

GLOUCESTER CITY SCHOOL DISTRICT

TEACHER EVALUATION PROCESS

McREL RUBRIC

with SAMPLE EVIDENCE



November 1, 2019

Teacher Evaluation Process McREL Rubric and Evidence Document

The Gloucester City School District teacher evaluation process is based on the McREL Teacher Evaluation Rubric. The rubric consists of five standards, or framework statements that identify areas of teacher performance which are observable and documentable. Each standard is further defined by indicators that describe the standard. The level of teacher expertise for each standard is identified by a four point rating scale: Developing (1 point), Proficient (2 points), Accomplished (3 points), and Distinguished (4 points).

The purpose of the evidence document is to provide examples of activities/artifacts that could be used to support the level of accomplishment in the various standards. **This is not an inclusive list and should not be used as a checklist when determining the level of accomplishment.**

Overview of Standards

- 1) Standard I: Teachers Demonstrate Leadership
 - a) Teachers lead in their classroom.
 - b) Teachers demonstrate leadership in the school.
 - c) Teachers lead the teaching profession.
 - d) Teachers advocate for schools and students.
 - e) Teachers demonstrate high ethical standards.

- 2) Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
 - a) Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
 - b) Teachers embrace diversity in the school community and in the world.
 - c) Teachers treat students as individuals.
 - d) Teachers adapt their teaching for the benefit of students with special needs.
 - e) Teachers work collaboratively with the families and significant adults in the lives of their students.

- 3) Standard III: Teachers Know the Content they Teach
 - a) Teachers align their Instruction with the state standards and their district's curriculum.
 - b) Teachers know the content appropriate to their teaching specialty.
 - c) Teachers recognize the interconnectedness of content areas/disciplines.
 - d) Teachers make instruction relevant to students.

- 4) Standard IV: Teachers Facilitate Learning for their Students
 - a) Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
 - b) Teachers plan instruction appropriate for their students.
 - c) Teachers use a variety of instructional methods.
 - d) Teachers integrate and utilize technology in their instruction.
 - e) Teachers help students develop critical thinking and problem-solving skills.
 - f) Teachers help students work in teams and develop leadership qualities.
 - g) Teachers communicate effectively.
 - h) Teachers use a variety of methods to assess what each student has learned.

- 5) Standards V: Teachers Reflect on their Practice
 - a) Teachers analyze student learning.
 - a) Teachers link professional growth to their professional goals.
 - b) Teachers function effectively in a complex, dynamic environment.

Key Terms

1. **21st Century Skills**: 21st century skills emphasize what traits and characteristics our students will need to best be prepared in school, in the workplace and in the community as best determined in the 21st century world where globalization, diversity, knowledge-based driven economies, science and technology, and solving major problems take center stage. In order to prepare students for such a world, schools need to prepare and develop the following skills:
 - Proficiency in the use of digital tools
 - Leadership;
 - Responsibility;
 - Effectively working in teams and with others;
 - Respecting diversity;
 - Managing time;
 - Self-directing one's learning;
 - Working independently;
 - Accountable for results;
 - Prioritizing and meeting goals;
 - Adapting to change.

2. **Critical Thinking** – Analytical: When students probe, question, test ideas, and penetrate below the surface. Judgmental: When students determine whether ideas do or do not meet criteria; Selective: Critical thinkers narrow down ideas to select the best ones.

3. **Culture**: The beliefs, traditions, and customs shared by a particular population.

4. **Differentiated instruction** - According to Carol Ann Tomlinson, is the process of “ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student’s readiness level, interests, and preferred mode of learning.” Teachers can differentiate through four ways:
 - 1) through content,
 - 2) process,
 - 3) product,
 - 4) learning environment based

Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests (Anderson, 2007).

Therefore, differentiation is an organized, yet flexible way of proactively adjusting

teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner. In order to understand how our students learn and what they know, pre-assessment and ongoing assessment are essential.

6. Diversity: Concept of diversity encompasses acceptance and respect. It means each individual is unique. It recognizes individual differences. It embraces and celebrates the rich dimensions of each individual. Examples include: bringing in different people in class as resources; allowing time for students to learn about each other; maintaining a respectful and tolerant classroom.

7. Global Awareness: Global awareness is using 21st century skills to understand and address global issues. Global awareness includes learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. It includes understanding other nations and cultures.

8. "Integrates" Technology - The International Society for Technology in Education (ISTE) has established technology standards for students, teachers and administrators in K-12 classrooms. The ISTE, a leader in helping teachers become more effective users of technology, offers this definition of technology integration: Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting... Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology.

Technology- As Muffoletto (1994) puts it, "Technology. . . is not a collection of machines and devices, but a way of acting. Technology as it applies to education uses various technological tools to: task structuring support: help with how to do a task (procedures and processes), access to knowledge bases (help user find information needed) alternate forms of knowledge representation (multiple representations of knowledge, e.g., video, audio, text, image, data) These tools include, but not limited to: audio/visual; learning management systems; computers, tablets, mobile devices; social networks, whiteboards; and virtual classrooms.

