



# Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

# Teacher Evaluation Protocol

## Introduction

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following seven steps:

## Step 1: Identification of the indicators to be assessed

### Rationale

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

### Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers and the beginning of the year for first year teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A minimum of three indicators per teacher per year that are:
  - Based on student needs
  - Represents priorities of the building/district leadership for that teacher
  - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal

4. At a minimum two of the indicators address metrics on both practice and impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

### Example

Based on student data, some third graders in Mrs. Johnson’s class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 “Content knowledge and academic language”. In addition, Mrs. Johnson, in consultation with her principal, has identified Indicator 7.3 “Student-led assessment strategies” in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 “Self-assessment and improvement” would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson’s area of focus will be on the three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes commitment, practice and impact metrics; indicator 7.3 has metrics for practice and impact; and indicator 8.1 has commitment and practice metrics.

## Step 2: Determine average baseline score for the identified indicators for each teacher

### Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an accurate assessment of status as well as growth on an indicator.

### Description

The rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating, serving as a “pre-test”, establishes an average baseline score and creates an expectation for growth (see Step 6). The average baseline score for returning teachers working on the same indicator will use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator.

The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The average baseline indicator score is determined by doing the following:

1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator

**RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)



**Example**

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of “4 Developing” on Indicator 1.1
- A score of “4 Developing” on Indicator 7.3
- A score of “2 New” on Indicator 8.1

The combined total of 10 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average indicator score of 3.33. This average baseline score provides her a starting point on each indicator and establishes her expectation for growth (see Step 6). (i.e. Total Score 10 / 3 Assessed Indicators = 3.33 as an Average Indicator Score – AIS)

## Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

### Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into realized growth.

### Description

The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing new learning and skills to achieve the expectation of growth.

The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of new learning, the practice of skills and timelines. The plan of study includes the following:

1. Corresponds to the examples of evidence provided in the appropriate growth guide
2. Is written in a Plan/Do/Study/Act format
3. Includes specific strategies for application of new learning
4. Utilizes as appropriate building and district human and material resources

### Example

Using the growth guides for her identified indicators, Mrs. Johnson consults the possible sources of evidence document to determine which new learning and skills would be most appropriate given the particular needs of her 3<sup>rd</sup> grade class. She articulates the following in her Growth Plan:

- Content knowledge and academic language 1.1  
Focuses instruction on the most important concepts of the content so students use academic language related to their discipline with ease
- Student-led assessment strategies 7.3  
Purposefully teach students about their own learning by having them participate in personal goal setting
- Self-assessment and improvement 8.1  
She regularly reflects on their progress and documents it in her Growth Plan

She will support these with appropriate articles and research. Her local Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in the building.

## Step 4: Regularly assess progress on the growth plan

### Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

### Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five follow-up assessments should occur on each identified indicator
2. All follow-up assessments should include formal and/or informal feedback
3. Less formal follow-up assessments may be completed by mentors, coaches, peers, external consultants, etc.
4. Formal follow-up session(s) may also be completed by the administrator. Local practice should determine this decision by the administrator and be documented in the growth plan.
5. Numerical scoring for follow-up assessments is optional, but is often helpful to accurately determine progress

### Example

Mrs. Johnson monitors progress on the particular skills she has chosen in her Growth Plan. The PDC provides access to information for her to review and the district coach agrees to participate in some informal observations. The coach watches for demonstration of the skills she is working on and provides her targeted feedback on her progress. The regional professional development center informs her of additional resources as well. Based on this feedback, Mrs. Johnson begins to make progress acquiring new knowledge and applying new skills.

## Step 5: Determine an average final score for the identified indicators for each teacher

### Rationale

To determine growth on an indicator, it is necessary to compare the final average score to the baseline average score. The comparison provides a measure of growth while the final average score a determination of status on each identified indicator.

### Description

A rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating establishes a final average score and serves as a type of “post-test” on each particular identified indicator. This final average score may become the new baseline score for returning teachers that will be working on the same indicator next year. The average final indicator score is determined by doing the following:

1. Use appropriate rubrics and rating scale to determine individual scores for each identified indicator

#### **RATING SCALE**

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)

### Example

Mrs. Johnson received the following rating on her final assessment:

- A score of “5 Proficient” on Indicator 1.1
- A score of “5 Proficient” on Indicator 7.3
- A score of “4 Developing” on Indicator 8.1.

The combined total 14 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average final indicator score of 4.66.

This average final score provides her a status determination on each indicator and an overall growth of 1.33.

(i.e. Total Score 14 / 3 Assessed Indicators = 4.66 as an Average Indicator Score – AIS; Growth Score 4.66 – 3.33 = 1.33)

## Step 6: Use the baseline and final AIS scores to determine overall performance

### Rationale

Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

### Description

An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The AIS scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments.

Overall performance takes into account both the final average score of identified indicators as well as the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators. The following is used to inform this determination:

1. Status: the average final indicator score provides an overall rating on the status of performance (see chart below)
2. Growth: the average final indicator score minus the average baseline indicator score provides an overall rating on the growth of performance (see chart below)

NOTE: YEARS OF TEACHING – a determination of “proficient” in a teacher’s professional frame is based on the following:

- Misalignment between performance levels in commitment/practice and impact are areas of concern and should be noted as a part of the Professional Growth Plan
- On completion of the 5<sup>th</sup> year of teaching, assessed indicators will average at the developing level
- Between the 6<sup>th</sup> and 10<sup>th</sup> years of teaching, assessed indicators will average at the proficient level
- Over 10 years of teaching, assessed indicators will average minimally at the proficient level

NOTE: STATUS RATINGS

- New: evidence indicates insufficient or absence of any mastery of assessed indicators relative to years of teaching experience
- Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to years of teaching experience
- Proficient: evidences indicates sufficient mastery of assessed indicators relative to years of teaching experience
- Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to years of teaching experience



### Example

Mrs. Johnson’s final ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3<sup>rd</sup> grade students. Her overall performance as a teacher is documented, reliable and valid.

- Indicator 1.1 Content knowledge and academic language  
Baseline = 4 Developing      Final = 5 Developing      Growth = 1
- Indicator 7.3 Student-led assessment strategies  
Baseline = 4 Developing      Final = 5 Proficient      Growth = 1
- Indicator 8.1 Self-Assessment and Improvement  
Baseline = 2 New      Final = 4 Developing      Growth = 2

This data provides a profile of Mrs. Johnson’s areas of strength across three indicators. It also provides a profile about areas of greatest and least growth. This data, in addition to data about growth in student learning, can provide connections between improving effective practice and improving student learning.

