignment completion is minimal and/or inconsistent • Maintains a room environment that is disorganized, has few student resources and is generally unsafe • Arrives late and may not meet contractual obligations for attendance • Provides minimal support for the special needs of individuals • Maintains conduct in the classroom and/or school community that is not always deemed professional 	<ul style="list-style-type: none"> • Maintains an effective system for collecting, recording and reporting information on student progress and assignment completion • Maintains a safe, organized classroom and provides necessary protection of resources • Meets contractual obligations for attendance • Collaborates with other teachers to provide support for the special needs of individual students • Utilizes sound judgement and integrity in determining and exhibiting professional conduct in the classroom and school community 	<ul style="list-style-type: none"> • Maintains an effective system for collecting information on student progress and assignment completion; gives feedback to students in a timely manner • Maintains a neat and organized classroom with conscientious attention given to maintaining resources and student safety • Meets contractual obligations for attendance and is available to students before and after the instructional day • Consistently collaborates with other teachers and specialists to provide support for the special needs of individual students • Utilizes sound judgement and integrity in determining and exhibiting professional conduct in the classroom and school community 	<ul style="list-style-type: none"> • Maintains accurate, complete and correct records and information on student progress and assignment completion and provides frequent reports and feedback to students which they use to monitor and direct their own learning • Maintains a neat and organized classroom where students are learning responsibility for maintaining resources and for their own safety • Meets contractual obligations for attendance and is available to students before and after the instructional day and students regularly avail themselves of that opportunity • Sought out by other teachers and specialists for collaboration to provide support and appropriate intervention services for the special needs of individual students and their families • Demonstrate leadership to help colleagues utilize sound judgement and integrity in determining and exhibiting professional conduct in the classroom and school community