STANDARD I:
TEACHERS DEMONSTRATE LEADERSHIP

Standard 1.a

<p>a. teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> O Understands how they contribute to students graduating from high school. O Uses data to understand the skills and abilities of students. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> O Takes responsibility for the progress of students to ensure that they graduate from high school. O Provides evidence of data-driven instruction throughout all classroom activities. O Establishes a safe and orderly classroom. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> O Communicates to students the vision of being prepared for life in the 21st century. O Evaluates student progress using a variety of assessment data. O Creates a classroom culture that empowers students to collaborate. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> O Encourages students to take responsibility for their own learning. O Uses classroom assessment data to inform program planning. O Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -reviewing assessment data. -maintaining data notebooks. -enhancing classroom with items that promote academic achievement. -linking lessons to previous instruction. -listing learning styles. -identifying sub-groups. -posting class rules -creating rubrics for assessments. -setting academic goals for students. 	<ul style="list-style-type: none"> -use of Daily5/Daily 3 structure. -establishing student grouping procedures (based on skills/abilities). -individualizing instruction. -pacing guides in use. -rewarding good behavior/ stopping poor behavior. -requiring student lead conf. -using technology and job awareness centers. -provides rubrics for assignments -monitors student progress. 	<ul style="list-style-type: none"> -incorporating current events. --guest speakers. -students maintaining data notebooks. -integration of student use of technological tools to enhance instruction and foster learning. -consistently monitoring <u>every</u> student's progress; responds swiftly and appropriately to student's needs. -models active participation -uses benchmarks and common assessment, etc. to set academic goals for students. 	<ul style="list-style-type: none"> -referring to previous student progress when planning. -encouraging every student to lead group work. -requiring students to create their own rubrics. -students facilitating lessons for other students. -leads student groups that encourage students to support one another inside and outside of the classroom. -models active participation through contributions on committees, reviewing pacing guides, benchmarks, etc.

Standard 1.b

Observation	b. teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Attends professional learning community meetings. ○ Displays awareness of the goals of the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> ○ Participates in professional learning community. ○ Participates in developing and/or implementing school improvement plan 	<p>... and</p> <ul style="list-style-type: none"> ○ Assumes a leadership role in professional learning community. ○ Collaborates with school personnel on school improvement activities. 	<p>... and</p> <ul style="list-style-type: none"> ○ Collaborates with colleagues to improve the quality of learning in the school. ○ Assumes a leadership role in implementing school improvement plan throughout the building. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -attending faculty meetings. -attending grade level/departmental meetings. -designing lessons aligned to school goals. -attending PLCs but does not contribute. -has a copy of the Annual School Plan readily available. 	<ul style="list-style-type: none"> -serving on a curriculum committee. -serving on a committee focused on improved instruction. -takes a leadership role at grade level/team/department meetings. -attending optional professional learning activities. -volunteering to participate in new initiatives. -works collaboratively with peers on lesson plans. 	<ul style="list-style-type: none"> --leading grade level/team/departmental meetings. -making presentations to the faculty. -presenting professional development topics to other teachers. -participating on committees charged with adjusting school improvement goals. -facilitating PLC session. -volunteering to be observed by a peer. 	<ul style="list-style-type: none"> -identifying instructional problems on grade /team/departmental level / suggests solutions to problem. -suggesting instructional improvements across grade level/team/departments. -effectively using and sharing researched best practices with others. -leads staff development at school. -takes a leadership role in helping all teachers meet school improvement goals.

Standard I.c

o b s e r v a t i o n	c. teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p>O Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>	<p>... and</p> <p>Contributes to the</p> <ul style="list-style-type: none"> O Improvement of the profession through professional growth. O Establishment of positive working relationships. O School's decision-making processes as required. 	<p>... and</p> <p>O Promotes positive working relationships through professional growth activities and collaboration.</p>	<p>... and</p> <p>O Seeks opportunities to lead professional growth activities and decision-making processes.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing Throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -attending PLC meetings, but does not actively participate. -participates in work group meetings. -joining professional teaching organization. -attends PTO meetings. -helps organize/ participates in school-family nights 	<ul style="list-style-type: none"> -attends PD appropriate to subject/grade. -starting new research-based initiatives. -sharing effective practice with peers. -seeks professional growth through pursuit of graduate degree. -volunteering to help peers when appropriate. -identifying his/her strengths and weaknesses in order to set professional growth plan. 	<ul style="list-style-type: none"> -sharing new concepts / skills acquired during PD. -promotes professional growth activities for all staff. -positive role model throughout the school and district. -plans collaboratively with fellow teachers. -welcomes colleagues into his/her classroom to observe effective instructional practices. -leading grade level/team/ departmental meetings. 	<ul style="list-style-type: none"> -completing training via a train-the-trainer model. -volunteering to present new skills/concepts to the faculty. - regularly leading grade level/team /departmental meetings. -holds a lead position in a professional organization. -participates on a state or district-wide committee.

Standard 1.d

<p>d. teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p>O Knows about the policies and practices affecting student learning.</p>	<p>... and</p> <p>O Supports positive change in policies and practices affecting student learning.</p>	<p>... and</p> <p>O Participates in developing policies and practices to improve student learning.</p>	<p>... and</p> <p>O Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</p>

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -attending local PD activities. -studying professional journals appropriate to subject taught. -has copies of student and staff handbooks easily available. -attending IEP meetings. -can identify policies and procedures that affect student learning. -able to access and implement IEP and 504 Plans. -utilizes training materials in the classroom at face value. 	<ul style="list-style-type: none"> -observing peers who use new techniques and skills. -using new skills and knowledge effectively in class. -making decisions based on research-based practices. -positively implements new policies and procedures. -encouraging peers to use new practices or policies. -tailors new initiatives into lessons. 	<ul style="list-style-type: none"> -proposing strategies for improving student learning. -serving on a policy committee. -identifying specific issues the faculty needs to address. -regularly tailors new initiatives into lessons throughout the year. 	<ul style="list-style-type: none"> -promoting new initiatives/policies to peers, students, or parents -identifying the need for a change in policy or procedure; helps to write, implement and assess changes. -takes leadership role in the implementation of initiatives to improve education.

