# Rubric for the Teacher Candidate during the Clinical Experience

## Standard 1: Content knowledge aligned with appropriate instruction.

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| **1.1 Content knowledge and academic language** | | | |
| 1C1) The **baseline teacher candidate** demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. | 1E1) The **emerging teacher candidate** knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language. | | 1D1) The **developing teacher candidate** also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities. |
| ***Evidence***<br>*Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas* | ***Evidence of Commitment***<br>*Is well prepared to guide students to a deeper understanding of content*<br>***Evidence of Practice***<br>*Instruction reflects accuracy of content knowledge*<br>***Evidence of Impact***<br>*Students are generally familiar with academic language* | | ***Evidence of Commitment***<br>*Stays current on new content and incorporates it into lessons*<br>***Evidence of Practice***<br>*Instruction indicates an appreciation of the complexity and ever evolving nature of the content*<br>***Evidence of Impact***<br>*Students are able to use academic language* |
| ***Possible Observable Data***<br>*-Demonstrates a general awareness of appropriate content*<br>*-Designs lessons that align learning objectives to the Missouri Learning Standards*<br>*-Can identify essential academic language relative to appropriate content* | ***Possible Observable Data***<br>*-Prepares lessons that include appropriate content*<br>*-Provides instruction that communicates essential learning outcomes*<br>*-Students are sometimes aware of the essential learning*<br>*-Students sometimes use language related to the learning goal* | ***Possible Observable Data***<br>*---Clear instruction of content that is accurate and relevant*<br>*-Effective strategies are used to direct students to essential learning*<br>*-Students are frequently aware of the essential learning*<br>*-Students correctly use academic language related to the learning goal most of the time* | ***Possible Observable Data***<br>*-Clear instruction of content that is accurate, relevant and current*<br>*-Use of strategies that direct students to essential learning*<br>*-Uses strategies like chunking to address the complexities of the content*<br>*-Students consistently provide accurate explanations of the essential learning*<br>*-Students correctly use academic language related to the learning goal*<br>*-Demonstrates depth of knowledge with physical and cognitive engagement*<br>*-Uses effective strategies and delivery methods* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

*Revised May 2015*

## Standard 1: Content knowledge aligned with appropriate instruction.

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| **1.2 Student engagement in subject matter** | | | |
| 1C2) The **baseline teacher candidate** demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. | 1E2) The **emerging teacher candidate** chooses from multiple sources to engage student interest and activity in the content. | | 1D2) The **developing teacher candidate** also uses a variety of differentiated instructional strategies which purposefully engage students in content. |
| ***Evidence***<br>*Is knowledgeable of different strategies that result in increased levels of student engagement* | ***Evidence of Practice***<br>*Use various engagement strategies to maintain student interest*<br>***Evidence of Impact***<br>*Students are interested and engaged in the content* | | ***Evidence of Practice***<br>*Uses engagement strategies to increase students' levels of interest and activity*<br>***Evidence of Impact***<br>*Students' engagement causes content knowledge to advance* |
| ***Possible Observable Data***<br>*-Is knowledgeable on how to assess student engagement while in the process of instruction*<br>*-Familiarity with possible strategies for building student engagement*<br>*-Understands different strategies for adjusting pacing to enhance student engagement* | ***Possible Observable Data***<br>*-Implementation of strategies that prompt engagement by most students*<br>*-Some variance in pacing that generally captures student interest and attention*<br>*-Most but not all students visibly paying attention*<br>*-Most but not all students providing accurate responses* | ***Possible Observable Data***<br>*-Scans room regularly to identify low engagement*<br>*-Consistent use of strategies to prompt engagement by all students*<br>*-Variance in pacing that enhances student interest and attention*<br>*-Students visibly paying attention*<br>*-Students providing accurate responses* | ***Possible Observable Data***<br>*-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement*<br>*-Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation*<br>*-Evidence that higher levels of engagement result in increased learning*<br>*-Students accurate responses reflect deeper learning and retention of content* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

**Possible Sources of Evidence**

**<u>Standard 1</u>: 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.**

| Professional Commitment | | |
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| • Lesson/unit plan<br>• Learning activities plan<br>• Student learning expectations<br>• Student learning objectives<br>• Lesson design | • Tiered/differentiated lessons/units<br>• Homework assignments and guiding instructions<br>• Flexible grouping plans<br>• Parent/guardian outreach<br>• Bulletin boards | • Research integration plan<br>• Praxis scores<br>• Agenda/meeting notes from grade level/content area team<br>• IEP Conferences/reports |
| **Professional Practice** | | |
| • Builds student background knowledge utilizing a variety of global perspectives<br>• Uses and facilitates academic language acquisition<br>• Incorporates new research-based content information into instruction<br>• Uses instructional and engagement strategies | • Facilitates student enrichment activities<br>• Uses tiered differentiated learning opportunities<br>• Uses flexible grouping<br>• Draws from multiple content sources<br>• Encourages student responsibility and articulates clear student expectations | • Facilitates student directed learning activities<br>• Engages students in inquiry/research experiences<br>• Implements interdisciplinary learning experiences<br>• Facilitates student action to address relevant real-world issues from a global perspective |
| **Professional Impact** | | |
| • Observation verification of student mastery<br>• Student work samples<br>• Student portfolios<br>• Student feedback/comments<br>• Student assessment data<br>• Student reflection/journals<br>• IEP Performance/growth reports | • Student discussions/questions<br>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)<br>• Academic records of individual student progress<br>• Student completion data on homework/projects<br>• Performance assessments | • Data on academic vocabulary use<br>• Structured interviews with students<br>• Student engagement and participation<br>• Student and/or parent survey results<br>• Student products/projects<br>• Parent/community attendance at school functions |