### Overall Growth and Final Status of Each Identified Indicator

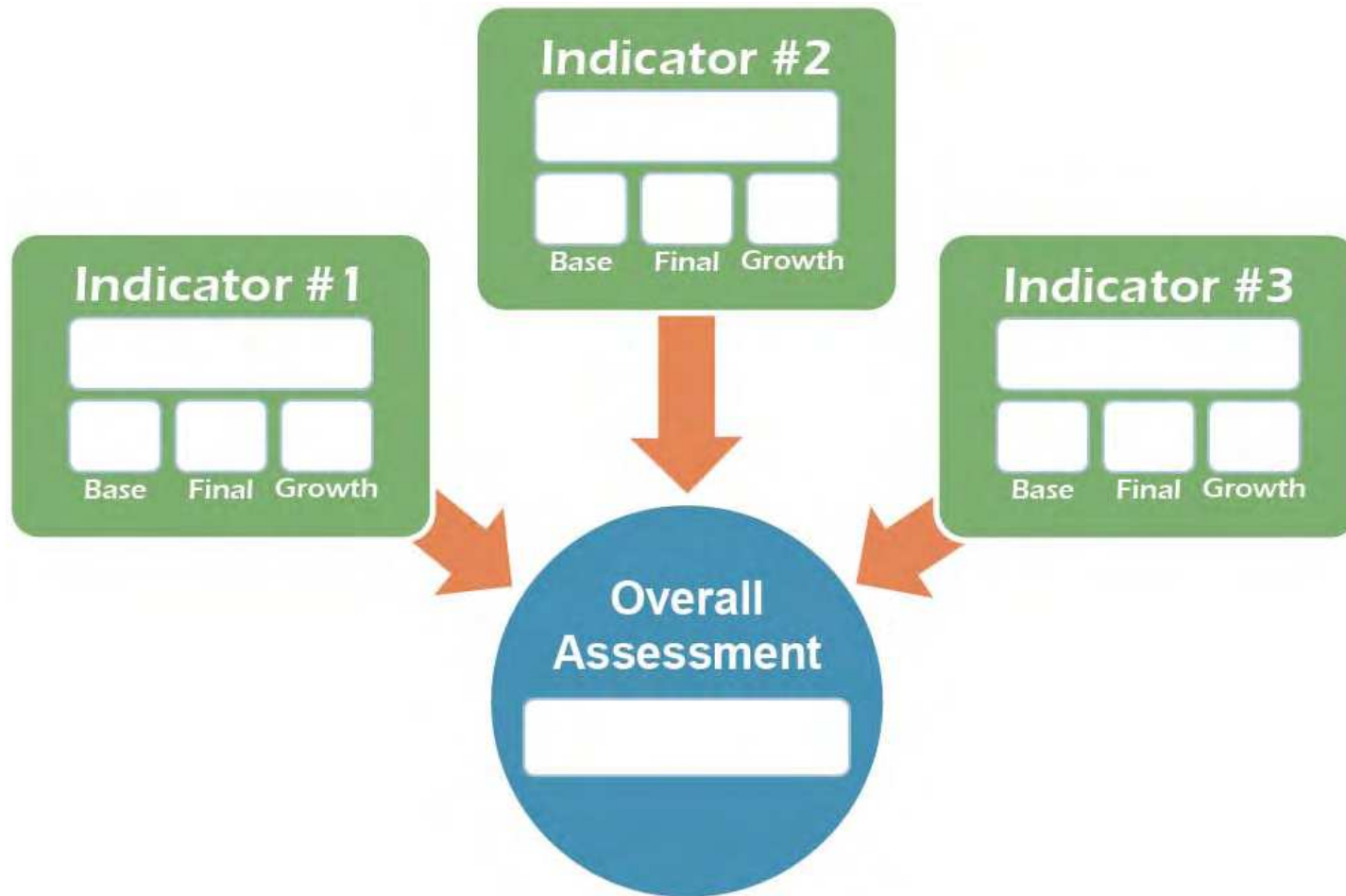


## Status Determination Chart

Years of Teaching		New	Developing	Proficient	Distinguished
0 - 2		AIS 0 – 0.4	AIS 0.5 – 1.4	AIS 1.5 – 2.4	AIS 2.5 – 7.0
3 - 5		AIS 0 – 2.4	AIS 2.5 – 3.4	AIS 3.5 – 4.4	AIS 4.5 – 7.0
6 - 10		AIS 0 – 3.9	AIS 4.0 – 4.9	AIS 5.0 – 5.9	AIS 6.0 – 7.0
Over 10		AIS 0 – 4.4	AIS 4.5 – 5.4	AIS 5.5 – 6.4	AIS 6.5 – 7.0



Growth Expectation Chart (Based on Status)							
Ineffective Baseline Status	Minimally Effective Baseline Status			Effective Baseline Status			Highly Effective Baseline Status
Growth required to move from Ineffective Status to Minimally Effective Status	Growth Expectation			Growth Expectation			Growth Expectation
	Minimally Effective Growth	Effective Growth	Highly Effective Growth	Minimally Effective Growth	Effective Growth	Highly Effective Growth	Final Status of 6.6 or higher rating, growth is considered MET. If not,
	1.5	2.0	2.5	0.5	1.0	1.5	0.5 or more



Employment determinations may be based on a teacher profile of the three separate indicators or as an average of all three indicators.

Year	Indicator:		Indicator:		Indicator:		Rating
	Growth	Status	Growth	Status	Growth	Status	Overall
2012 – 2013	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2013 – 2014	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2014 – 2015	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2015 – 2016	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2016 – 2017	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	

## Step 7: Monitor the impact of improved effective practice on student performance

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

### Description

The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning teachers)
5. Continue to acquire new knowledge and improve skills

### Example

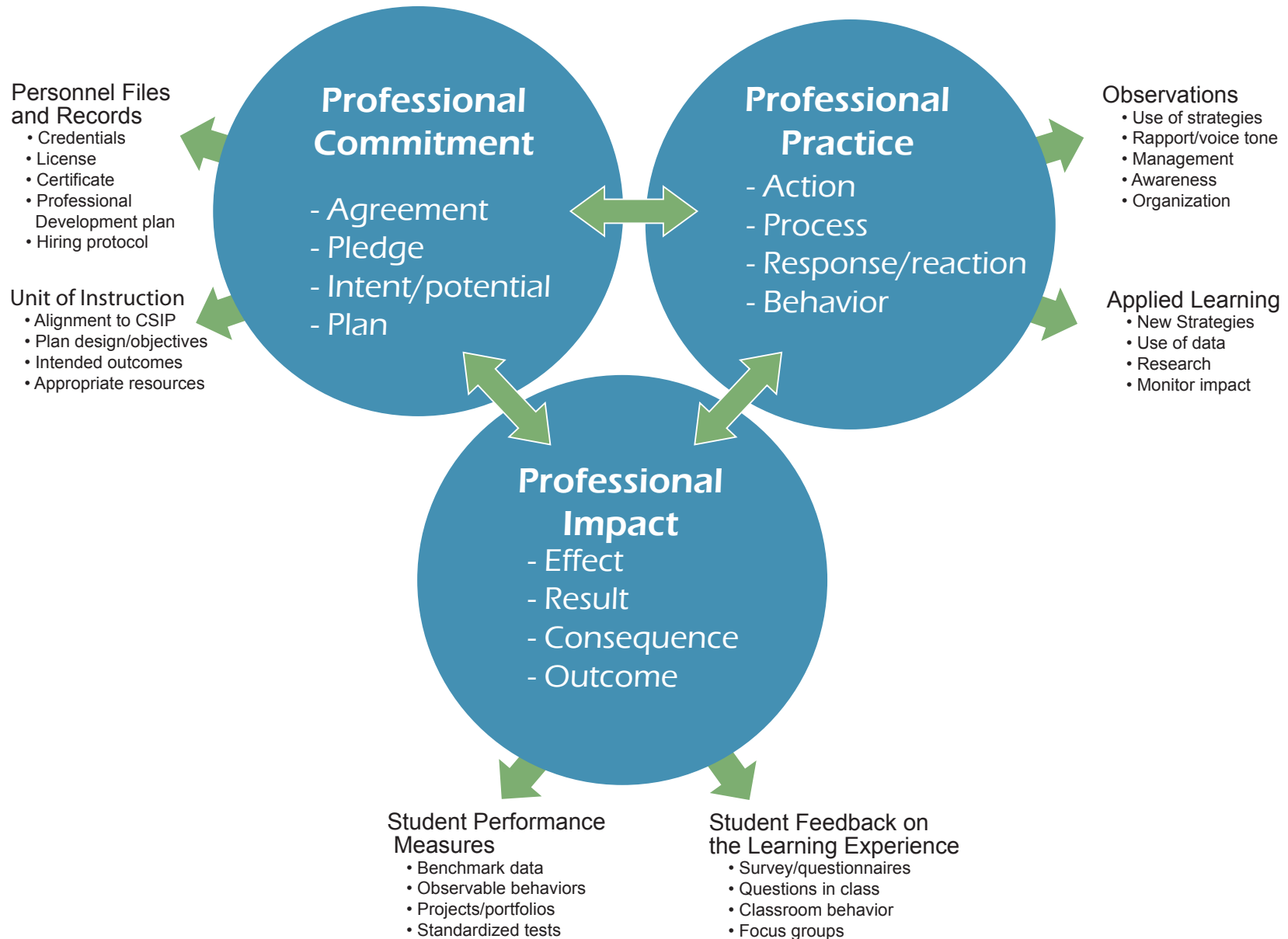
Mrs. Johnson continues to monitor the learning of her 3<sup>rd</sup> grade students. She particularly reflects on how new learning and skills from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Their consultation includes consideration of working on some of the same indicators next year. She will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify indicators to be assessed	Determine average baseline score	Develop a Growth Plan	Regularly assess progress on the Growth Plan	Determine average final score	Status and growth determines overall performance	Monitor the impact of improved practice on student performance
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and identify areas of strength and opportunities for growth.	Based on the opportunities for growth and their baseline scores, determine an appropriate plan of study that includes the practice and application of new knowledge and skills.	Conduct follow-up assessments of identified indicators (minimum of 3) to determine progress.  Use the appropriate growth guides and repeated opportunities for practice.  Provide targeted feedback on areas of strength and opportunities for growth.	Conduct a final assessment of identified indicators. Determine overall progress on the plan of study as evidenced by the appropriate rubrics.	Determine the final status and growth score to inform employment determination. Act on the final determination by the 15 <sup>th</sup> of March.	Continue to monitor student growth and reflect on the impact of improved effective practice.  Reflect on progress on growth opportunities.  Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline 1 <sup>st</sup> year Teacher	Aug	Sept	Oct	November through February		By Mar 15	April – May – Summer
Timeline Returning Teacher	April – Summer	Aug - Oct	November through February		By Mar 15	April – May – Summer	

