

Standard I: Classroom Environment

Standard I: Classroom Environment			
Element	Creating an environment of respect and rapport	Expectations for Learning	Trusting Environment
	Teacher models expectations for students	Students can articulate expectations	Students feel safe
	Use of student surveys	Students understand expectations	Use of student surveys
	Expectations are posted	Rigorous activities and assignments	Predictable routines, expectations, and outcomes
	Language and tone in the classroom are respectful	Students are engaged in learning	Classroom is discrimination free
		Students participate in problem-solving for own learning	Teacher-student and student-student conversations are comfortable yet respectful
			Students are willing to “take a chance” with curriculum
Element	Managing student behavior	Safe, accessible, and orderly environment	Managing instructional time
	Teacher movement/position addresses behavior problems	Organized physical setting	Flexibility to adjust
	Teacher adheres to student handbook	Clear and concise procedures in place	Posting of routines
	Teacher is aware of and addresses student behavior problems	Equal access to materials	Teacher preparedness
			Student time on task
			Transition time
			Pacing of lesson

Standard II: Preparation and Planning

Element	Content Knowledge	Knowledge of Students	Differentiated Instruction
	Teachers can accurately answer student questions that are outside the obvious	Differentiated Lesson planning based on student data	Cross-curricular connections are made in lessons
	Teachers help students answer their own questions	Lessons reflect high interest items for students	Three-tiered lesson plans are used
	Clear content expectations based on GLCE's/HSCE's & are clearly communicated	Activities are age and class appropriate	Multiple intelligences are addressed in lessons
	Common planning or PLC discussions amongst teams at grade level and building include research and/or effective lessons that worked	Implementation of IEP's, 504's and data to support students	Use of multiple teaching strategies according to the needs of students
	Use of appropriate best practice strategies and activities according to content	Groups according to needs and abilities	Student choices are given for some assignments
	Teaching to student levels	Use of formative assessment data	
		Teachers are aware of students who may be at risk of failing	
		Activities are planned based on student skill levels, personalities, etc.	
Element	Knowledge of Resources	Lesson/Assessment Development	
	Accesses available resources for students (appropriate to grade levels & ability levels)	Evidence of written lessons	
	Use of multiple types of technology to support student curriculum in the classroom.	Evidence of organization with teaching of the lesson	
	Effective use of multiple resources	Objectives are stated and coincide with actual lesson and assessments; all are based on GLCE's or HSCE's	
	Appropriate recommendation for RTI, Title I, At Risk and other supplemental services	Lessons include scaffolding and flow from one day to next	
	Purposeful planning in coordination with support staff	Questions and formative assessments provide teachers with feedback that drive further instruction	
		Plans are created in units.	

Standard III: Instruction and Assessment			
Element	Communicating Expectations, Directions, and Procedures	Engagement	Questioning Strategies
	Expectations and procedures are posted, taught and reviewed regularly and are communicated to families, support staff and other vested groups	Students understand and know the objectives	Higher level thinking questions are used (Bloom's Taxonomy)
	Teachers use multiple strategies for giving directions (written, verbal, modeling)	Students are focused and are on topic	Students generate self-questioning techniques and problem-solve with one another
	Objectives are visible and used to guide lessons	Students ask appropriate questions	Teacher provides varying strategies for asking student questions
	Directions are clearly stated	Students participate in lesson activities	Teacher dissuades inappropriate questions that derail focus of the lesson
	Expectations are demonstrated through student behaviors	A variety of strategies are used to present a lesson or topic	Teacher utilizes appropriate wait time
	Students and teachers create rubrics when appropriate based on grade level	The classroom seems to "run itself"	Teacher involves all students through questioning rather than only one or two
Element	Utilizing Structure and Pacing	Providing Feedback to Students	Monitoring, Adjusting, and Assessing
	Time to complete tasks is appropriate for student needs	Graded work is returned in a reasonable timeframe	Teachers monitor as students work, discuss, etc. (walk around room, converse with students to check for understanding and maintain student time on task)
	Teachers allow for reflection time	Feedback is timely, specific, and helps students improve future performance	Teachers use observation and student feedback from to monitor and adjust lessons.
	Teacher's plans maintain pacing but allow for flexibility based on student needs	Quality, constructive, and appropriate feedback is provided throughout the lesson or project	Teacher is intentional in his/her use of specific formal and informal assessments
	Teachers set and communicate intended time frame for unit and/or lesson	Students can apply the feedback they are given	Teacher uses a variety of formal and informal assessments to check for understanding