## Standard 2: Student Learning, Growth and Development

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| **2.4 Differentiated lesson design** | | | |
| 2C4) The **baseline teacher candidate** recognizes diversity and the impact it has on education. | 2E4) The **emerging teacher candidate** designs and implements instruction that considers the needs of students. | | 2D4) The **developing teacher candidate** also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment. |
| ***Evidence***<br>*Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences* | ***Evidence of Commitment***<br>*Designs lessons and activities based on the unique needs of students*<br>***Evidence of Practice***<br>*Can articulate important characteristics and needs of students as they apply to learning*<br>***Evidence of Impact***<br>*Students appear to exhibit positive rapport with the teacher and are generally motivated to learn* | | ***Evidence of Commitment***<br>*Lesson design and plans for instruction demonstrate respect and value for each student*<br>***Evidence of Practice***<br>*Highlights unique attributes of individual students as a part of classroom instruction and learning*<br>***Evidence of Impact***<br>*Students perceive they are respected, valued and are encouraged to learn* |
| ***Possible Observable Data***<br>*-Can characterize various types of student differences and their potential impact on student learning*<br>*-Understands the role that assessment plays in identifying student differences*<br>*-Is knowledgeable about possible ways to adjust instruction based on student differences*<br>*-Has knowledge of differentiation; however, does not know how to develop strategies* | ***Possible Observable Data***<br>*-Lessons and activities include the occasional use of informal and formal assessment to determine student needs*<br>*-Can describe particular learning characteristics of some students*<br>*-Some adjustments made to instruction to address variations in student learning*<br>*-Student confusion and struggling is sometimes resolved*<br>*-Students respond mostly to teachers' instruction and appear motivated*<br>*-Recognizes need for differentiation; however, inconsistently creates strategies for differentiation in teacher presentation and student response* | ***Possible Observable Data***<br>*- Lessons and activities include the frequent use of informal and formal assessment to determine student needs*<br>*- Can describe particular learning characteristics of most students*<br>*-Adjustments routinely made to instruction to address variations in student learning*<br>*-Student confusion and struggling is resolved*<br>*-Students visibly respond to teachers' instruction and appear motivated*<br>*-Uses instructional strategies to direct individual students in leveled learning*<br>*-Uses multisensory strategies to engage students in learning*<br>*-Uses data to determine effective instructional strategies for individuals*<br>*-Uses alternative assessments to address student learning*<br>*-Provides enhancement activities*<br>*-Recognizes need for differentiation according to student needs (on both sides of the spectrum)* | ***Possible Observable Data***<br>*-Lesson design and activities communicate respect and value for each student by addressing their unique needs*<br>*-Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning*<br>*-Student perception reflects a feeling that the teacher cares and respects them*<br>*-Students actively respond to the encouragement to learn*<br>*-Evidence that students learn at higher levels based on the teacher addressing particular learning needs*<br>*-Constantly implements strategies for differentiation in teacher presentation and student response on each student's ability level*<br>*-Provides suggestions for parents of students who are struggling are available* |

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| | | *-Creates strategies for differentiation in teacher presentation and student response*<br>*-Recognizes differences about students*<br>*-Presents subject matter questions during instruction differentiated toward students based on their learning levels*<br>*-Students are given a choice in activities designed to demonstrate their level of knowledge*<br>*-Suggests enrichment activities for extra credit* | |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
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**Possible Sources of Evidence**