# Professional Frames of the Teacher

## Data Sources



## Teacher Growth Guide 1.1

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

#### Quality Indicator 1: Content knowledge and academic language

New			Developing		Proficient		Distinguished	
1N1) The new teacher...  Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			1D1) The developing teacher also...  Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also...  Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also...  Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames								
<b>Evidence of Commitment</b> Is well prepared to guide students to a deeper understanding of content  <b>Evidence of Practice</b> Instruction reflects accuracy of content knowledge  <b>Evidence of Impact</b> Students are generally familiar with academic language			<b>Evidence of Commitment</b> Stays current on new content and incorporates it into lessons  <b>Evidence of Practice</b> Instruction indicates an appreciation of the complexity and ever evolving nature of the content  <b>Evidence of Impact</b> Students are able to use academic language		<b>Evidence of Commitment</b> Use of supplemental primary sources that are aligned to local standards  <b>Evidence of Practice</b> Instructional focus is on the most important concepts of the content and includes new content as appropriate  <b>Evidence of Impact</b> Students accurately use academic language related to their discipline		<b>Evidence of Commitment</b> Continually expands knowledge base on content and infuses into content  <b>Evidence of Practice</b> Continually seeks out new information and applies it to learning in their classroom  <b>Evidence of Impact</b> Students communicate effectively using academic language from a variety of sources	
Score = 0	1	2	3	4	5	6	7	



## Teacher Growth Guide 1.2

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

New			Developing		Proficient		Distinguished	
1N2) The new teacher...			1D2) The developing teacher also...		1P2) The proficient teacher also...		1S2) The distinguished teacher also...	
Draws from multiple sources to engage student interest/activity in the content.			Uses a variety of differentiated instructional strategies to purposefully engage students.		Uses specific instructional strategies to engage students and advance each individual student's learning.		Facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Identifies engagement strategies to use to maintain student interest			<b>Evidence of Practice</b> Uses engagement strategies to increase students' levels of interest and activity		<b>Evidence of Practice</b> Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		<b>Evidence of Practice</b> Teacher strategies reflect a variety of student-led learning activities	
<b>Evidence of Impact</b> Students are interested and engaged in the content			<b>Evidence of Impact</b> Students' engagement causes content knowledge to advance		<b>Evidence of Impact</b> Individual student's learning increases and students can articulate why learning activities cause them to learn		<b>Evidence of Impact</b> Students direct both individual and collaborative learning activities	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.3

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

New		Developing		Proficient		Distinguished		
1N3) The new teacher...  Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1D3) The developing teacher also...  Begins to engage students in the methods of inquiry/research methodologies.		1P3) The proficient teacher also...  Teaches his/her students to fully use the methods of inquiry and standards of evidence used in the discipline.		1S3) The distinguished teacher also...  Consistently employs student-inquiry instructional approaches that build capacity for all students.		
<b>Professional Frames</b>								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Instruction indicates a basic level of understanding about research and inquiry methodologies  <b>Evidence of Impact</b> Student's understanding of basic inquiry and research strategies increases		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Accepted methods of research in the content area are identifiable in observations of instructional practice  <b>Evidence of Impact</b> Students begin to use basic methods of inquiry/research methodologies		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline  <b>Evidence of Impact</b> Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Student- inquiry instructional approaches are prominent throughout instruction  <b>Evidence of Impact</b> Students design and conduct research individually and in teams using standards of evidence in the field		
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.4

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

New		Developing		Proficient		Distinguished		
1N4) The new teacher...  Demonstrates the ability to make interdisciplinary content connections during instruction.		1D4) The developing teacher also...  Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also...  Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also...  Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.		
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Connections between various disciplines are logical and add to overall learning  <b>Evidence of Impact</b> Students understand the meaning of inter-disciplinary content connections		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery  <b>Evidence of Impact</b> Students apply disciplinary knowledge to real world problems with interdisciplinary themes		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question  <b>Evidence of Impact</b> Students analyze the complexities of an issue or question using perspectives from varied disciplines		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Incorporates current interdisciplinary themes into collaborative classroom learning experiences  <b>Evidence of Impact</b> Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines		
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 1.5

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

#### Quality Indicator 5: Diverse social and cultural perspectives

New			Developing		Proficient		Distinguished	
1N5) The new teacher...  Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.			1D5) The developing teacher also...  Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also  Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also...  Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.	
Professional Frames								
<b>Evidence of Commitment</b> Reviews lesson plans to identify areas of potential bias  <b>Evidence of Practice</b> Demonstrates importance and appreciation of a variety of perspectives  <b>Evidence of Impact</b> Student understanding of local and global issues surrounding disciplinary content expands			<b>Evidence of Commitment</b> Eliminates bias in lesson designs and learning objectives  <b>Evidence of Practice</b> Instructional activities include global perspectives and/or critical examination of bias  <b>Evidence of Impact</b> Students' ability increases to develop balanced, diverse social and cultural perspectives		<b>Evidence of Commitment</b> Conduct reviews and research to build background knowledge and a variety of perspectives  <b>Evidence of Practice</b> Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving  <b>Evidence of Impact</b> Students engage in questioning and challenging of conventional assumptions and standard approaches		<b>Evidence of Commitment</b> Lesson designs and learning objectives exhibit a variety of perspectives  <b>Evidence of Practice</b> Instructional strategies and learning activities include students addressing real-world problems  <b>Evidence of Impact</b> Students address real-world problems related to the discipline that improve their community and/or world	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 2.1

### Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

#### Quality Indicator 1: Cognitive, social, emotional and physical development

New		Developing		Proficient		Distinguished	
2N1) The new teacher...  Knows how to address developmental factors when making instructional decisions.		2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also...  Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also...  Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames							
<b>Evidence of Commitment</b> Designs instruction with a basic understanding of developmental factors  <b>Evidence of Practice</b> Instructional decisions are based on an understanding of how students develop  <b>Evidence of Impact</b> Developmental factors specific to students are recognized		<b>Evidence of Commitment</b> Knows and can apply theories of child/adolescent growth  <b>Evidence of Practice</b> Examples or research on models of growth and development are used as a resource to guide instructional decisions  <b>Evidence of Impact</b> Students development increases as a result of teacher's use of theories as a resource		<b>Evidence of Commitment</b> Monitors and charts learner progress toward goals  <b>Evidence of Practice</b> Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities  <b>Evidence of Impact</b> Students progress to the next level of development as a result of teacher's use of assessment		<b>Evidence of Commitment</b> Maintains resources to assist colleagues in their understanding of developmental theories  <b>Evidence of Practice</b> Is able to act as a resource to other colleagues in using models of growth and development to guide instruction  <b>Evidence of Impact</b> Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.2

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 2: Student goals

<b>New</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>		
2N2) The new teacher...  Encourages student responsibility through establishment of clear goals.		2D2) The developing teacher also  Encourages students to be responsible by helping them set goals.		2P2) The proficient teacher also...  Assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.		2S2) The distinguished teacher also...  Helps learners work productively and cooperatively with each other to achieve collective learning goals.		
<b>Professional Frames</b>								
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		
<b>Evidence of Practice</b> Use of classroom routines and procedures highlight student responsibility		<b>Evidence of Practice</b> Classroom practices, routines and instruction emphasizes students setting goals		<b>Evidence of Practice</b> Classroom practices and routines emphasize student organization and setting short-and long-term goals		<b>Evidence of Practice</b> Facilitates learning activities requiring collective productivity and cooperation of students		
<b>Evidence of Impact</b> Students demonstrate basic responsibility based on clear expectations		<b>Evidence of Impact</b> Students demonstrate responsibility by setting personal learning goals		<b>Evidence of Impact</b> Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		<b>Evidence of Impact</b> Students work productively and cooperatively with each other to achieve collective learning goals		
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## Teacher Growth Guide 2.3

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 3: Theory of learning

New			Developing		Proficient		Distinguished	
2N3) The new teacher...			2D3) The developing teacher also...		2P3) The proficient teacher also...		2S3) The distinguished teacher also...	
Applies theories of learning to well-planned and delivered instruction.			Implements research-based instruction focused on production of learning for individual students.		Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.	
Professional Frames								
<b>Evidence of Commitment</b> Lesson plans are consistent with best-practice and foundational and current learning theories			<b>Evidence of Commitment</b> Uses foundational and current learning theories to design instruction aimed at fostering learning in every student		<b>Evidence of Commitment</b> Uses emerging research to design instruction likely to produce learning for every student		<b>Evidence of Commitment</b> Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student	
<b>Evidence of Practice</b> Alignment exists between instruction that is planned and instruction that is delivered			<b>Evidence of Practice</b> Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		<b>Evidence of Practice</b> Consistently and effectively delivers instruction which focuses on producing learning gains for every student		<b>Evidence of Practice</b> Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom	
<b>Evidence of Impact</b> Students receive instruction based on effective planning			<b>Evidence of Impact</b> Students individual learning needs are addressed		<b>Evidence of Impact</b> Student learning gains increase as a result of the teacher's effective instruction		<b>Evidence of Impact</b> Student learning gains increase as a result of theories of learning	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.4

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 4: Differentiated lesson design