Standard 1.e

<p>e. teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p>... and</p> <p>○ Understands the importance of ethical behavior.</p>	<p>... and</p> <p>○ Demonstrates ethical behavior.</p>	<p>... and</p> <p>○ Knows and upholds ethical principles.</p>	<p>... and</p> <p>○ Models ethical behavior and encourages others to do the same.</p>

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -has a copy of the Code of Ethics / District Policy #3211. -knows why code of conduct and ethics is important for teachers. - consistent punctuality. 	<ul style="list-style-type: none"> -modeling ethical behavior. -maintains confidential and respectful attitude with colleagues. -maintains appropriate relationships with students. 	<ul style="list-style-type: none"> -explaining ethical issues to students. -sharing innovative approaches for resolving potential conflicts of interest. -reports violations of code of ethics and standards for professional conduct. -responds to ethical violations appropriately. -admits when wrong. 	<ul style="list-style-type: none"> -explaining ethical standards to students and parents. -models proper ethical behavior to others.

STANDARD II:

**TEACHERS ESTABLISH A RESPECTFUL
ENVIRONMENT FOR A DIVERSE POPULATION
OF STUDENTS**

Standard II.a

o b s e r v a t i o n	a. teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p>O Appreciates and understands the need to establish nurturing relationships.</p>	<p>... and</p> <p>O Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</p>	<p>... and</p> <p>O Maintains a positive and nurturing learning environment.</p>	<p>... and</p> <p>O Encourages and advises others to provide a nurturing and positive learning environment for all students.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -understands the need for positive relationships with students. -communicating students' success with parents. -modeling good manners with respect. -sharing resources with peers. -explaining teacher-student-peer expectations. -posting policies/procedures. -addresses students with kindness and respect. 	<ul style="list-style-type: none"> -emphasizing successful achievements. -encouraging all students to participate. -modeling flexibility when making assignments. -establishing effective class rules. -posting current student work. -consistently addresses students with kindness and respect. 	<ul style="list-style-type: none"> -asking for student feedback about classroom climate. -consistently applying respectful classroom procedures. -selecting materials that contradict stereotypes. -using various forms of sustaining feedback so students experience success. -discusses effective techniques with inclusion personnel. 	<ul style="list-style-type: none"> -discussing effective techniques with inclusion personnel. -praising peers who show special success with certain techniques/skills. -giving all students a chance to lead and succeed. -facilitating PLC's, focus teams, or staff development.

Standards II.b

<p>b. teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.</p>				
<p>Developing</p> <ul style="list-style-type: none"> ○ Acknowledges that diverse cultures impact the world. ○ Demonstrates awareness of the diversity of students in the classroom. 	<p>Proficient</p> <p>... and</p> <ul style="list-style-type: none"> ○ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. ○ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes. 	<p>Accomplished</p> <p>... and</p> <ul style="list-style-type: none"> ○ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. ○ Consistently incorporates different points of view in instruction. 	<p>Distinguished</p> <p>... and</p> <ul style="list-style-type: none"> ○ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. ○ Capitalizes on diversity as an asset in the classroom. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -can state various types of diversity represented by the students in the classroom. -addresses issues of diverse cultures in small group or staff meetings. -recognizing the contributions of diverse cultures. -accepting the values and traditions of all students. -group students both heterogeneously and homogeneously. 	<ul style="list-style-type: none"> -lesson plans reflect acknowledgement of various diverse cultures. -classroom is decorated with posters and student work that reflects the diverse culture of classroom. -using current world events to illustrate how cultural diversity effects global issues. -using alternatives to typical stereotypes on a consistent basis. 	<ul style="list-style-type: none"> -consistently using varying role models in class discussions -ensuring that both genders and all ethnic groups' opinions are included in class discussions. -presents opposing points of view without value judgement. -selects materials that show people in non-stereotypical roles. 	<ul style="list-style-type: none"> -conducts staff development on diversity awareness. -imbedding details about global issues and events in classroom discussions. - routinely including information about other cultures in lessons -creates a culture where students choose to work with students of varied ability and ethnicity

Standard II.c

<p>c. teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.</p>				
<p>Developing</p> <p>○ Holds high expectations of students.</p>	<p>Proficient ... and</p> <p>○ Communicates high expectations for all students.</p>	<p>Accomplished ... and</p> <p>○ Encourages and values contributions of students, regardless of background or ability.</p>	<p>Distinguished ... and</p> <p>○ Helps students hold high expectations for themselves and their peers.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -using procedures allowing students to correct mistakes. -planning lessons that challenge all students. -using teaching strategies that require students to use higher order thinking skills -academic and behavior goals are posted. -giving honest and constructive feedback to students. -posting assignment rubrics that encourage students to achieve mastery. 	<ul style="list-style-type: none"> -explaining how success requires determination. -assigning work to all students that is at least at grade level and requires higher order thinking skills. -returning work that is not up to expectations until it meets standards. -differentiate assignments. -making it a practice to call on every student in the class. 	<ul style="list-style-type: none"> -establishing procedures for group work that rewards contributions from each student. -displaying work from every student. -tailoring questions to students so they can experience success. -pre-teaching lessons so all students can make positive contributions to whole class. -providing challenging rigours work for all students. 	<ul style="list-style-type: none"> -modeling how to sustain high expectations for one's self. -helping students create events and projects for community events. -student created rubrics are used in class. -empowering students to use social problem solving skills when classroom disagreements occur.