**<u>Standard 2</u>: 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.**

| Professional Commitment | | | |
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| • Student assessment data<br>• Lesson/unit plans<br>• Substitute teacher plan<br>• Bulletin board(s)<br>• Posted behavioral norms/class procedures<br>• Student work/rubric displays | • Structured teacher interviews<br>• Student/parent survey<br>• Research documentation log<br>• Instructional records<br>• Professional growth plans<br>• Personnel file<br>• Flexible grouping plans | • Rubrics/scoring guides<br>• Self reflection<br>• Student inventories - interest, learning style, multiple intelligence, developmental<br>• Observation<br>• Tiered/differentiated lessons/units | • Communications<br>• Educational environment<br>• Agenda - collaborative meeting<br>• IEP conferences/reports<br>• Counselor reports<br>• Professional learning |
| **Professional Practice** | | | |
| • Maintains individual student records and assessment data<br>• Monitors individual student growth<br>• Uses assessment data to make informed instructional and/or assessment decisions<br>• Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles<br>• Designs and implements student need-based instruction | • Applies learning theories to the design of instruction<br>• Plans and implements culturally responsive lessons<br>• Connects instruction to students' background knowledge and experiences<br>• Facilitates student long- and short-term goal setting<br>• Provides differentiated learning activities<br>• Modifies instruction based on a determined need (i.e. student learning, research, etc.) | • Promotes student cooperative learning and collaboration<br>• Implements research-based instruction<br>• Makes "in the moment" instructional decisions/changes<br>• Provides focused, objective, relevant, valid, specific, and purposeful feedback to students<br>• Creates a safe risk-free learning environment<br>• Demonstrates a respectful regard for each student | • Models and/or shares with colleagues<br>• Assists/Coaches colleagues<br>• Mentors new teachers<br>• Reflects on practice<br>• Uses student/parent surveys to inform educator practice<br>• Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff<br>• Engages in community activities |
| **Professional Impact** | | | |
| • Observation verification of student mastery<br>• Student work samples<br>• Student planners<br>• Student assessment data | • Student reflection/journals<br>• Student inventories<br>• Student /parent feedback/comments<br>• Student and/or parent survey results | • Structured interviews with students<br>• Student products/projects<br>• Performance assessments | • IEP Performance/growth reports<br>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)<br>• Academic records of individual student progress |

## Standard 3: Curriculum Implementation

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| **3.1 Implementation of curriculum standards** | | | |
| 3C1) The **baseline teacher candidate** understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes. | 3E1) The **emerging teacher candidate** makes informed decisions about instructional objectives aligned to district mapping and pacing guides. | | 3D1) The **developing teacher candidate** also consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments. |
| ***Evidence***<br>*Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards* | ***Evidence of Commitment***<br>*Selects and creates learning experiences that are appropriate for district curriculum and assessments*<br>***Evidence of Practice***<br>*Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities* | | ***Evidence of Commitment***<br>*Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards*<br>***Evidence of Practice***<br>*Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments* |
| ***Possible Observable Data***<br>*-Is knowledgeable on how to create effective lessons and learning activities*<br>*-Understands how to determine if lessons and learning activities align to the district curriculum*<br>*-Has understanding regarding state and national standards and how they impact curriculum* | ***Possible Observable Data***<br>*-Designs lessons that exhibit a general understanding of appropriate curriculum*<br>*-Lesson design and activities generally match intended learning objectives*<br>*-Some use of assessment to determine if curriculum objectives have been met* | ***Possible Observable Data***<br>*-Designs lessons that exhibit an accurate understanding of appropriate curriculum*<br>*-Lesson design and activities clearly include learning objectives that align to the district's curriculum*<br>*-Frequent use of strategies to assess that curriculum objectives have been met* | ***Possible Observable Data***<br>*--Lesson design and activities clearly match intended learning objectives and reflect a coherence of learning objectives*<br>*-A variety of different lesson activities are effectively delivered that demonstrate a clear connection to the district's curriculum and meet state standards*<br>*-Consistent use of strategies to assess that the district's curriculum objectives and state standards are being met*<br>*-Clearly states objective and aligns to curriculum standard*<br>*-Clearly identifies set of expectations for acceptable evidence of learning*<br>*-Acceptable evidence clearly aligns to stated objectives*<br>*- Clear internal alignment of objectives, assessments and learning activities* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