New		Developing		Proficient		Distinguished	
2N4) The new teacher...  Designs and implements instruction that considers the needs of students.		2D4) The developing teacher also...  Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also...  Through design and instruction establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also...  Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Professional Frames							
<b>Evidence of Commitment</b> Designs lessons and activities based on the unique needs of students  <b>Evidence of Practice</b> Can articulate important characteristics and needs of students as they apply to learning  <b>Evidence of Impact</b> Students appear to exhibit positive rapport with the teacher and are generally motivated to learn		<b>Evidence of Commitment</b> Lesson design and plans for instruction demonstrate respect and value for each student  <b>Evidence of Practice</b> Highlights unique attributes of individual students as a part of classroom instruction and learning  <b>Evidence of Impact</b> Students perceive they are respected, valued and are encouraged to learn		<b>Evidence of Commitment</b> Plans for an inviting and nurturing educational environment that enhances learning  <b>Evidence of Practice</b> Engages in strategies that promote trust and positive rapport to enhance the learning of each student  <b>Evidence of Impact</b> Students learning increases and students demonstrate positive relationships with the teacher and peers		<b>Evidence of Commitment</b> Learning objectives and activities highlight the skills and talents of all students  <b>Evidence of Practice</b> Classroom techniques and rapport highlight the unique skills and talents of every child  <b>Evidence of Impact</b> Students ask questions, take risks and enjoy learning	
Score = 0	1	2	3	4	5	6	7



## Teacher Growth Guide 2.5

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

<b>New</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
2N5) The new teacher...		2D5) The developing teacher also...		2P5) The proficient teacher also...		2S5) The distinguished teacher also...	
<p>Designs lessons and implements instruction based on students' prior experiences, learning styles, multiple intelligences, strengths and needs.</p>		<p>Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, learning styles, multiple intelligences, strengths, and needs.</p>		<p>Instructional activities meet every child where they are- developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>		<p>Employs authentic strategies to actively involve every student in the advancement of their own learning.</p>	
<b>Professional Frames</b>							
<p><b>Evidence of Commitment</b> Plans for various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs</p> <p><b>Evidence of Practice</b> Uses various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs</p> <p><b>Evidence of Impact</b> Students know the way they think and learn is considered and addressed</p>		<p><b>Evidence of Commitment</b> Lessons indicate an understanding of individual student traits and prior experiences</p> <p><b>Evidence of Practice</b> Learning activities highlight and build off students individual characteristics traits and prior experiences</p> <p><b>Evidence of Impact</b> Students can explain connections between their prior knowledge and current instruction</p>		<p><b>Evidence of Commitment</b> Plans instruction that will engage and advance each student in her/her learning and development</p> <p><b>Evidence of Practice</b> Assessment data is maintained to confirm that students are moving forward</p> <p><b>Evidence of Impact</b> Students use prior knowledge to predict new information and increase their knowledge and skill</p>		<p><b>Evidence of Commitment</b> Modifies lesson design and learning objectives as needed to help students become more successful learners</p> <p><b>Evidence of Practice</b> Learning activities involve every student in the advancement of his/her own learning</p> <p><b>Evidence of Impact</b> Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions</p>	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## Teacher Growth Guide 2.6

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 6: Language, culture, family and knowledge of community values

New			Developing		Proficient		Distinguished	
2N6) The new teacher...  Reviews demographic and biographical data of students to determine the variety of learning needs.			2D6) The developing teacher also...  Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also...  Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also...  Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Collects and reviews demographic and biographical data of students			<b>Evidence of Practice</b> Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values		<b>Evidence of Practice</b> Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others		<b>Evidence of Practice</b> Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures	
<b>Evidence of Impact</b> Students perceive that their particular differences and needs are recognized			<b>Evidence of Impact</b> Students' learning is positively affected		<b>Evidence of Impact</b> Students respect the differences of others as modeled		<b>Evidence of Impact</b> Students experience an environment of trust and mutual respect	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 3.1

### Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

#### Quality Indicator 1: Implementation of curriculum standards

New			Developing		Proficient		Distinguished	
3N1) The new teacher...  Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			3D1) The developing teacher also...  Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also...  Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also...  Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Professional Frames								
<b>Evidence of Commitment</b> Selects and creates learning experiences that are appropriate for district curriculum and assessments  <b>Evidence of Practice</b> Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards  <b>Evidence of Practice</b> Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction  <b>Evidence of Practice</b> Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments  <b>Evidence of Practice</b> Participates in formal and informal collegial support activities including curriculum and review committees  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 3.2

### Standard 3: Curriculum Implementation

#### Quality Indicator 2: Lessons for diverse learners

New			Developing		Proficient		Distinguished	
3N2) The new teacher...  Implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.			3D2) The developing teacher also...  Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also...  Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also...  Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance			<b>Evidence of Practice</b> Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance		<b>Evidence of Practice</b> Evaluates and reflects on the effectiveness of instructional strategies		<b>Evidence of Practice</b> Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support	
<b>Evidence of Impact</b> Students perceive that their individual learning needs are recognized			<b>Evidence of Impact</b> Students perceive that their performance improved as a result of specific teacher's lessons and activities		<b>Evidence of Impact</b> Students identify the teacher's instructional strategies which helped them substantially improve their performance		<b>Evidence of Impact</b> Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 3.3

### Standard 3: Curriculum Implementation

#### Quality Indicator 3: Instructional goals and differentiated instructional strategies

New			Developing		Proficient		Distinguished	
3N3) The new teacher...  Uses differentiated instructional strategies and content to meet student needs and enhance learning.			3D3) The developing teacher also...  Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also...  Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also...  Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.	
Professional Frames								
<b>Evidence of Commitment</b> Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards  <b>Evidence of Practice</b> Instruction delivered demonstrates differentiation strategies  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards  <b>Evidence of Practice</b> Differentiated instructional strategies meet student needs and enhance learning  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards  <b>Evidence of Practice</b> Demonstrates adjustments as a part of delivering effective instruction  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards  <b>Evidence of Practice</b> Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 4.1

### Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.

#### Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

New		Developing		Proficient		Distinguished	
4N1) The new teacher...		4D1) The developing teacher also...		4P1) The proficient teacher also...		4S1) The distinguished teacher also...	
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.		Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking		<b>Evidence of Practice</b> Assesses student growth to determine student use of critical thinking and problem solving skills		<b>Evidence of Practice</b> Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve		<b>Evidence of Practice</b> Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning	
<b>Evidence of Impact</b> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills		<b>Evidence of Impact</b> There is growth in student learning and use of critical thinking and problem-solving skills		<b>Evidence of Impact</b> Students ability to think critically and problem-solve is evident in students' communications and work		<b>Evidence of Impact</b> Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 4.2

### Standard 4: Critical Thinking

#### Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

New		Developing		Proficient		Distinguished	
4N2) The new teacher...  Uses a variety of instructional resources, including technology, to enhance the teaching and learning process.		4D2) The developing teacher also...  Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also...  Guides students through performance of developmentally appropriate instructional activities that promote complex thinking and technological skills.		4S2) The distinguished teacher also...  Applies research-based instructional resources including technology to enhance their own teaching as well as the teaching of others.	
Professional Frames							
<b>Evidence of Commitment</b> Lesson design includes the use of instructional resources, including technology  <b>Evidence of Practice</b> Delivered instruction includes resources and technologies to enhance the teaching and learning process  <b>Evidence of Impact</b> Students use new information and technology skills to create accurate products		<b>Evidence of Commitment</b> Lesson design includes developmentally appropriate resources  <b>Evidence of Practice</b> Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance  <b>Evidence of Impact</b> Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		<b>Evidence of Commitment</b> Lesson design includes resources that promote complex thinking skills and student use of technology  <b>Evidence of Practice</b> Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills  <b>Evidence of Impact</b> Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems		<b>Evidence of Commitment</b> Lesson design includes research-based resources and technology  <b>Evidence of Practice</b> Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others  <b>Evidence of Impact</b> Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 4.3

### Standard 4: Critical Thinking

#### Quality Indicator 3: Cooperative, small group and independent learning

New		Developing		Proficient		Distinguished	
4N3) The new teacher...  Employs individual and cooperative learning activities.		4D3) The developing teacher also...  Uses a variety of learning situations, such as independent, small group and whole class		4P3) The proficient teacher also...  Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also...  Models and mentors others as requested on the use of flexible and varied independent, cooperative and whole-class learning situations.	
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Effectively manages students and learning activities in both individual and collaborative situations  <b>Evidence of Impact</b> Students participate in individual and collaborative learning activities		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Classroom structures include independent, cooperative and whole class as appropriate to content  <b>Evidence of Impact</b> Students define roles and demonstrate improved collaborative skills in various learning structures		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies  <b>Evidence of Impact</b> Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations  <b>Evidence of Impact</b> Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn	
Score = 0	1	2	3	4	5	6	7



## Teacher Growth Guide 5.1

### Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

#### Quality Indicator 1: Classroom management, motivation, and engagement

New		Developing		Proficient		Distinguished	
5N1) The new teacher...  Occasionally or inconsistently uses motivation and engagement strategies and techniques to enhance student interest and promote learning.		5D1) The developing teacher also...  Frequently or somewhat consistently uses effective motivation and engagement strategies to maintain student engagement in productive learning.		5P1) The proficient teacher also...  Consistently demonstrates a wide range of motivation and engagement strategies that promote continuous student learning.		5S1) The distinguished teacher also...  Evaluates effectiveness of emerging research-based motivational and engagement theories and strategies and self-selects and implements these to promote self-directed learning by students.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Can articulate the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning		<b>Evidence of Practice</b> Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning		<b>Evidence of Practice</b> Demonstrates understanding by appropriately using a range of motivation and engagement strategies consistent with the learning objective and results in continuous student learning		<b>Evidence of Practice</b> Self-reflects, evaluates and engages in new learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction	
<b>Evidence of Impact</b> Students are interested in their learning		<b>Evidence of Impact</b> Students are generally engaged in productive learning		<b>Evidence of Impact</b> Students are continuously engaged in productive learning		<b>Evidence of Impact</b> Students engage in self-directed learning	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 5.2