Standard II.d

O b s e r v a t i o n	d. teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Recognizes that students have a variety of learning needs. ○ Is knowledgeable of effective practices for students with special needs. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> ○ Collaborates with specialists who can support the special learning needs of students. ○ Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> ○ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. ○ Effectively engages special needs students in learning activities and ensures their unique learning needs are met. 	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> ○ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. ○ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -differentiating instruction. -adapting lessons for students with special needs. -providing access to copies of teacher notes to special needs students. -aware of IEP requirements. -circulating regularly to monitor student performance. -group and regrouping students based on specific learning needs. 	<ul style="list-style-type: none"> -collaborating with inclusion personnel. -modifying instruction to comply with IEP's. -using teaching strategies/materials suggested in the IEP. -effectively differentiates instruction. 	<ul style="list-style-type: none"> -ensuring appropriate use of instructional aides. -providing special needs students opportunities to lead activities. -works across grade level to meet all of the student's needs. -special needs students are actively engaged in rigorous and relevant activities. -consults with previous and subsequent teachers of special education students. 	<ul style="list-style-type: none"> -sharing successful lesson modifications with peers. -assessing students strengths and weaknesses using a variety of strategies. -providing PD to other staff on effective differentiation. -teacher's classroom serves as a model for inclusion instruction.

Standard II.e

<p>e. teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.</p>					
	<p>Developing</p> <p>○ Responds to family and community concerns.</p>	<p>Proficient</p> <p>... and</p> <p>○ Communicates and collaborates with the home and community for the benefit of students.</p>	<p>Accomplished</p> <p>... and</p> <p>○ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</p>	<p>Distinguished</p> <p>... and</p> <p>○ Promotes trust and understanding throughout the school community.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -attending meetings with parents. -addressing community problems that intrude into the classroom. -provides feedback to parents about school. -responding promptly and effectively to phone calls/emails. -maintains a parent/ teacher communication log. -regularly updating PowerSchool Grade Book per district policy. 	<ul style="list-style-type: none"> -initiating meetings with parents to address student progress. -exploring the local community for resources to help students. -providing feedback to parents via outlines of work to be completed, progress reports, etc. -creates monthly newsletter to inform parents of class/school events. -Utilizes appropriate electronic media to communicate classroom activities and essentials. 	<ul style="list-style-type: none"> -identifying roadblocks to parent/community involvement in school. -suggesting new, innovative solutions using community resources. -holding meetings with parents at times that are convenient to parents. -participating in community events. -collaborates with counselors, social workers, etc. to assist students/families. 	<ul style="list-style-type: none"> -initiates service learning opportunities in his/her classroom. -modeling ethical, open, and honest behavior in all interactions with school and community. -participates regularly in school events after school hours.

STANDARD III:

TEACHERS KNOW THE CONTENT THEY TEACH

Standard III.a

observation	a. teachers align their instruction with the state standards. In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ○ Demonstrates an awareness of the state standards and references them in the preparation of lesson plans. ○ <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons. ○ <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas. 	<p>... and</p> <ul style="list-style-type: none"> ○ Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. ○ <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum. ○ <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning. 	<p>... and</p> <ul style="list-style-type: none"> ○ Develops and applies strategies based on the state standards and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. ○ <i>Elementary:</i> Evaluates and reflects upon the effectiveness of instruction. ○ <i>Secondary:</i> Evaluates and reflects upon the effectiveness of instruction within content areas. 	<p>... and</p> <ul style="list-style-type: none"> ○ Assists colleagues in applying such strategies in their classrooms. ○ <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning. ○ <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning. 		

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -developing lesson plans and posting objectives aligned with the NJSL and CCSS. -planning lessons throughout the curriculum with literacy skills in mind. -explicitly teaching and modeling comprehension skills. -displaying content area literacy skills. -posts daily objectives that reference NJSL. -accesses NJSL and district curriculum documents. - 	<ul style="list-style-type: none"> -developing lessons use PLN and Classroom Instruction That Works (CITW) strategies to enhance higher order thinking skills. -relating learning activities to real life applications. -integrating technology (presentation and student use). -requiring students to use text to support conclusions. -has students paraphrase new information. -models and explicitly teaches/demonstrates. 	<ul style="list-style-type: none"> -using alternative assessments to assess NJSL and CCSS. -developing lessons that use PLN and CITW to increase the rigor and relevance of the curriculum. -evaluating student's literacy skills in all subject areas. -create and attach data to lesson plans or McREL site. The data should support instructional decisions (data driven instructions). -give students prompt, effective feedback that helps improve literacy. 	<ul style="list-style-type: none"> -facilitating PD demonstrating PLN and/or CITW strategies. -create and turnkey a lesson to peers that requires students to use higher level thinking skills. -customizing lessons with literacy focused activities related to careers, diversity, technology. -grouping students for re-teaching based on skills and individual learning styles. -shares strategies in grade/team/departmental PLC meetings.