## Standard 3: Curriculum Implementation

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| **3.2 Lessons for diverse learners** | | | |
| 3C2) The **baseline teacher candidate** understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. | 3E2) The **emerging teacher candidate** implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners | | 3D2) The **developing teacher candidate** 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. |
| ***Evidence***<br>*Understands the need to use different types of activities to address individual needs of diverse learners including variations in learning styles and performance* | ***Evidence of Practice***<br>*Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance*<br>***Evidence of Impact***<br>*Students perceive that their individual learning needs are recognized* | | ***Evidence of Practice***<br>*Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance*<br>***Evidence of Impact***<br>*Students perceive that their performance improved as a result of specific teacher's lessons and activities* |
| ***Possible Observable Data***<br>*-Has an understanding for how to match appropriate instructional strategies with student learning needs*<br>*-Has developed skills for providing effective feedback to students*<br>*-Is knowledgeable of different strategies and mechanisms for accurately tracking student progress*<br>*- Knowledgeable on how to create effective lessons and learning activities, with measurable objectives, to meet the needs of each student.*<br>*-Understands how to determine if lessons and learning activities align to the district curriculum to meet the needs of the students (curriculum matches students ability level)*<br>*- Articulates a strategy to meet the needs of each student's learning styles. (VATC)*<br>*-Able to articulate the benefits of engaging students (Pk-12) in the knowledgeable of improvements in their own learning.* | ***Possible Observable Data***<br>*-Some tracking of student progress on learning goals*<br>*-Occasional feedback is provided to most students*<br>*-Instructional strategies generally address various learning styles*<br>*-Students can generally describe their status relative to learning goals*<br>*-Creates effective lessons and learning activities, with measurable objectives, to meet the needs of each student*<br>*-Creates lessons and learning activities align to the district curriculum to meet the needs of the students (curriculum matches students ability level)*<br>*-Infrequently documenting strategies to meet the needs of each student's learning styles. (VATC)*<br>*-Infrequently students (Pk-12) are knowledgeable of improvements in their own learning. Evidence exists that feedback provided to students' results in a positive change in learning.* | ***Possible Observable Data***<br>*-Routine tracking of student progress on learning goals*<br>*-Accurate feedback is provided to all students*<br>*-Instructional strategies effectively address various learning styles*<br>*-Students accurately describe their status relative to learning goals*<br>*-Routinely creates effective lessons and learning activities, with measurable objectives, to meet the needs of each student.*<br>*-Routinely creates lessons and learning activities align to the district curriculum to meet the needs of the students (curriculum matches students ability level)*<br>*-Routinely documenting strategies to meet the needs of each student's learning styles. (VATC)*<br>*-Routinely students (Pk-12) are knowledgeable of improvements in their own learning. Evidence exists that feedback provided to* | ***Possible Observable Data***<br>*-The teacher demonstrates frequent and effective tracking of student progress on learning goals*<br>*-Analysis of student data informs accurate feedback that is provided to students*<br>*-Evidence exists that feedback provided to students results in a positive change in learning*<br>*-Students are knowledgeable of improvements in their own learning*<br>*-Provides a variety of activities to address different learning styles, (kinesthetic, visual, auditory)*<br>*-Differentiates the instruction to account for differences in ability levels, (i.e.) gifted learners, struggling learners, IEP students, ELL, etc.)*<br>*-Has variety of options available for students to demonstrate their learning*<br>*-Utilizes adaptive technologies, i.e. clickers, iPads, etc.*<br>*-Recognizes cultural/ethnic diversity and accounts for in the lesson*<br>*-Lesson provides appropriate activities for culturally diverse students*<br>*-Incorporates a wide variety of learning activities into the lesson to address various learning styles*<br>*-Finds balance between student response and teacher interaction; student engagement*<br>*-Has ongoing formative assessment of student performance with teacher adjusting instruction/response accordingly*<br>*-Appropriately paces lessons*<br>*-Has productive student engagement* |

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| | | *students' results in a positive change in learning.* | *-Routinely creates effective lessons and learning activities, with measurable objectives to meet the needs of each student and utilizes the assessment tools to build curriculum.*<br>*-Routinely creates lessons and learning activities aligned to the district curriculum to meet the needs of the students (curriculum matches students ability level) and utilizes the assessment tools to build curriculum.*<br>*-Routinely documents strategies to meet the needs of each student's learning styles and utilizes the assessment tool to build curriculum. (VATC)*<br>*-Routinely students (Pk-12) are knowledgeable of improvements in their own learning. Evidence exists that feedback provided to students' results in a positive change in learning; Analyzes posttest and compares results to pre-assessments to determine efficacy of scaffolding.* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
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**<u>Standard 3</u>: 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.**

| Professional Commitment | | | |
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| • Lesson plans/unit plans<br>• Adjusted lesson/unit plans<br>• Lesson design<br>• Classroom activities | • Planned learning experiences<br>• Curriculum maps<br>• Goals/Expectations/Essential learning outcomes | • Teacher reflections<br>• Professional learning presentations<br>• Homework assignments | • Presentations to colleagues<br>• Peer conversations, discussions, comments, reflections, etc. |
| **Professional Practice** | | | |
| • Makes informed curriculum decisions<br>• Incorporates state and district curriculum into learning activities<br>• Develops curriculum-aligned instructional strategies and interventions<br>• Uses differentiated instructional strategies<br>• Evaluates the effectiveness of instructional strategies | • Adjusts goals, instruction and time based on identified learning gaps<br>• Modifies instructional strategies and content based on learner needs<br>• Implements learning activities focused on the needs of diverse learners<br>• Collects data on diverse learning needs to provide direction for future lessons | • Delivers effective instruction aligned to state and district curriculum standards<br>• Utilizes specific learning activities to address curriculum objectives<br>• Integrates resources that enhance instruction and support diverse learners | • Uses data to evaluate the effectiveness of instructional strategies<br>• Models and shares with colleagues (formally and informally)<br>• Serves on curricular review committees<br>• Assists/Coaches colleagues |
| **Professional Impact** | | | |
| • Student/Parent feedback<br>• Student/Parent survey perceptual data results | • Student journals/reflections<br>• Student structured interviews | • Student- led parent conferences<br>• Student tracks record of individual progress | • Observation/examples of student learning needs being met |