### Standard 5: Positive Classroom Environment

#### Quality Indicator 2: Management of time, space, transitions and activities

New		Developing		Proficient		Distinguished	
5N2) The new teacher...		5D2) The developing teacher also...		5P2) The proficient teacher also...		5S2) The distinguished teacher also...	
Manages time, space, transitions, and activities to increase student engagement and self-direction.		Consistently engages students through the effective management of time, space, transitions, and activities.		Continuously and effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Professional Frames							
<b>Evidence of Commitment</b> Designs routines that support effective management of time, space, transitions and activities		<b>Evidence of Commitment</b> Routines and structures support effective management of time, space, transitions and activities		<b>Evidence of Commitment</b> Routines and structures are modified as necessary to enhance effective management		<b>Evidence of Commitment</b> Routines and structures are modified based on student input	
<b>Evidence of Practice</b> Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction		<b>Evidence of Practice</b> Maintains student engagement by effectively managing time, space, transitions and activities		<b>Evidence of Practice</b> Engagement data indicates a strong impact from the management of time, space, transitions and activities		<b>Evidence of Practice</b> Maintains continuous student engagement and high levels of student productivity through student input on time, space, transitions and activities	
<b>Evidence of Impact</b> Students are generally engaged and somewhat responsive to the teacher's classroom management strategies		<b>Evidence of Impact</b> Students are engaged and respond to the teacher's effective management of time, space, transitions and activities		<b>Evidence of Impact</b> Students are engaged and see the importance of self direction and control		<b>Evidence of Impact</b> All students are self-directed, exhibit self-control and take ownership of learning	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 5.3

### Standard 5: Positive Classroom Environment

#### Quality Indicator 3: Classroom, school and community culture

New		Developing		Proficient		Distinguished	
5N3) The new teacher  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.		5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also...  Maintains a positive culture in the classroom and school to create a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages in practices to learn the culture of the school and community  <b>Evidence of Impact</b> The classroom learning environment is structured to build positive student relationships and culture		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Positively affects student relationships and learning by using strategies that promote a positive classroom culture  <b>Evidence of Impact</b> The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students  <b>Evidence of Impact</b> The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages students in participating in forming the classroom environment based on the culture of the school and community  <b>Evidence of Impact</b> Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 6.1

### Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

#### Quality Indicator 1: Verbal and nonverbal communication

New			Developing		Proficient		Distinguished	
6N1) The new teacher...  Understands the importance of correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also...  Consistently uses correct, effective verbal and non-verbal communication skills.		6P1) The proficient teacher also...  Consistently fosters correct, effective verbal and nonverbal communication including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6S1) The distinguished teacher also...  Teacher facilitates correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames								
<b>Evidence of Commitment</b> Non-verbal communication (written, electronic, etc.) is basically effective and correct  <b>Evidence of Practice</b> Demonstrates a basic level of effective verbal and non-verbal communication  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Written and electronic communication is effective and correct  <b>Evidence of Practice</b> Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Written and electronic communication is effective and correct for all students  <b>Evidence of Practice</b> Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Written and electronic school and district-wide communication is effective  <b>Evidence of Practice</b> Contributes to the overall effective and correct communication coming from the school to the larger community  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 6.2

### Standard 6: Effective Communication

#### Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

New			Developing		Proficient		Distinguished	
6N2) The new teacher...			6D2) The developing teacher also...		6P2) The proficient teacher also...		6S2) The distinguished teacher also...	
Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.			Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		Helps students to develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond.		Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs			<b>Evidence of Practice</b> Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications		<b>Evidence of Practice</b> Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond		<b>Evidence of Practice</b> Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community	
<b>Evidence of Impact</b> Student perceive that the teacher is sensitive to their needs			<b>Evidence of Impact</b> Student communication with their teacher is characterized by sensitivity		<b>Evidence of Impact</b> Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences		<b>Evidence of Impact</b> Students self-monitor their own and other's level of respect and sensitivity	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 6.3

### Standard 6: Effective Communication

#### Quality Indicator 3: Learner expression in speaking, writing and other media

New		Developing		Proficient		Distinguished	
6N3) The new teacher...  Supports and expands learner expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6D3) The developing teacher also...  Provides opportunity for safe, free expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6P3) The proficient teacher also...  Develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6S3) The distinguished teacher also...  Promotes respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model.	
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Classroom activities include learner expression in speaking, writing, listening and the use of other media  <b>Evidence of Impact</b> Students expand their expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media  <b>Evidence of Impact</b> Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Uses activities to engage students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model  <b>Evidence of Impact</b> Students direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)  <b>Evidence of Impact</b> Students promote respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 6.4

### Standard 6: Effective Communication

#### Quality Indicator 4: Technology and media communication tools

New		Developing		Proficient		Distinguished	
6N4) The new teacher...  Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.		6D4) The developing teacher also...  Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also...  Facilitates the students' effective use of technology and media communication tools.		6S4) The distinguished teacher also...  Either mentors members of the school and community in the use of technology and media communication tools or assists students in doing so.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Regularly uses technology and media communication tools to enhance the learning process		<b>Evidence of Practice</b> Delivers instruction and models the use of technology and media communication tools to enhance learning		<b>Evidence of Practice</b> Uses strategies that engage students in effectively using technology and media communication tools		<b>Evidence of Practice</b> Is able to act as resource or assist colleagues and students in their use of technology and media communication tools	
<b>Evidence of Impact</b> Students use technology effectively during some instructional activities		<b>Evidence of Impact</b> Students effectively use technology and media communication tools to learn, as directed by the teacher		<b>Evidence of Impact</b> Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		<b>Evidence of Impact</b> Students effectively assist each other in their use of technology and media communication tools	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.1

### Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

#### Quality Indicator 1: Effective use of assessments

New			Developing		Proficient		Distinguished	
7N1) The new teacher...			7D1) The developing teacher also...		7P1) The proficient teacher also...		7S1) The distinguished teacher also...	
Demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.			Effectively uses multiple assessment modes and approaches to assess learning goals, including modifications for students with special needs.		Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Identifies every student's beginning knowledge/skill level and monitors each individual's development during and after each instructional unit.	
Professional Frames								
<b>Evidence of Commitment</b> Lesson design includes formal and informal assessments			<b>Evidence of Commitment</b> Lesson design includes multiple assessment modes and approaches		<b>Evidence of Commitment</b> Lesson design includes assessing learner progress		<b>Evidence of Commitment</b> Lesson design includes opportunities to monitor student growth and development	
<b>Evidence of Practice</b> Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications			<b>Evidence of Practice</b> Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction		<b>Evidence of Practice</b> Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		<b>Evidence of Practice</b> Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7



## Teacher Growth Guide 7.2

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 2: Assessment data to improve learning

New		Developing		Proficient		Distinguished	
7N2) The new teacher...  Has a basic knowledge of how data information and assessment results are necessary to improve learning activities.		7D2) The developing teacher also...  Reviews trend data and growth in learning through comparison student work, of pre-/post- test results or similar mechanisms.		7P2) The proficient teacher also...  Uses a variety of instructional processes that help students understand objectives and their progress towards mastery.		7S2) The distinguished teacher also...  Has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire.	
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Collects data information and assessment results for instructional planning and decision-making  <b>Evidence of Impact</b> Students engage in learning goals that advance mastery of content		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions  <b>Evidence of Impact</b> Individual students and the whole class advance in their learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students  <b>Evidence of Impact</b> Students understand the learning objectives and set personal goals for learning		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Engages students in assisting with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals  <b>Evidence of Impact</b> Students acquire knowledge and skills based on their personal learning goals	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.3

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 3: Student-led assessment strategies

New			Developing		Proficient		Distinguished	
7N3) The new teacher...			7D3) The developing teacher also...		7P3) The proficient teacher also...		7S3) The distinguished teacher also...	
Demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance.			Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities.		Purposefully teaches his/her students how to think about their own learning, including setting personal goals by providing timely descriptive feedback.		Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.	
Professional Frames								
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills  <b>Evidence of Impact</b> Students are prepared for the demands of particular assessment formats			<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback  <b>Evidence of Impact</b> Students become aware of their learning behaviors, strengths, needs and progress and are involved in personal-goal setting and self-assessment activities		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals  <b>Evidence of Impact</b> Students think about their own learning, including setting personal goals		<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others  <b>Evidence of Impact</b> Students report on their own progress to the teacher, parents, and others	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 7.4

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 4: Effect of instruction on individual/class learning