Standard III.b

<p>b. teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.</p>				
<p style="text-align: center;">Developing</p> <p>O Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p style="text-align: center;">Proficient</p> <p>... and</p> <p>O Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p style="text-align: center;">Accomplished</p> <p>... and</p> <p>O Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p style="text-align: center;">Distinguished</p> <p>... and</p> <p>O Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -knowing the content that supports the NJSLs and CCSS. -using content from recognized and reliable sources. -explaining learning goals, instructional procedures and content accurately. -attending PD related to content area. -explains learning goals, instructional procedures and content accurately. 	<ul style="list-style-type: none"> -teaching content in a variety of ways and differentiating instruction based on student needs. -using multiple resources to give accurate responses to student questions. -grouping students, based on data, to modify instruction as needed. -uses multiple questioning techniques for student inquiry. 	<ul style="list-style-type: none"> - integrating the subject area content with other disciplines. -incorporating real-world applications in lesson plans and activities. -motivating students to investigate the content area to expand their knowledge. -offering students the opportunity to do research in the content area. -adjusts lessons to accommodate student interests. -disaggregates data to create purposeful lessons and assignments. -Type I Writing (Preschool). 	<ul style="list-style-type: none"> -developing lessons where students take responsibility for their own learning. -providing simulated learning experiences using relevant activities. -assisting colleagues with developing more in-depth lessons. -provide opportunities for extended assignments and projects beyond the content area. -provide students with opportunities to extend learning beyond the lesson/classroom. An example, "kitchen math" activities for home.

Standard III.c

ob ser vat ion	c. teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Understands the links between grade/subject and the state standards. ○ Displays global awareness. 	<p>... and</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of links between grade/subject and the state standards. ○ Promotes global awareness and its relevance to the subjects. 	<p>... and</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines. ○ Integrates global awareness activities throughout lesson plans and classroom instructional practices. 	<p>... and</p> <ul style="list-style-type: none"> ○ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. ○ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -planning lessons that cross disciplines using the NJSLS and CCSS. -discussing global issues accurately. -evidence of community and world connections seen in the classroom. -discussion of current events to broaden perspective and enhance instruction. -using current events to enhance instruction. 	<ul style="list-style-type: none"> -using multiple resources beyond the text to expand vertical connection of subject area. -connecting lesson objectives to real world situations and global issues. -relating previously covered content to current learning. -framing instruction with a world view in mind. -encourage and reinforce student-directed problem solving through small groups. 	<ul style="list-style-type: none"> -collaborating with other disciplines for cross-curricular projects. -planning integrated instruction across disciplines -using simulation activities incorporating global events. -using on-line resources to address and connect to global issues. -eliciting critical thinking and problem solving skills to global issues. -incorporate video conferences on content specific topics. 	<ul style="list-style-type: none"> -collaborating with other grade levels and disciplines in the district and beyond for cross-curricular teaching and learning. -planning staff PD on integrating curriculum. -working collaboratively with colleagues in planning and implementing activities that address global issues during faculty meetings, PLCs, grade/department meetings.

Standard III.d **NOTE: 21ST CENTURY SKILLS INCLUDE THE EFFECTIVE USE OF TECHNOLOGY TOOLS**

<p>d. teachers make instruction relevant to students. Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.</p>				
<p>Developing</p> <p>O Identifies relationships between the state standards and life in the 21st century.</p>	<p>Proficient</p> <p>... and</p> <p>O Identifies relationships between the core content and 21st century content.</p>	<p>Accomplished</p> <p>... and</p> <p>O Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p>	<p>Distinguished</p> <p>... and</p> <p>O Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -relating NJSLS and CCSS to real life situations. -discussing the 21st century skills (Includes technology). -eliciting student input about how the subject relates to 21st century life. -using multimedia resources to enhance instruction. -teaching students the value of working appropriately and productively with others. -encourage personal and academic honesty. 	<ul style="list-style-type: none"> -creating work for students that requires application of core content with 21st century skills. -relating core content to real life situations. -explaining lesson relevance to students' lives.. -utilizing technology and current events in lessons and projects. -promoting the understanding of local and global implications of civic decisions. 	<ul style="list-style-type: none"> -evaluating student progress using written, oral and multi-media presentations -assigning roles in collaborative work that gives all students opportunities to lead. -utilizing alternative assessments that incorporate written, oral and multi-media presentations. -developing and implementing rubrics for scoring quality open-ended debates/questions. -expanding opportunities for student choice in the learning process. 	<ul style="list-style-type: none"> -putting students in new situations that require new solutions. -requiring students to take responsibility for their own learning and personal integrity. -developing role plays for researching and using higher order thinking skills. -having students defend decisions for open-ended real-world questions. -giving feedback on accountability, ethical decision making, leadership, people skills, personal productivity.

**STANDARD IV:
TEACHERS FACILITATE LEARNING
FOR THEIR STUDENTS**

Standard IV.a

o b s e r v a t i o n	<p>a. teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.</p>				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p>O Understands developmental levels of students and recognizes the need to differentiate instruction.</p>	<p>... and</p> <p>O Understands developmental levels of students and appropriately differentiates instruction.</p> <p>O Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p>O Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p> <p>O Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>... and</p> <p>O Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p>O Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -attending workshops on differentiated instruction. -engaging students in activities requiring higher-level thinking skills occasionally. -conducting instruction at different levels occasionally. -indicating various learning styles/intelligences on lesson plans. -holds expectations that are appropriate for the grade level. -Aware of IEP's, 504s, and I & RS plans. 	<ul style="list-style-type: none"> -sharing lesson plans with peers, including differentiated instruction. -using PLN and CITW strategies to differentiate instruction according to students' needs. -engaging students in activities to develop higher level thinking skills. -organizing instruction based on varying levels of student development. -making use of alternative resources to improve instruction. 	<ul style="list-style-type: none"> -consistently using lesson plans that differentiate instruction. -offering students opportunities to address their strengths and weaknesses. -utilizing cooperative groups to differentiating student activity. -participating in grade level/team/departmental meetings to discuss differentiated instruction . -collaborating with colleagues to more effectively differentiate. 	<ul style="list-style-type: none"> -promoting /encouraging differentiation among colleagues. -facilitate staff development on differentiating instruction. -reading/sharing current research on differentiated instruction. -incorporate current research into classroom lessons and practices. -participate in and turnkey on-line educational webinars information to peers. -lead peer discussions regarding written materials focusing on educational best practices.