## Standard 4: Critical Thinking

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| **4.1 Student engagement in critical thinking** | | | |
| 4C1) The **baseline teacher candidate** can demonstrate knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. | 4E1) The **emerging teacher candidate** selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills. | | 4D1) The **developing teacher candidate** also assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills. |
| ***Evidence***<br>*Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students* | ***Evidence of Practice***<br>*Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking*<br>***Evidence of Impact***<br>*Students are engaged in active learning that promotes the development of critical thinking and problem solving skills* | | ***Evidence of Practice***<br>*Assesses student growth to determine student use of critical thinking and problem solving skills*<br>***Evidence of Impact***<br>*There is growth in student learning and use of critical thinking and problem-solving skills* |
| ***Possible Observable Data***<br>*-Has an understanding of how to generate learning goals that stretch student thinking*<br>*-Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis*<br>*-Understands learning gains that can occur when students are prompted to defend their thinking*<br>*-Has the ability to consider various interpretations of problems & solutions*<br>*-Recognizes students ability to use metacognition in problem solving*<br>*-Relates background knowledge and practice to learning to think critically*<br>*-Understands that critical thinking should be taught across the curriculum* | ***Possible Observable Data***<br>*-Instruction includes goals that stretch the thinking of most students*<br>*-Questioning techniques prompt students to provide answers reflecting deeper thinking*<br>*-Occasionally students provide responses to inferential questions*<br>*-Students sometimes engage in activities that require analysis, comparing and contrasting*<br>*-Students occasionally are called on to defend their thinking*<br>*-Uses cooperative learning groups to promote student discussing/thinking at a deeper level*<br>*-Uses students' reflections on learning to drive instruction related to critical thinking skills*<br>*-Allows students to discuss and defend their thoughts & ideas*<br>*-Models thinking activities and encourages students to share their own thinking* | ***Possible Observable Data***<br>*-Instruction includes challenging goals that stretch the thinking of all students*<br>*-Questioning techniques prompt students to provide answers reflecting deep, critical thinking*<br>*-Students frequently respond to inferential questions*<br>*-Students routinely engage in activities and provide responses that require analysis, comparing and contrasting*<br>*-Students routinely defend their thinking* | ***Possible Observable Data***<br>*-Teacher uses assessment strategies to determine the extent of student growth related to learning outcomes*<br>*-Assessment data is linked to strategies that prompt students to use critical thinking and problem-solving skills*<br>*-Evidence exists that students use critical thinking and problem-solving skills more regularly*<br>*-Provides rich and encouraging environment where there is safety of personal expression*<br>*-Develops lesson plans that gives opportunities for critical thinking*<br>*-Uses high level of skilled questioning techniques (Blooms – Rigor + Delivery)*<br>*-Provides open-ended projects*<br>*-Discusses student choices and supports using content vocabulary*<br>*-Facilitates using the constructivist approach to lessen student discourse through critical thinking instead of lecturing*<br>*-Often uses model of analysis and evaluation*<br>*-Has ability to adjust & adapt strategies on spot* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |

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| Baseline - 0 | Inconsistent - 1 | Consistent – 2 | Developing – 3 |
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**<u>Standard 4</u>: Critical Thinking**

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

| Professional Commitment | | | |
|---|---|---|---|
| • Lesson plans/unit plans<br>• Lesson design | • Planned resource list including technology resources<br>• Instructional strategies list | • Planned Cooperative learning strategies (list)<br>• Plans for projects and activities | • Student learning expectations<br>• Flexible grouping plans<br>• Professional reading/research documentation |
| **Professional Practice** | | | |
| • Selects and utilizes developmentally appropriate instructional resources including technology<br>• Adapts instructional resources to promote complex thinking and technology skills attainment<br>• Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. | • Implements learning activities focused on higher order thinking and problem-solving skills<br>• Utilizes cooperative learning strategies that promote collaborative learning<br>• Utilizes class debates and other methods requiring students to defend their thinking and solutions<br>• Uses independent, collaborative and whole-class learning situations | • Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking.<br>• Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations | • Provides frequent opportunities for students to use critical thinking and problem solving<br>• Uses advanced instructional techniques to create a high level of student achievement<br>• Overall effectiveness is enhanced through the use of instructional resources and technology<br>• Serves as a resource providing collegial support and modeling |
| **Professional Impact** | | | |
| • Student work/projects<br>• Observation of student participation in collaborative learning activities<br>• Observation/examples of student directed inquiry and problem<br>• Performance assessments data | • Technology literacy inventories<br>• Student assessment data<br>• Student questions/discussions (higher level questions)<br>• Student presentations/ research/reports<br>• Student application/use of technology tools - demonstrations, projects, products, etc. | • Student feedback/comments<br>• Student reflection/journals<br>• Student structured interviews<br>• Anecdotal data and formative evaluations<br>• Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products | • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)<br>• Demonstration/examples that students are able to explain their reasoning<br>• Observations or examples of students ability to pose and answer own questions pursuant to learning objectives |

