

TEACHING STANDARDS

The items below are examples of what an evaluator might see when evaluating a teacher's performance. Some of these items may be more appropriate for certain grade levels, class configurations, and subject matter.

Standard One: Engaging and Supporting all Students in Learning

Connecting students' prior knowledge, life experience, and interest with learning goals

Students use KWL and other graphic organizers to elicit prior knowledge

Teacher relates learning to real life experience

Compares past learning to present learning experiences

Students have some variety of choice of learning activity

Lesson plan shows some flexibility based upon student needs

Assignment/Project allows application of prior knowledge

Teacher builds upon student's comments to modify learning

Using a variety of instructional strategies and resources to respond to students' diverse needs

Instructional methods vary (facilitate, lecture, observe, question, consult)

Learning activities vary (read, write, build models, role play, illustrate, demonstrate, compute)

Observe student writing, reading, speaking, performance, and listening

Instructional strategies demonstrate a variety of modalities/intelligences

Group instruction varies (pairs, small group, large group, individuals)

Student artifacts or products that reflect learning goal

Instruction adapted to individual needs

Facilitating learning experiences that promote autonomy, interactions, and choice

Group instruction varies (pairs, small group, large group, individuals)

Students have options and choice of assignments

Students have open ended assignments

Project based learning

Students reflect as a part of learning

Students have opportunities to discuss and share

Teacher provides a range of strategies that allow students at different abilities to be independent/successful

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

Students are encouraged to ask higher level questions

Students evaluate self and peers

Students are engaged in problem based activities throughout the curriculum

Teacher asks open ended, higher level questions

Teacher allows for think time

Students synthesize their learning (apply prior knowledge to situation – We did this before and it relates...)

Students are asked to analyze their learning (apply prior knowledge to situation – We did this before and it relates ...)

Students are exposed to real world examples

Promoting self-directed, reflective learning for all students

Engages students in opportunities to examine and evaluate their own work and learn from the work of their peers

Students frequently reflect on learning
Students set goals
Class discussion and reflections
Students make choices about various topics related to the curriculum (ex. reports)
Students generate rubrics
Student revision occurs based upon self, peer, or teacher evaluation

Standard Two: **Creating and Maintaining an Effective Environment**

Creating a physical environment that engages all students
Arrangement accommodates individual and group needs
Arrangement facilitates positive classroom interactions
Students have accessibility to and responsibility for materials, resources, and technology
Environment reflects student learning
Environment is safe and accessible for all students

Establishing a climate that promotes fairness and respect
Fairness, equity, and respect are modeled, promoted, and evident
Students take risks and are encouraged to be creative
Responses to inappropriate behaviors are fair and equitable
Recognition of accomplishments and contributions
Teachers treat students with respect and fairness in the classroom and hold those same expectations for students
Encourages all members of learning community to share experiences and feelings
The teachers demonstrate themselves as life long learners
Provides a safe, supportive environment

Promoting social development and responsibility in independent and group learning
Teachers help students understand diversity and teach them to respect individual differences related to ideas, backgrounds, and points of view
Student responsibility, leadership, and initiative are encouraged
Students work independently and collaboratively
Effective communication skills are modeled and promoted
Encourages student responsibility for own and each other's behavior
Encourages students to help one another and work together cooperatively
Fosters positive group interdependence and individual accountability
Teachers utilize a system that offers students the opportunity to solve their own problems

Establishing and maintaining standards for student behavior
Behavior standards are clearly established and maintained
Enforces behavioral expectations by giving positive feedback or other type of reinforcement
The teacher is consistent in enforcing standards of behavior and applying consequences for non-compliance
Teaches and maintains classroom procedures (i.e. distribution and use of materials, drinks, restroom, pencil sharpening, entering and leaving room drills, behavior expectation, etc.)
Keeps students on task through a variety of methods (i.e. voice, pacing, proximity, name recognition, effective instruction, etc.)
The teacher has developed extended activities for students who finish work early and options for those that may need extra help
Establishes a safe learning environment (i.e. zero tolerance for malicious teasing or threats, clear consequences for threatening or harming other students)
Demonstrates a calm, confident and capable presence

Planning and implementing classroom procedures and routines that support student learning
Talks with students about rationale for expectations
Invites student participation
Involves students in developing standards for their behavior
Helps students internalize rules, procedures, and routines
Procedures and routines generally run smoothly and effectively
Daily schedule, timelines, routines, and rules are evident
Modifications in rules and/or procedures support student learning
Promotes student inclusion and equity of participation

Using instructional time effectively
Redirects student behavior in productive, time effective ways
Facilitates smooth and efficient transitions from one activity to another
Gives a sequenced overview of the activity and models steps in the process
Maximizes student involvement through planned pacing
Checks for understanding regularly
Alters pacing according to awareness of student understanding and interest
Students complete learning activities
Provides time for students to reflect on learning and instruction

Standard Three: Understanding and Organizing Subject Matter for Student Learning

Demonstrating knowledge of subject matter content and student development
Teacher correctly answers questions posed by students
Teacher selected materials appropriate for students
Subject presented sequentially and integrated across curriculum, where appropriate
Lesson relates to standards/district curriculum/prior learning/outcomes
Teacher poses appropriate follow-up questions/and/or activities
Lesson applies to students' developmental level

Organizing curriculum to support student understanding of subject matter
Teacher conducts intermittent checks of student understanding (active participation)
Lessons include introduction/practice/extended learning opportunities
Lessons designated to meet a variety of learning modalities/levels
Lessons show evidence of factual or procedural knowledge