Standard IV.b

<p>b. teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p>					
	<p>Developing</p> <p>O Recognizes data sources important to planning instruction.</p>	<p>Proficient</p> <p>... and</p> <p>O Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p>	<p>Accomplished</p> <p>... and</p> <p>O Monitors student performance and responds to individual learning needs in order to engage students in learning.</p>	<p>Distinguished</p> <p>... and</p> <p>O Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -planning lessons based on NJCCCS and CCSS and posting learning objectives in the classroom. -using some data to plan instruction. -meeting regularly with mentor, colleagues, and administration to discuss lesson plans. 	<ul style="list-style-type: none"> -using appropriate PLN and CITW strategies as formative assessments to determine student progress, form small learning groups based on skills, and to monitor teaching and learning. -ensuring that students are actively engaged in classroom activities. -maintaining accurate records of students' mastery of objectives 	<ul style="list-style-type: none"> -using PLN and CITW strategies during small group instruction to remediate skills when appropriate to meet objectives. -monitors trends in student performance to identify strengths and weaknesses. -interprets data, reflects upon results and modifies instruction. -uses anecdotal notes along with maintaining accurate records of students' mastery. -Lesson planning reflects and embraces cultural diversity and awareness. 	<ul style="list-style-type: none"> -lesson planning reflects and embraces cultural diversity and awareness. -modifying instruction appropriate for target groups identified through data analysis of student performance. -review and analyze data along cultural or gender lines for the purpose of identifying and narrowing learning gaps. -works collaboratively with department members/grade partners to plan lessons that reflect and embrace diversity and awareness.

Standard IV.c

<p>c. teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.</p>				
<p>Developing</p> <p>...</p> <p>O Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>Proficient</p> <p>... and</p> <p>O Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p>	<p>Accomplished</p> <p>... and</p> <p>O Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p>	<p>Distinguished</p> <p>... and</p> <p>O Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -using readily available technological tools to enhance instruction. -demonstrating awareness of students differing learning styles. -attends differentiation staff development. -indicates various learning styles / intelligences on lesson plans. 	<ul style="list-style-type: none"> -using different methods and materials when individualizing instruction. -creating lesson plans which reflect integration of technology and learning styles -activating students' prior knowledge (ex. KWL and warm-up activities) -designing activities and lessons based on learning styles. -engaging students in high level thinking activities. 	<ul style="list-style-type: none"> -consistently modifying instruction to meet student needs. -designing differentiated activities and lessons based on best practices from PLN and CITW. -utilizing 21st century skills in designing lessons. -teaching students to use metacognitive skills. -exploring and implementing new technology into lessons. 	<ul style="list-style-type: none"> --facilitates staff development at the school or district level regarding student development, technology, learning styles or differentiated instruction. -reinforce the students' use of metacognitive skills in multiple content areas. -facilitates new and shares new technology in PLC and in departments. -shares specific examples of successful use of CITW at PLCs, team, department and/or faculty meetings. (remember to document information you share with peers or staff on classroom techniques and/or strategies)

Standard IV.d

<p>d. teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>○ Assesses effective types of technology to use for instruction.</p>	<p>... and</p> <p>○ Demonstrates knowledge of how to utilize technology in instruction.</p>	<p>... and</p> <p>○ Integrates technology with instruction to maximize student learning.</p>	<p>... and</p> <p>○ Provides evidence of student engagement in higher level thinking skills through the integration of technology.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -consulting with colleagues on the best way to use technology in the classroom. -attending professional development on the use of technology in the classroom. -demonstrates awareness of technology available for use in the classroom. - use of internet, power point presentations, audio and video clips to enhance instruction. - use of on-line instructional resources/ programs. 	<ul style="list-style-type: none"> -sharing technology ideas with colleagues. -utilizing technology on a consistent basis to enhance student learning. -use of technological tools by both the teacher and student -using on-line programs such as Google Docs, Google -utilizing on-line programs to enhance instruction and foster learning; for example - utilizing technology on a consistent basis to enhance student learning. 	<ul style="list-style-type: none"> - facilitating the use of technology in the classroom to help students collaborate, communicate, and think critically. -uses technology to collaborate with teachers outside of the school building. 	<ul style="list-style-type: none"> --shares examples of student work that demonstrate the utilization of technology that has positively impacted student learning. -teacher is seen as an expert by his/her peers in the building, on the use of technology in the classroom; this is evidenced by teacher's ability to provide support and training to others

Standard IV.e

<p>e. teachers help students develop critical thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p>... and</p> <p>O Understands the importance of developing students' critical thinking and problem-solving skills.</p>	<p>... and</p> <p>O Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.</p>	<p>... and</p> <p>Teaches students the processes needed to</p> <ul style="list-style-type: none"> O Think creatively and critically. O Develop and test innovative ideas. O Synthesize knowledge. O Draw conclusions. O Exercise and communicate sound reasoning. O Understand connections. O Make complex choices. O Frame, analyze, and solve problems. 	<p>... and</p> <p>O Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.</p>