Element	Utilizing Structure and Pacing (cont'd.)	Providing Feedback to Students (cont'd.)	Monitoring, Adjusting, and Assessing (cont'd.)
	Teacher follows grade level/subject area power standards and scope/sequence guides	Feedback is used to promote learning and instruction	Teacher collaboratively creates assessments and uses them to drive instruction, re-teach, and re-adjust
	Teacher works with colleagues to create and adjust scope and sequence guides		Teacher analyzes formative and summative assessment data to adjust and improve instruction and student learning
			Teacher analyzes and shares assessment data and instructional strategies with colleagues in PLC groups
			Common assessments are administered and scored within a reasonable timeframe according to the scope and sequence

Standard IV: Communication and Professional Responsibilities

Element	Relationships	Contributions	Record Keeping
	Conversations with parents, students and staff are appropriate, positive, and open	Teacher takes a leadership role in school and district projects	Teacher uses Power School to record grades accurately and in a timely fashion
	Teacher engages in respectful discussions with colleagues and supervisors	Teacher participates in activities above and beyond teacher's contractual obligations	Teacher reports student achievement and/or behavior concerns to parents in a timely manner through a variety of communication methods
	Teacher builds and maintains professional relationships on a building and district level	Teacher is willing to share professional development ideas, lessons, effective strategies, etc.	Teacher effectively communicates with stakeholders how and when records will be shared
	Teacher takes the initiative for building positive, appropriate relationships with parents, students and staff	Teacher collaborates with other staff members through PLC's, grade level meetings, committees, etc.	Teacher uses Data Director to effectively record and report data in a timely manner
	Teacher is persistent in building relationships and communicating with parents and staff		Teacher records accurately reflect student academic and social performance and progress
	Teacher models appropriate and expected behaviors		

Element	Professional Growth	Professionalism	Reflecting on Instruction
	Teacher reflects on strengths and weaknesses in an open and honest fashion	Teacher makes positive and productive contributions focused on student achievement	Teacher reflects individually and with colleagues on lesson strengths and weaknesses and is able to make adjustments based on student needs
	Teacher sets goals for growth and seeks professional development to help meet those goals	Teacher takes a constructive leadership role in the department, building and/or district	Teacher takes responsibility for reflecting on his/her own instruction and holds him/herself accountable for making adjustments
	Teacher takes the initiative to stay current with best practice instructional strategies	Teacher consistently meets professional obligations	
	Teacher is willing to share ideas, present and/or conduct professional development	Teacher model appropriate and expected behavior	
Standard V: Demonstrating Student Growth			
Element	Setting SMART Goals	Monitoring SMART Goals	Reporting SMART Goals
	Goal is discussed with the building administrator at goal setting and progress meetings	Teacher uploads pre and post assessment data into a monitoring system	Possible reports include: <ul style="list-style-type: none"> • Item analysis • Classroom performance summary • Standards performance report • Classroom exam report
	SMART goal is clear	Monitoring system accounts for details of whole-class and individual students.	
	Assessment tools are appropriate to the goal		
	Goal is tied to past or current data and is in an area of need		
Element	SMART Goal #1	SMART Goal #2	SMART Goal #3
	Teacher provides evidence that students met the goal.	Teacher provides evidence that students met the goal.	Teacher provides documentation of class activities that support a building school improvement goal. (assignments, lesson plans, assessments)