New		Developing		Proficient		Distinguished	
7N4) The new teacher...  Observes the effect of class instruction on individual and whole class learning.		7D4) The developing teacher also...  Collects relevant information to plan future instruction.		7P4) The proficient teacher also...  Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives.		7S4) The distinguished teacher also...  Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about individual and class achievement.	
Professional Frames							
<b>Evidence of Commitment</b> Class instruction is designed to impact learning  <b>Evidence of Practice</b> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Planning for class instruction is based on data from previous learning  <b>Evidence of Practice</b> Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Instruction design is modified based on data from previous learning  <b>Evidence of Practice</b> Modifies instruction based on observation data and monitors to confirm impact  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Lesson design includes ongoing, consistent assessments  <b>Evidence of Practice</b> Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.5

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 5: Communication of student progress and maintaining records

New		Developing		Proficient		Distinguished	
7N5) The new teacher...  Communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, families or colleagues.		7D5) The developing teacher also...  Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also...  Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction and helps students self-assess and direct their own learning.		7S5) The distinguished teacher also...  Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress promoting continuous growth.	
Professional Frames							
<b>Evidence of Commitment</b> Records are in order and up-to-date  <b>Evidence of Practice</b> Maintains confidential records of student work and performance to use when communicating student status and progress  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Current, accurate information is maintained on each student's status and progress  <b>Evidence of Practice</b> Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Plans for accurate and timely feedback based on multiple data points  <b>Evidence of Practice</b> Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Models strategies to keep accurate records and information  <b>Evidence of Practice</b> Can present or act as a resource on maintaining records and the accurate use of data when communicating student  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.6

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 6: Collaborative data analysis

New			Developing		Proficient		Distinguished	
7N6) The new teacher...  Participates in the department, grade level and school data analyses process.			7D6) The developing teacher also...  Works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also...  Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also...  Is capable of acting in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.	
Professional Frames								
<b>Evidence of Commitment</b> Maintains data analysis information  <b>Evidence of Practice</b> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Bases lesson design on data analysis  <b>Evidence of Practice</b> Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Can model how lesson design in positively impacted by data analysis  <b>Evidence of Practice</b> Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Plans for participating in a professional learning community activities  <b>Evidence of Practice</b> Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.1

### Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

#### Quality Indicator 1: Self-assessment and improvement

New			Developing		Proficient		Distinguished	
8N1) The new teacher...  Documents a variety of self-assessment and problem-solving strategies for reflecting on practice, influencing students' growth and learning, and the complex interactions between them.			8D1) The developing teacher also...  Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		8P1) The proficient teacher also...  Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		8S1) The distinguished teacher also...  Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Professional Frames								
<b>Evidence of Commitment</b> Professional development plan documents self-assessment and reflection strategies  <b>Evidence of Practice</b> Engages in self-assessment and problem solving on improving their overall impact on student learning  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Professional development plan documents ongoing self-assessment and reflection strategies  <b>Evidence of Practice</b> Observations and conferences indicate attention to reflective practice and professional improvement  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Documents reflections on his/her instructional process and results that impact future planning  <b>Evidence of Practice</b> Uses reflections to direct future instruction and monitors the progress and evaluates results  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Can provide direction and mentoring on maintaining effective professional development plans  <b>Evidence of Practice</b> Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7	

## Teacher Growth Guide 8.2

### Standard 8: Professionalism

#### Quality Indicator 2: Professional learning

New		Developing		Proficient		Distinguished	
8N2) The new teacher...  Utilizes resources available for professional learning.		8D2) The developing teacher also...  Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also...  Shares expertise with colleagues to the benefit of students in multiple classrooms.		8S2) The distinguished teacher also...  Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.	
Professional Frames							
<b>Evidence of Commitment</b> A Professional Growth Plan has been developed that documents focus and priority areas  <b>Evidence of Practice</b> Uses mentor as a source of information and becomes aware of available professional learning resources  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Professional Growth Plan documents applied knowledge and new strategies for the classroom  <b>Evidence of Practice</b> Practices in the classroom are impacted by new learning outside the classroom  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Professional Growth Plan documents strategies to share expertise and new strategies for the classroom  <b>Evidence of Practice</b> Uses new learning to impact instruction and assessment with students and shares outcome with colleagues  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning  <b>Evidence of Practice</b> Works on a review team or participates in the professional development committee to impact overall learning in the building  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.3

### Standard 8: Professionalism

#### Quality Indicator 3: Professional rights, responsibilities and ethical practices

New			Developing		Proficient		Distinguished	
8N3) The new teacher...  Understands the influence of district policies and school procedures on classroom structure.			8D3) The developing teacher also...  Aligns his/her classroom practices with district policies and school procedures and follows the code of conduct.		8P3) The proficient teacher also...  Is capable of assisting colleagues and mentor novice teachers in consistently implementing classroom practices with an understanding of the importance and impact of supporting policies and procedures.		8S3) The distinguished teacher also...  Where appropriate and when given the opportunity, participates and influences the framing, revision and advocating of policies and procedures.	
Professional Frames								
<b>Evidence of Commitment</b> Maintains information on school procedures and policies  <b>Evidence of Practice</b> Appropriately responds to questions regarding current school procedures and district policies  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Classroom structures and routines comply with school and district policies and procedures  <b>Evidence of Practice</b> Manages behavior, maintains records, etc in accordance with district policies and school procedures and modifies policies and behaviors as necessary  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Maintains appropriate mentor and/or peer documentation (where applicable)  <b>Evidence of Practice</b> Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Prepares and documents committee work  <b>Evidence of Practice</b> Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7



## Teacher Growth Guide 9.1

### Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

#### Quality Indicator 1: Induction and collegial activities

New			Developing		Proficient		Distinguished	
9N1) The new teacher...  Works regularly with a mentor on all standards to build an understanding of their position, roles and responsibilities.			9D1) The developing teacher also...  Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with her/her trained mentor to strengthen relationships in the school and community.		9P1) The proficient teacher also...  Participates in mentor training and relationship building efforts in the school, district and community and is aware of the state's mentor standards.		9S1) The distinguished teacher also...  Is capable of providing leadership in building a school-wide shared mission, vision, values and goals and is able to act as a trained mentor to assist with relationship building efforts in the school and community for the benefit of students.	
Professional Frames								
<b>Evidence of Commitment</b> Documents support and growth in mentor logs and aligned to the state's mentor standards  <b>Evidence of Practice</b> Meets regularly with a mentor to discuss all induction and socialization issues  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Maintains mentor logs document support and growth and aligned to the state's mentor standards  <b>Evidence of Practice</b> Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Professional Growth Plan is documentation of the mentor training  <b>Evidence of Practice</b> Is willing to be trained as a mentor on the state's mentor standards and to assist other new staff in their induction and socialization  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Mentor logs document work with new teachers  <b>Evidence of Practice</b> Is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 9.2

### Standard 9: Professional Collaboration

#### Quality Indicator 2: Collaborating to meet student needs

New		Developing		Proficient		Distinguished	
9N2) The new teacher...  Knows how to work with others across the system to identify and provide needed services to support individual learners and works with a mentor to assist the larger professional community.		9D2) The developing teacher also...  Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs as well as with others across the system to identify and provide needed services to support individual learners.		9P2) The proficient teacher also...  Consistently works with colleagues and administrators at the school level to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also...  Is capable of taking a leadership role in working with the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school		<b>Evidence of Practice</b> Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success		<b>Evidence of Practice</b> Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school		<b>Evidence of Practice</b> Actively leads in the implementation and evaluation of strategies that address needs and services in the school	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 9.3

### Standard 9: Professional Collaboration

#### Quality Indicator 3: Cooperative partnerships in support of student learning

<b>New</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>		
9N3) The new teacher...		9D3) The developing teacher also...		9P3) The proficient teacher also...		9S3) The distinguished teacher also...		
Seeks opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.		Works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.		Consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.		Is capable of taking an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.		
<b>Professional Frames</b>								
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		
<b>Evidence of Practice</b> Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being		<b>Evidence of Practice</b> Demonstrates regular engagement with students, families and the community to cultivate partnerships and explores ways to assess the impact of the partnerships		<b>Evidence of Practice</b> Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		<b>Evidence of Practice</b> Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being		
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## Standards and Indicators in Professional Frames

(PC 19/36 = 52%) (PP 36/36 = 100%) (PI 23/36 = 63%)