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -explaining to students skills necessary for the 21st century. -attending staff development on higher order thinking skills. -including higher order thinking skills in lesson planning and daily learning. -employing critical thinking questions in the classroom. 	<ul style="list-style-type: none"> -using PLN and CITW strategies to guide students in critical thinking. -modeling problem solving techniques in the class for students. -uses appropriate questions to guide students in critical thinking. -routinely utilizes higher order questioning skills when engaging students in dialogue. 	<ul style="list-style-type: none"> -requiring students to develop and test new ideas (ask "what if" questions). -requiring students to provide evidence from text when drawing conclusions. -Complex choices: teaching strategies for identifying or eliminating unimportant details, teaching strategies for eliminating multiple choice responses that are distractors, etc. Develop and test innovative ideas: encouraging students to pose questions and determine pathways to formulate and test hypothesis. 	<ul style="list-style-type: none"> -facilitating PD on critical thinking. -collaborating with colleagues to infuse critical thinking skill throughout the curriculum.

Standard IV.f

<p>f. teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</p>				
<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>	
<p>... and</p> <p>○ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p>	<p>... and</p> <p>○ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>	<p>... and</p> <p>○ Encourages students to create and manage learning teams.</p>	<p>... and</p> <p>○ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<p>-using student leadership in the classroom to enhance instruction.</p> <p>-encouraging students to work in learning teams and cooperative learning groups.</p> <p>-has knowledge of learning teams and cooperative learning groups.</p>	<p>-organizing student teams or cooperative learning groups to provide opportunities for student leadership and to ensure diversity on each team.</p> <p>-organizing assignments that require teamwork to meet desired goals.</p> <p>-using brainstorming activities, jigsaw, four corners, carousel activities, etc.</p> <p>-developing and using rubrics to foster student cooperation, collaboration, and leadership in teams.</p>	<p>- assist students to develop rubrics designed to foster student cooperation, collaboration, and leadership in teams.</p> <p>-assisting students to effectively manage their own learning.</p> <p>-having students assign student roles with an activity</p> <p>-having students model, teach, or assist other students during the learning process.</p>	<p>-facilitating students to work cooperatively, manage their own learning, and reflect upon the process while solving real world problems.</p> <p>-providing feedback to students on cooperation, collaboration, and leadership on their team work.</p> <p>-conducts staff development on facilitating student leadership.</p>

Standard IV.g

Observation	<p>g. teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.</p>				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Demonstrates the ability to effectively communicate with students. ○ Provides opportunities for students to articulate thoughts and ideas. 	<p>... and</p> <ul style="list-style-type: none"> ○ Uses a variety of methods for communication with all students. ○ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 	<p>... and</p> <ul style="list-style-type: none"> ○ Creates a variety of methods to communicate with all students. ○ Establishes classroom practices that encourage all students to develop effective communication skills. 	<p>... and</p> <ul style="list-style-type: none"> ○ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. ○ Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -allowing sufficient wait time for students to answer questions. -using visual and auditory communication techniques. -creating a classroom environment where all students' input is respected. -modeling proper grammar when addressing students, parents and colleagues. 	<ul style="list-style-type: none"> -creating lessons that use PLN and CITW strategies to foster student articulation. -establishing a class climate of mutual respect. -encourages student input through a variety of processes. -instructs students how to effectively communicate their concerns and ideas. -employing visual, auditory and tactile means of communication. 	<ul style="list-style-type: none"> -involving reluctant learners by using effective questioning strategies. -routinely providing various differentiated opportunities, based on PLN and CITW strategies, for students to express their knowledge. -facilitating student demonstration of various communication and presentation skills at assembly events, school board meetings, etc. -reflect upon and restructure lessons that resolve anticipated misunderstandings in curriculum. 	<ul style="list-style-type: none"> -assisting in creating a classroom and school wide atmosphere which encourages all students to effectively communicate. -reflect upon and restructure lessons that resolve anticipated misunderstandings in curriculum. -facilitating PD on PLN and CITW strategies that foster effective communication skills. -collaborates with colleagues regarding misunderstandings in the curriculum and implements strategies to resolve them.

Standard IV.h

<p>h. teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p>				
<p>Developing</p> <ul style="list-style-type: none"> ○ Uses indicators to monitor and evaluate student progress. ○ Assesses students in the attainment of 21st century knowledge, skills, and dispositions. 	<p>Proficient ... and</p> <ul style="list-style-type: none"> ○ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. ○ Provides evidence that students attain 21st century knowledge, skills, and dispositions. 	<p>Accomplished ... and</p> <ul style="list-style-type: none"> ○ Uses the information gained from the assessment activities to improve teaching practice and student learning. ○ Provides opportunities for students to assess themselves and others. 	<p>Distinguished ... and</p> <ul style="list-style-type: none"> ○ Teaches and encourages students to use peer and self-assessment feedback to assess their own learning. ○ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. 	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -monitoring student progress. -showing awareness of 21st century knowledge, skills, and dispositions. -measures student understanding at the end of a lesson. -assigns technology based assignments with basic directions. -displays student work based on 21st century skills. 	<ul style="list-style-type: none"> -monitoring and evaluating student progress based upon benchmark assessments and formative and summative indicators. -employing various methods of immediate student feedback. (Methods such as: pincher, red-yellow-green, thumbs up/down, etc.) -utilizes closure activities that provide students time to actively process information. -uses multiple methods of assessment. 	<ul style="list-style-type: none"> -using PLN and CITW strategies to remediate skills based upon information from assessment activities. -Incorporating lessons that involve student self-assessment and peer feedback rubrics. -sharing PLN, CITW, or other classroom techniques for informal assessments of student work at PLCs or grade/department level meetings. -alters teaching style and assessment methods to meet changing student needs. -utilizes the results of assessments to improve instruction through scaffolding, differentiation, and flex groups. 	<ul style="list-style-type: none"> -facilitating PD on 21st century skills and data analysis to inform instruction. -facilitating PD on PLN and CITW strategies that enhance 21st century skills. -reflects on student feedback to restructure lessons.