## Standard 5: Positive Classroom Environment

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| **5.1 Classroom management techniques** | | | |
| 5C1) The **baseline teacher candidate** knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. | 5E1) The **emerging teacher candidate** demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction. | | 5D1) The **developing teacher candidate** also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction. |
| ***Evidence***<br>*Is knowledgeable about various strategies and techniques for managing student behavior in the classroom* | ***Evidence of Commitment***<br>*Classroom artifacts (posted rules and protocols) support effective techniques*<br>***Evidence of Practice***<br>*Engages in techniques to manage behavior in the classroom*<br>***Evidence of Impact***<br>*Student misbehavior is addressed* | | ***Evidence of Commitment***<br>*Artifacts include strategies for addressing misbehavior*<br>***Evidence of Practice***<br>*Techniques address misbehavior promptly and positively allowing instruction to continue*<br>***Evidence of Impact***<br>*Student misbehavior is addressed promptly and positively allowing instruction to continue* |
| ***Possible Observable Data***<br>*-Understands how teacher movement around the classroom can be used to manage student behavior*<br>*- Has developed verbal and non-verbal signals as a means for managing student behavior*<br>*-Understands the importance of exhibiting calm and in-control behavior at all times*<br>*-Is aware of classroom management techniques, but does not implement* | ***Possible Observable Data***<br>*-Frequent movement around the room to monitor and manage student behavior*<br>*-Misbehavior is generally addressed when it occurs*<br>*- Verbal and non-verbal signals generally management behavior*<br>*-Teacher response and demeanor is generally calm and in control*<br>*-Students generally respond quickly to prompts and directions*<br>*-Is making significant progress in utilizing classroom routines and procedures* | ***Possible Observable Data***<br>*-Efficient and effective movement around the room to monitor and manage student behavior*<br>*-Misbehavior is addressed quickly when it occurs*<br>*-Effective use of verbal and non-verbal signals as a management technique*<br>*-Teacher demonstrates calm, controlled behavior*<br>*-Students respond quickly to prompts and directions*<br>*-Students are engaged/consistently on task*<br>*-Off task/misbehaviors are addressed effectively*<br>*-Plan in place and followed for classroom management*<br>*-Age appropriate techniques are utilized*<br>*-Uses appropriate praise and recognition of appropriate behaviors (possible physical rewards as well: passes, stickers, etc)*<br>*-PBIS appropriately implemented*<br>*-Seating charts thoughtfully* | ***Possible Observable Data***<br>*-Techniques are demonstrated that address misbehavior immediately when it occurs*<br>*-Teacher addresses misbehavior positively to retain respect and value for the student*<br>*-The process of instruction is uninterrupted by student misbehavior*<br>*-Students demonstrate an awareness of the expectations of the teacher*<br>*-Consistently uses strategies that are individualized to enhance student learning in all content areas and implements procedures consistently*<br>*-Manages student learning and instruction bell to bell*<br>*-Exhibits efficient movement about room using proximity, verbal and non verbal cues to focus student attention to learning tasks* |

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| | | *implemented*<br>*-Proper use of verbal and nonverbal communication*<br>*-Classroom rules posted (no more than 5)*<br>*-Positive reinforcement (smiles)*<br>*-Classroom management does not interfere with teaching*<br>*-Consistently uses strategies to establish classroom routines and procedures that are consistently implemented*<br>*-There is consistency in implementing the classroom plan*<br>*-Rule infractions are consistently recognized*<br>*-Praise is public or private; re-directs are private* | |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

## Standard 5: Positive Classroom Environment

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| **5.2 Management of time, space, transitions, and activities** | | | |
| 5C2) The **baseline teacher candidate** demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. | 5E2) The **emerging teacher candidate** manages time, space, transitions, and activities in their classroom. | | 5D2) The **developing teacher candidate** also effectively manages time, space, transitions, and activities to create an environment that enhances student engagement. |
| ***Evidence***<br>*Has an understanding of the importance of managing time, space, transitions, and activities to enhance student learning* | ***Evidence of Commitment***<br>*Designs routines that support effective management of time, space, transitions and activities*<br>***Evidence of Practice***<br>*Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction*<br>***Evidence of Impact***<br>*Students are generally engaged and somewhat responsive to the teacher's classroom management strategies* | | ***Evidence of Commitment***<br>*Routines and structures support effective management of time, space, transitions and activities*<br>***Evidence of Practice***<br>*Maintains student engagement by effectively managing time, space, transitions, and activities*<br>***Evidence of Impact***<br>*Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities* |
| ***Possible Observable Data***<br>*-Is knowledgeable about the importance of managing transitions to protect essential learning time*<br>*-Has an understanding of the importance of appropriate pacing to effective teaching and learning*<br>*-Has developed strategies for managing time and space to enhance learning* | ***Possible Observable Data***<br>*-Transitions from one activity to another are generally quick and efficient*<br>*-The pace of learning is mostly appropriate for activities*<br>*-Students follow routines with some accuracy*<br>*-Students somewhat re-engage in the learning process after transitions* | ***Possible Observable Data***<br>*-The teacher employs quick, efficient transitions from one activity to another*<br>*-The pace of learning is effectively altered as appropriate to the learning content*<br>*-Students accurately follow routines*<br>*-Students quickly re-engage in the learning after transitions*<br>*-Students maintain engagement*<br>*-Class moves in appropriate time frame and in a safe manner to next activity*<br>*-Is aware of all students and keeps them on task*<br>*-Teaching is implemented bell-to-bell*<br>*-Proper use of wait time*<br>*-Established routines and procedures (sharpening pencils, bathroom procedures, etc)*<br>*-Expectations are repeated for students, especially when they transition from one activity to another*<br>*-Room is arranged with safety and accessibility in mind* | ***Possible Observable Data***<br>*-Student learning time is protected and enhanced through the use of efficient and effective transitions*<br>*-The learning space is effectively managed to support the learning process*<br>*-Student engagement increases as a result of effective management of the learning time and space and*<br>*- Student engagement increases as a result of effective transitions and learning activities*<br>*-Responds confidently, calmly to disruptions or distractions with littler interruption of lesson*<br>*-Students move purposefully with knowledge routines and procedures and respond accordingly*<br>*-There is evidence that the teacher has been proactive by planning a thoughtfully designed and engaging lesson that moves at the appropriate pace for the class and learners* |