St/QI	Indicator	Professional Frames		
		Comm	Pract	Impact
	<b>Content knowledge aligned with instruction</b>			
1.1	Content knowledge and academic language	X	X	X
1.2	Student engagement in subject matter		X	X
1.3	Disciplinary research and inquiry methodologies		X	X
1.4	Interdisciplinary instruction		X	X
1.5	Diverse social and cultural perspectives	X	X	X
	<b>Student learning, growth and development</b>			
2.1	Cognitive, social, emotional and physical development	X	X	X
2.2	Student goals		X	X
2.3	Theory of learning	X	X	X
2.4	Differentiated lesson design	X	X	X
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs	X	X	X
2.6	Language, culture, family & knowledge of community		X	X
	<b>Curriculum implementation</b>			
3.1	Implementation of curriculum standards	X	X	
3.2	Lessons for diverse learners		X	X
3.3	Instructional goals and differentiated instructional strategies	X	X	
	<b>Critical thinking</b>			
4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking		X	X
4.2	Appropriate use of instructional resources to enhance student learning	X	X	X
4.3	Cooperative, small group, and independent learning		X	X
	<b>Positive classroom environment</b>			
5.1	Classroom management, motivation, and engagement		X	X
5.2	Managing time, space, transitions, and activities	X	X	X
5.3	Classroom, school and community culture		X	X
	<b>Effective Communication</b>			
6.1	Verbal and nonverbal communication	X	X	
6.2	Sensitivity to culture, gender, intellectual and physical differences		X	X
6.3	Learner expression in speaking, writing and other media		X	X
6.4	Technology and media communication tools		X	X

	<b>Student assessment and data analysis</b>			
7.1	Effective use of assessments	X	X	
7.2	Assessment data to improve learning		X	X
7.3	Student-led assessment strategies		X	X
7.4	Effect of instruction on individual/class learning	X	X	
7.5	Communication of student progress and maintaining records	X	X	
7.6	Collaborative data analysis	X	X	
	<b>Professionalism</b>			
8.1	Self-assessment and improvement	X	X	
8.2	Professional learning	X	X	
8.3	Professional rights, responsibilities and ethical practices	X	X	
	<b>Professional Collaboration</b>			
9.1	Induction and collegial activities	X	X	
9.2	Collaborating to Meet Student Needs		X	
9.3	Cooperative partnerships in support of student learning		X	

## Possible Sources of Evidence

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Uses a variety of supplemental materials</li> <li>• The teacher can relate the GLE’s and/or CLE’s to content objectives in lesson plans</li> <li>• Classroom observation data</li> <li>• Lesson plans</li> <li>• Praxis scores</li> <li>• Engagement strategies</li> <li>• Observation forms focused on student engagement</li> <li>• IPI data</li> <li>• Instruction indicates a basic level of understanding about research and inquiry methodologies</li> <li>• Can articulate the importance of students using research and inquiry methodologies</li> <li>• Lesson plans indicate inquiry and research</li> <li>• Learning activities make interdisciplinary content connections</li> <li>• Students interact with various social and cultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction indicates an appreciation of the complexity and ever evolving nature of the content</li> <li>• Assessment practices provide data on student’s use of academic language</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Engagement strategies</li> <li>• Accepted methods of research in the content area are identifiable in lesson plans and observations of instructional practice</li> <li>• Students are engaged in inquiry and research</li> <li>• Student product or work samples demonstrate interdisciplinary themes</li> <li>• Instructional activities include global perspectives and/or critical examination of bias</li> <li>• Student understanding increases regarding national, regional and ethnic contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Students use critical vocabulary in context correctly in an instructional product</li> <li>• Primary source documents are supplemented with relevant academic material</li> <li>• Student portfolios or work samples</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Assessment practices confirm student status and progress</li> <li>• Documentation of alignment of engagement to achievement</li> <li>• Student projects require analysis of complex issues</li> <li>• Students demonstrate the ability to analyze using perspectives from a variety of disciplines</li> <li>• Conduct reviews and research to build background knowledge</li> <li>• Video student discussions</li> <li>• Students question and challenge conventional assumptions and standard approaches</li> <li>• Students can innovate and propose possible solutions to global challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Professional organization presentations and/or publications</li> <li>• Provides professional development for other teachers</li> <li>• Assessments are used to determine if students can communicate academic language effectively</li> <li>• Intervention or enrichment strategies are used based on student data</li> <li>• Research or articles</li> <li>• Observation of student led engagement strategies</li> <li>• Student self reflection log</li> <li>• Assessment data indicates that student capacity at research and inquiry has increased</li> <li>• Students use real world application of inquiry and research</li> <li>• Student products</li> <li>• Outside research/collaboration</li> <li>• Incorporates current interdisciplinary themes into classroom learning experiences</li> <li>• Real world partners interact with students</li> <li>• Students offer ideas to improve their community and world</li> </ul>

## Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Maintains assessment data and records to determine individual student development</li> <li>• Instructional decisions are based on an understanding of how students develop</li> <li>• Assessment data</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students exhibit responsible behavior in the classroom/school</li> <li>• Posted rules, procedures, etc.</li> <li>• Student planners</li> <li>• Formal/informal assessments</li> <li>• Demonstrates knowledge of community culture and values</li> <li>• Demonstrates a respectful regard for each student</li> <li>• Accurately maintains records on student's experiences, styles, intelligences, strengths and needs</li> <li>• Professional growth plan</li> <li>• Personnel file</li> <li>• Teacher interview</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Examples or research on models of growth and development are used as a resource</li> <li>• Current information on models of growth and development are reviewed regularly and applied</li> <li>• Articles and research on growth and development</li> <li>• Classroom practices, routines and instruction emphasizes students setting goals</li> <li>• Assessment data verifies that student goals have been met</li> <li>• Alignment of class work with planner</li> <li>• Demonstrates understanding of student's demographic and biographical data</li> <li>• Seeks feedback from parents and students regarding teacher respect</li> <li>• Learning activities highlight and build off students individual characteristics</li> <li>• Lesson plans</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data informs decisions on instruction and learning activities</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students engage in self-reflection practices in regards to setting goals and organization</li> <li>• Rubrics and scoring guides</li> <li>• Self reflection document</li> <li>• Classroom routines and procedures highlight student respect for others</li> <li>• Reads appropriate articles, publications, etc. and documents in their professional growth plan</li> <li>• Educational environment appears welcoming, stimulating and inviting</li> <li>• Environment includes samples of student work</li> <li>• Student and/or parent feedback</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Shares assessment data and practices with colleagues</li> <li>• Meeting agenda's showing collaboration</li> <li>• Professional growth plans</li> <li>• Assist colleagues on setting appropriate classroom routines and procedures</li> <li>• Students work productively to achieve learning goals</li> <li>• Student portfolios; observations</li> <li>• Communication with families is regular and respectful</li> <li>• Engages in community activities</li> <li>• Mentors new teachers and provides assistance on using theories of learning in the classroom</li> <li>• Feedback from students and parents (e.g. surveys that indicate trust and positive relationships exist in the classroom)</li> <li>• Reports from parents/counselors</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>

### Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon student, district and state standards data.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
Possible Sources of Evidence			
<ul style="list-style-type: none"> <li>Aligns classroom activities to state and district standards</li> <li>Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities</li> <li>A connection is present between learning activities and needs of diverse learners</li> <li>Engages in evaluation practices relative to long and short-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards</li> <li>Classroom observations verify a variety of learning experiences occur</li> <li>Use of a variety of activities (i.e. instructional approaches, learning modalities, etc.)</li> <li>Ongoing assessment of diverse learning needs provides direction for future lessons</li> <li>Resources used support the needs of diverse learners and enhance instruction</li> </ul>	<ul style="list-style-type: none"> <li>Essential learning outcomes of a unit are identified</li> <li>Use of specific learning activities to address curriculum objectives</li> <li>Student data indicates objectives are mastered</li> <li>Teacher reflection indicates the utilization the collection of data to influence instructional planning, pacing and delivery</li> <li>Teacher reflection indicates analysis, adjustments and modification of instructional planning implementation to achieve increased student success</li> </ul>	<ul style="list-style-type: none"> <li>Serves on curriculum review committees</li> <li>Participates in formal and informal collegial support activities including curriculum review committees</li> <li>Administrative observation indicates both formal and informal collegial interaction and support</li> <li>Is able to assist colleagues in evaluating lessons relative to long and short-term goals</li> <li>Can offer presentations or act as an ongoing resource in curricula areas</li> <li>Attendance on committees</li> </ul>



## Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including technological resources.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Lesson plans indicate intentional instructional strategies to activate student engagement</li> <li>• Student work and feedback demonstrate basic understanding of the concept of critical thinking and steps necessary to problem-solve</li> <li>• Understands how to use instructional resources including technology to enhance the teaching and learning process</li> <li>• Can transition into, facilitate and manage individual and cooperative learning activities</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities require students to use higher order thinking and problem-solving skills</li> <li>• Observations (e.g. classroom walk-through) includes an instructional strategies checklist and provides data on percentage of students engaged</li> <li>• Student understanding and use of technological literacy as it applies to modern industry and communication</li> <li>• Demonstrates the ability to determine which learning situation is most appropriate for which lesson</li> <li>• List of instructional resources</li> <li>• Alignment between resources and strategies to promote critical thinking and problem-solving</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans indicate the use of a range of instructional techniques and resources</li> <li>• Anecdotal data and formative evaluations consistently reveal the use of effective instructional techniques</li> <li>• Student assessment data indicates a positive impact of instructional resources on student learning</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• The use of advanced instructional techniques are confirmed through a high level of student achievement</li> <li>• Feedback from peers and mentees indicate effective instructional leadership</li> <li>• Students are engaged in the skills of analysis, synthesis and interpretation</li> <li>• Students are able to create original products using aspects of technology literacy</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>

## Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Motivation and engagement strategies</li> <li>• Organizes classroom and routines with regard to management of time, space, transitions and activities</li> <li>• Engages in practices to learn the culture of the school and community</li> <li>• Lesson plans indicate influence of culture on learning</li> <li>• Teacher interviews</li> <li>• Pre-post conferences</li> <li>• Attendance at community and school events</li> </ul>	<ul style="list-style-type: none"> <li>• Uses motivation and engagement strategies in the classroom</li> <li>• Self-reflects on the effectiveness of motivation and engagement strategies</li> <li>• Student engagement levels are impacted by time, space, transitions and activities</li> <li>• Classroom environment is impacted by the culture of the school and community</li> <li>• Pre-post conference</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflects and evaluation on the effectiveness of motivation and engagement strategies guides future use</li> <li>• Engagement data indicates a strong impact from the management of time, space, transitions and activities</li> <li>• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Continually refines the use of motivation and engagement strategies based on evaluation data</li> <li>• Students are self-directed as a result of the management of time, space, transitions and activities</li> <li>• Students participate in forming the classroom environment based on the culture of the school and community</li> <li>• Students participate in evaluating the environment of the classroom and school and its impact on learning</li> <li>• Professional development plan</li> <li>• Observation focused on self-directed student engagement</li> </ul>

## Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Uses correct grammar in classroom communication and materials</li> <li>• Exhibits understanding of and empathy toward student needs</li> <li>• Plans for expanding students ability to speak, write, listen and use other media</li> <li>• Connects use of technology and media communication tools to enhance learning activities</li> <li>• Newsletters, memos, letters, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</li> <li>• Students demonstrate understanding of and empathy toward others</li> <li>• Lesson plans indicate an effort to expand students ability to speak, write, listen and use other media</li> <li>• Demonstrates how technology and media communication tools can enhance student learning</li> <li>• Student work samples; portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies to assess the impact of their communication</li> <li>• Guides students to use effective communication</li> <li>• Students understand differences in culture, gender and intellectual and physical differences</li> <li>• Students evaluate the effectiveness of their own speaking, writing, listening and use of other media</li> <li>• Students are able to select appropriate technology and media communication tools to support their learning</li> <li>• Student data indicating effective and correct communication</li> <li>• Lesson plans indicating activities on respect</li> <li>• Writing assignments</li> <li>• Student work samples; portfolio projects</li> <li>• Rubrics</li> </ul>	<p>Assists other colleagues with creative effective, correct communication</p> <ul style="list-style-type: none"> <li>• Contributes to the overall effective and correct communication coming from the school to the larger community</li> <li>• Students exhibit behaviors that demonstrate respect for others</li> <li>• Students encourage and model respect for one another</li> <li>• Expands their understanding of how technology and media communication tools can enhance learning activities</li> <li>• Evidence of assistance in helping colleagues with communication</li> <li>• School newsletters, website, memos, etc.</li> <li>• Presentation materials, newsletters, letter to editor, etc.</li> <li>• Mentor log</li> </ul>

## Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Assessment data guides decisions about specific learning goals</li> <li>• Teacher created assessments</li> <li>• Formal assessments</li> <li>• Data information and assessment results</li> <li>• Lesson plans using data</li> <li>• Creates connections on how each assessment format demands particular types of knowledge/skills</li> <li>• Various assessments</li> <li>• Scoring guides</li> <li>• Reflective dialogue on the lesson plan of how the new teacher uses group instructional data to impact learning</li> <li>• Is responsible and knowledgeable when communicating student status and progress</li> <li>• Communication logs</li> <li>• Samples of student progress reports</li> <li>• Participates in data team training or works with mentor on data analysis</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Mentor log</li> </ul>	<ul style="list-style-type: none"> <li>• Has assessment data on student status and progress prior, during and after instruction</li> <li>• A plan of assessments that addresses learning goals</li> <li>• Using pre and post results or other comparison data to confirm growth in learning</li> <li>• Trend data</li> <li>• Student learning goals</li> <li>• Samples of written feedback to students that were done in a reasonable timeframe</li> <li>• Information to plan mature lesson plans</li> <li>• Adjustments or modifications to lessons</li> <li>• Can provide evidence that confirms students status and progress</li> <li>• Samples of progress reports using concrete student data</li> <li>• Evidence of student progress</li> <li>• Participates in meetings with other colleagues regarding data analysis</li> <li>• Uses information or collective decisions to inform practice</li> <li>• Meeting notes</li> <li>• Study Group log/minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data accurately describes the status and progress</li> <li>• Student work samples, projects</li> <li>• Use of rubrics</li> <li>• Unit instructional and assessment plan</li> <li>• Students clearly understand expectations and work to achieve them</li> <li>• Student learning goals</li> <li>• Student data folder or portfolio</li> <li>• Conducts further observations and collection of data to confirm impact</li> <li>• Mature lesson plans that address both whole class and individual needs</li> <li>• Examples of modifications</li> <li>• Samples of progress reports using multiple forms of concrete student data</li> <li>• Samples of opportunities for feedback from parents or others</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Study Group log/minutes</li> <li>• Evidence of changed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assists students and colleagues in the accurate use of assessment data</li> <li>• Mentor log</li> <li>• Running Records or Running Charts</li> <li>• Students assist with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals</li> <li>• Samples of student goals statements</li> <li>• Feedback from colleagues</li> <li>• Adjusts instruction to maximize student learning of instructional objectives</li> <li>• Presentation materials</li> <li>• Examples of modifications</li> <li>• Assists with helping others understand data analysis and how it can impact practice</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Study group log/minutes</li> <li>• Evidence of changed practice</li> </ul>

## Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Lesson planning shows the use of self-assessment to allow for instructional change</li> <li>• Professional growth plans</li> <li>• Meetings with mentor</li> <li>• Mentor log</li> <li>• List of resources examines classroom structure to ensure compliance</li> <li>• Answers to policy and procedure questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson planning shows continuing growth in the use of self assessment to improve instruction</li> <li>• Professional growth is aligned to new learning at conferences, in articles, etc.</li> <li>• Practices in the classroom are impacted by new learning outside the classroom</li> <li>• Evidence of change in instruction based on professional learning (lesson plans, behavior logs, professional growth plans)</li> <li>• Behavior management plans and lesson plans</li> <li>• Attendance data, classroom rules, etc.</li> <li>• Documented changes to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of data team, grade-level or vertical teaming participation</li> <li>• Agenda or minutes from meetings</li> <li>• Student growth data</li> <li>• Demonstrates new learning for colleagues or is available to provide support</li> <li>• Presentation artifacts: agenda, hand outs, video</li> <li>• Student growth data demonstrating impact</li> <li>• Mentoring logs</li> <li>• Committee Participation</li> <li>• Can act as a peer observer to ensure alignment and compliance of colleagues practice to policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Works with colleagues to become a reflective practitioner</li> <li>• Meeting notes indicate leadership role</li> <li>• Data from colleagues self-reflection practice</li> <li>• Engages in a strategy to evaluate the effectiveness of overall learning in the building</li> <li>• Meeting minutes from review team or professional development committee</li> <li>• Evaluation data</li> <li>• Presentation artifacts – agenda, hand outs, video</li> <li>• Professional membership and /or committee leadership</li> <li>• Regional or state committees</li> <li>• Presentation materials</li> </ul>

## Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Mentor log</li> <li>• Vision, mission and goals posted or accessible</li> <li>• Professional Growth Plan</li> <li>• Works to meet colleagues and begin to build relationships</li> <li>• School services and needs</li> <li>• Knowledgeable of staff and positions</li> <li>• Works to understand concerns and needs regarding student learning and well-being</li> <li>• Participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Knowledge of students and families and community issues</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to supporting progress on the mission, vision and goals</li> <li>• Mentor log</li> <li>• Documentation of participation hours on PDC and in professional development; reflection on progress</li> <li>• Participates in professional community structure and meetings</li> <li>• Meeting attendance</li> <li>• Documented discussions and recommendations</li> <li>• Demonstrates regular participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Assessment data on participation impact</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to be trained as a mentor to assist other new staff</li> <li>• Reflection on goal progress</li> <li>• Documentation of mentor training</li> <li>• Is an active and engaged member of the professional learning community within the school</li> <li>• Documented strategies</li> <li>• Meeting notes and agendas</li> <li>• Demonstrates in ongoing participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Evaluation data on the impact of partnerships on student learning and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Assists with assessing the progress or revising the mission, vision and goals</li> <li>• Attendance on review committee</li> <li>• Service as a mentor</li> <li>• Documentation of leadership roles</li> <li>• Implements and evaluates strategies that address needs and services in the school</li> <li>• Meeting notes and agendas</li> <li>• Evaluation data</li> <li>• Advocates for changes that support student learning and well-being</li> <li>• Documented leadership role</li> <li>• Documented recommendations or changes</li> </ul>