Interrelating ideas and information within and across subject matter areas
Lesson integrates learning across the curriculum with opportunities for students to utilize learning from other curriculum areas
Learning built on prior knowledge
Takes advantage of opportunities to articulate with departments, grade levels, and curriculum areas
Material/content applicable for level of learner

Developing student understanding through instructional strategies appropriate to subject matter
Teacher uses a variety of activities/teaching strategies
Teacher makes accommodations/modifications
Students are challenged to think critically
Students are given choices to pick from topics related to the curriculum
Speaks effectively, using language appropriate for students' level of learning
Teacher writes and prints in a way that can be easily read by students and parents
Teacher uses correct grammar and spelling in speaking and writing

Using materials, resources, and technologies to make subject matter accessible to students

Multi-media/technology enhances the curriculum

Teachers present a balanced view of issues related to subject matter in order to expose students to multiple perspectives and promote tolerance

Use materials that engage students more deeply in the content

Teachers need to use a variety of instructional techniques when presenting lessons to students to accommodate the varied learning modalities of students

Standard Four: Planning Instruction and Designing Learning Experiences for all Students

Drawing on and valuing students' backgrounds, interests, and developmental learning needs

Teacher directs questions toward specific student interests

Teacher allows for more (validating) than one right answer

Current knowledge is assessed as it relates to the lesson

Teacher checks for understanding during various parts of the lesson to make modifications during lesson

Situations and examples reflect relevant real life experiences

Teacher is sensitive to students' different ethnic, language, socioeconomic, and exceptionality groups

Establishing and articulating goals for student learning

Students are aware of the objective of the lesson

Teachers design long and short-term plans incorporating subject matter knowledge and grade level scope and sequence into daily lessons

Goals are appropriately challenging for all students and represent valuable learning

Expectations for students are consistently high

Learner objectives are appropriate for the class. They consider grade and student achievement level of the class.

Developing and sequencing instructional activities and materials for student learning

Instructional activities and materials are differentiated to reflect individual students' interests and needs

All students are engaged in meaningful learning

Activities support the learning goals and are logically sequenced to clarify content and concepts

Designing short-term and long-term plans to foster student learning

Evidence of long-range planning that aligns with district curriculum

Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts

Modifying instructional plans to adjust for student needs

Teachers make accommodations based on individual needs, students' suggestions, and formal/informal assessments

Differentiated curriculum based on student needs

Provided re-teaching opportunities as needed

Provided extension opportunities as needed

Standard Five: Assessing Student Learning

Establishing and communicating learning goals for all students

Learning goals are stated/posted

Learning goals are aligned with standards/district curriculum

Learning goals are established prior to instruction

Assessments are aligned to standards/district curriculum

Learning goals are communicated to families

Students are assessed (formal or informal) throughout a unit for the teacher to check for understanding and/or revise the learning goal

Collecting and using multiple sources of information to assess student learning

Evidence of various types of assessments are displayed, i.e. projects, portfolios...

Teacher uses formal and informal methods to assess student understanding (observations, documented notes, running records, essays, student responses to teacher questions, performance tests, interviews with students, check lists, graphic organizers, etc.)

Multiple sources of data are used to identify gaps in student understanding and skills

Assessment is embedded within instruction (i.e. checking for understanding)

Involving and guiding all students in assessing their own learning

Students examine, reflect on, and revise their own work

Questions are posed which encourage self-reflection

Teacher promotes higher level of thinking and questioning

Groups design a student-generated assessment

Students are given time to revise and reassess their work

Using the results of Assessments to Guide Instruction

Teacher modifies instruction

Teacher monitors, gives feedback and adjusts the lesson

Communicating with Students, Families and other Audiences about Student Progress

Grades are attached to clear achievement criteria, rubric levels, detailed narrative descriptions, portfolios of student work with commentary, or test scores

Teacher schedules conferences with families, telephones, sends grade reports, or sends written communication

Standard Six: Developing as a Professional Educator

Reflecting on teaching practice and planning professional development

Teacher reflects honestly on the relative successes of different approaches with students

Teacher engages in professional conversation among colleagues which provides insight

Teacher attends relevant training based on needs

Establishing professional goals and pursuing opportunities to grow professionally

Teacher sets or establishes appropriate goals

Teacher pursues professional development related to goals

Teacher pursues professional education that enhances professional knowledge

Teacher belongs to a professional organization

Teacher participates in site and district committees and training

Teacher presents new learning to staff

Teacher's application of new knowledge is evident

Working with communities to improve professional practice

Teacher utilizes community resources (people, places, businesses)

Teachers provide opportunities for parents to participate in the classroom and other school activities when possible

Teacher communicates with after-school programs

Teacher participates in community input sessions (ex. site council, P.T.C.)

Teacher utilizes local agencies to benefit student needs

Working with families to improve professional practice

Teachers communicate with parents their expectations for student behavior and work collaboratively with families to maintain student standards

Teacher establishes effective, on-going communication with parents

Teachers communicate a respect for the role of families in the educational process

Teacher has kept families informed through newsletters, open house, back-to-school night, or student-initiated parent evenings

Teacher responds to family needs/inquiries in a timely fashion

Working with colleagues to improve professional practice

Teacher communicates effectively with a wide range of specialists (school psychologists, reading specialist, nurse, paraprofessionals, librarian, etc.)

Teacher shares, communicates, and plans with grade level team and other teachers

Teacher supports a new teacher

Given adequate notice, teachers meet reasonable time lines and deadlines that are required by administrators