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| | | *-Furniture arrangement is appropriate for large and small group activities*<br>*-Materials are easily accessible for students and teacher*<br>*-Appropriate use of technology is evident*<br>*-Consistently circulates, scans, and supervises students*<br>*-Provides cues, prompts, or signals when a procedure should be followed* | |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
| | | | |

## Standard 5: Positive Classroom Environment

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| **5.3 Classroom, school & community culture** | | | |
| 5C3) The **baseline teacher candidate** recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. | 5E3) The **emerging teacher candidate** 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 candidate** also develops a positive culture in the classroom and school to positively affect student relationships and learning. |
| ***Evidence***<br>*Has an understanding of the importance of culture and positive relationships to support learning* | ***Evidence of Practice***<br>*Engages in practices to learn the culture of the school and community*<br>***Evidence of Impact***<br>*The classroom learning environment is structured to build positive student relationships and culture* | | ***Evidence of Practice***<br>*Positively affects student relationships and learning by using strategies that promote a positive classroom culture*<br>***Evidence of Impact***<br>*The classroom learning environment encourages positive student relationships and mutual respect to enhance learning* |
| ***Possible Observable Data***<br>*-Has knowledge about how to organize classrooms in order to facilitate learning*<br>*-Has developed skills for building positive relationships and culture*<br>*-Understands how positive relationships and culture contribute to enhanced learning experiences* | ***Possible Observable Data***<br>*-Room is generally organized to facilitate learning*<br>*-Relationships and culture are somewhat positive and generally enhance the learning environment*<br>*-Students are sometimes instructed on how to engage in positive interactions*<br>*-Students feel somewhat in control of their learning experience* | ***Possible Observable Data***<br>*-Room is organized to facilitate learning*<br>*-Positive relationships and culture are used to enhance the learning environment*<br>*-Students are frequently instructed on how to engage in positive interactions*<br>*-Students feel in control of their learning experience*<br>*-Demonstrates awareness of culture differences and uses appropriate language to communicate*<br>*-Demonstrates language and behaviors consistent with the school/class/community culture*<br>*-Values each student and treats each one with dignity*<br>*-Takes the time to research and learn about the cultures of families in his/her classroom*<br>*-Attempts to understand neighborhood demographics, strengths, concerns, conflicts, and challenges*<br>*-Reads stories that offer opportunity for student sharing*<br>*-Seeks to understand parents' hopes, concerns, and suggestions* | ***Possible Observable Data***<br>*-Teaches demonstrate strategies to build a positive classroom culture*<br>*-Teacher demonstrates a positive rapport with students*<br>*Room is organized to facilitate learning*<br>*-Students routinely demonstrate positive interactions between one another*<br>*-Students' control of the learning experience enhances their growth in learning*<br>*-All materials available*<br>*-All students can hear/see teacher*<br>*-Students are working with one another*<br>*-Produces examples of appropriate comments & uses that as a topic for discourse*<br>*-Students persevere in difficult learning situations* |

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| | | *-Keeps parents apprised of services offered by the school/community*<br>*-Shows how differences among the students make for better learning* | |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
| | | | |

**<u>Standard 5</u>: 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.**

| Professional Commitment | | | |
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| • Posted classroom procedures/routines<br>• Classroom norms<br>• Parent/community outreach | | | |
| **Professional Practice** | | | |
| • Designs classroom routines and procedures<br>• Communicates classroom routines, procedures, and expectations for behavior to parents/guardians<br>• Uses motivation and engagement strategies in the classroom<br>• Organizes classroom and routines with regard to management of time, space, transitions and activities | • Maintains student engagement by managing time, space, transitions and activities<br>• Self-reflects on the effectiveness of motivation and engagement strategies<br>• Uses effective classroom management techniques preserving instructional time<br>• Engages in practices to learn the culture of the school and community | • Work with students and parents to build a positive, supportive classroom culture<br>• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community<br>• Adapts strategies to address unique student behaviors<br>• Attends community and school events | • Gathers and implements new research-based strategies for positively managing student behavior<br>• Engages students in strategies to think about and provide input into building positive relationships and culture<br>• Models, coaches, or shares with colleagues strategies to address student behavior |
| **Professional Impact** | | | |
| • Observation/examples of Student feedback/comments<br>• Students respond to teacher prompts (observable)<br>• Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues)<br>• Classroom discipline/incident report analysis trend data | • Parent/community outreach and engagement summary<br>• Completed homework/projects trend data<br>• Student reflections/journal data<br>• Students/parents survey summary data<br>• Students quickly respond to the teacher's cues and prompts | • Students maintain high levels of engagement<br>• Students understand expectations and automatically follow the procedures, routines, and norms--self directed<br>• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) | • Students participate in forming the classroom environment<br>• Staff survey<br>• Attendance data<br>• IEP reports |