STANDARD V:

TEACHERS REFLECT ON THEIR PRACTICE

Standard V.a

O b s e r v a t i o n	a. teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p>O Recognizes the need to improve student learning in the classroom.</p>	<p>... and</p> <p>O Provides ideas about what can be done to improve student learning in their classroom.</p>	<p>... and</p> <p>O Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.</p>	<p>... and</p> <p>O Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</p>	

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<ul style="list-style-type: none"> -accurately records and measures student progress. -monitors student progress toward learning goals and objectives. -monitors student progress through frequent diagnostic evaluations. -identifies through data where students are not learning. -striving to help every student improve throughout the year. -awareness of students with IEPs, 504s, and I & RS plans. 	<ul style="list-style-type: none"> -monitors student progress toward meeting/exceeding performance expectations. -ensures all lessons are directed at making instruction meaningful. -preparing and presenting rigorous and relevant lessons. -providing clear performance expectations to students. -individualizing instruction to meet students' needs. -using data to drive instruction. -active member of PLC , improvement committee, etc 	<ul style="list-style-type: none"> -capitalizes on "teaching moments" and pursues relevant experiences to foster growth. -encouraging students to excel academically as measure by test scores and classroom performance. -seeking new ways to improve instruction. -consistently reflects upon their instruction and best practices. -using current research to enhance instruction. -sharing best practices at the school level. 	<ul style="list-style-type: none"> -analyzing instructional techniques throughout the year to determine successful strategies as measured by student success. -analysis of multiple data sources followed by effective long range lesson planning and curriculum planning in own classroom and throughout school. -serving as a model classroom for the district.

Standard V.b

<p>b. teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p>... and</p>	<p>... and</p>	<p>... and</p>	
	<p>O Understands the importance of professional development.</p>	<p>O Participates in professional development aligned with professional goals.</p>	<p>O Participates in professional development activities aligned with goals and student needs.</p>	<p>O Applies and implements knowledge and skills attained from professional development consistent with its intent.</p>

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<p>-pursues relevant experiences to foster growth.</p> <p>-discussing with co-workers the importance and value of professional development (PD) activities.</p> <p>-creates a PDP with detailed PD strategies to support growth.</p> <p>-knows schedule and attends faculty meetings, PLCs, in-service activities, grade/departmental meetings.</p>	<p>-links PDP to standards and growth.</p> <p>-attends, implements, and shares PD information at department /grade level and staff meetings.</p> <p>-demonstrating concern for school achievement</p> <p>-seeks advance degrees and/or certifications.</p> <p>-incorporates new ideas from PD activities in lesson plans.</p>	<p>Participates in PD activities that:</p> <p>-focuses on helping students think critically.</p> <p>-help the teacher develop creative instructional strategies that challenge students.</p> <p>-link PD to standards, growth, and school wide needs; share outcome with peers.</p>	<p>-conducts PD training for colleagues as needed.</p> <p>-participates in decision making and research studies at the state and/or national level.</p> <p>-volunteers to turnkey o facilitate PD for colleagues.</p> <p>-runs a PLC, PD or in-service training.</p>

Standard V.c

<p>c. teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.</p>				
	<p>Developing</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p>... and</p> <p>O Is knowledgeable of current research-based approaches to teaching and learning.</p>	<p>... and</p> <p>O Considers and uses a variety of research-based approaches to improve teaching and learning.</p>	<p>... and</p> <p>O Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.</p>	<p>... and</p> <p>O Adapts professional practice based on data and evaluates impact on student learning.</p>

In order to achieve a level on the rating scale, examples of evidence must be ongoing throughout the year and cumulative.

Developing	Proficient	Accomplished	Distinguished
<p>-designs lessons using research-based strategies.</p> <p>--demonstrates basic knowledge and vocabulary, engaging in conversation about current initiatives/ research practices.</p> <p>-attends and participates in district PD opportunities.</p>	<p>-consistently employs new techniques and strategies in daily lesson plans.</p> <p>-uses multiple teaching styles during lessons.</p> <p>-applies the research and analyzes the outcomes of research on student achievement.</p> <p>-adapts to changing practices, new ideas, and initiatives.</p> <p>-discuss/explore ways to help students learn with assistance of</p>	<p>-participates in multiple PD activities related to the same instructional/ curriculum issue.</p> <p>-utilizes a variety of instructional strategies to challenge students.</p> <p>--initiating the need for research, models the research-based strategies.</p> <p>-shares data used to make instructional decisions w/parents, colleagues, and administrators.</p>	<p>-revises instruction based on analysis of data.</p> <p>-maintains various methods of evaluation to record and monitor student progress.</p> <p>-adapts research studies to meet the needs of student learning across the district and/or state.</p> <p>-initiating the need for research, and is a model as an innovator, implementer and evaluator, and shares outcomes with school and district.</p>