## Standard 6: Effective Communication

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| **6.1 Verbal, nonverbal communication** | | | |
| 6C1) The **baseline teacher candidate** understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques. | 6E1) The **emerging teacher candidate** uses correct, effective verbal and non-verbal communication skills. | | 6D1) The **developing teacher candidate** also consistently uses and 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. |
| ***Evidence***<br>*Is aware of the importance and can demonstrate effective verbal and non-verbal communication* | ***Evidence of Commitment***<br>*Non-verbal communication (written, electronic, etc.) is basically effective and correct*<br>***Evidence of Practice***<br>*Demonstrates a basic level of effective verbal and non-verbal communication* | | ***Evidence of Commitment***<br>*Written and electronic communication is effective and correct*<br>***Evidence of Practice***<br>*Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.* |
| ***Possible Observable Data***<br>*-Understands the importance of using clear communication for providing guidance to students*<br>*-Understands the importance of demonstrating value and respect for all students at all times*<br>*-Has skills for demonstrating positive verbal and non-verbal communication*<br>*-Understands the importance of clearly communicating lesson objectives*<br>*-Realizes the value of technology use to enhance student understanding of content*<br>*-Understands the importance of visually modeling desired skills* | ***Possible Observable Data***<br>*-Directions are generally given in a way that provides clear and useful guidance*<br>*-Communication generally demonstrates value and respect to others*<br>*-Verbal and non-verbal communication is often positive and generally enhances relationships*<br>*-Students sometimes describe the teacher as someone who cares for them*<br>*-Lesson objectives are inconsistently communicated to students*<br>*-Technology is a times used to enhance student learning*<br>*-Desired skills are inconsistently modeled* | ***Possible Observable Data***<br>*-Directions are routinely given in a way that provides clear and useful guidance*<br>*-Communication consistently demonstrates value and respect to others*<br>*-Verbal and non-verbal communication is consistently positive and enhances relationships*<br>*-Students frequently describe the teacher as someone who cares for them*<br>*-Lesson objectives are routinely communicated to students*<br>*-Technology is used often to enhance student learning*<br>*-Desired skills are consistently modeled to insure student comprehension* | ***Possible Observable Data***<br>*-Teacher demonstrates clear and effective communication to all students, including any who speak other languages*<br>*Teacher demonstrates clear and effective communication to all students, including any whose disability inhibits their language*<br>*-Examples of written communication (notes, newsletters, grade card comments) that is effective and correct*<br>*-Correct and effective communication is evident in a variety of different forms, including technology*<br>*-Teacher uses correct grammar when speaking and in writing*<br>*-Lesson objectives are clearly and effectively communicated to all students*<br>*-Technology is appropriately integrated in daily lessons to provide clear and effective instruction*<br>*-Clearly and effectively uses modeling as a strategy to enhance student comprehension of desired skills* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| ◯ **Baseline - 0** | ◯ **Inconsistent - 1** | ◯ **Consistent – 2** | ◯ **Developing – 3** |
| | | | |

*Revised May 2015*

**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.**

| Professional Commitment | | | |
|---|---|---|---|
| • Posted communications - bulletin boards, norms, routines, procedures, etc.<br>• Parent/community outreach materials<br>• Lesson plans/activities | • Email, newsletters, memos, websites, announcements, reports, etc.<br>• Student assignments/Instructions | • Strategies for ELL Students<br>• Samples of effective communication | • Grade level/content area team meeting notes and agendas<br>• Professional development presentations and materials |
| **Professional Practice** | | | |
| • Uses correct grammar in classroom communication and materials<br>• Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication<br>• Uses technology and media communication tools to engage students<br>• Facilitates positive and correct student communication | • Uses a variety of different strategies to enhance student literacy skills<br>• Provides many opportunities for students to practice effective communication<br>• Extends communication opportunities for students outside of the classroom<br>• Provides focused, objective, relevant, specific and purposeful feedback to students | • Uses strategies to assess the impact of their communication<br>• Communicates effectively with students, families, colleagues and others<br>• Enhances student literacy skills with impact beyond the classroom<br>• Facilitates student use of technology and media communication tools | • Assists other colleagues with effective, correct communication<br>• Models and shares technology and media communication tools to enhance student learning<br>• Serves as a resource for building student literacy skills |
| **Professional Impact** | | | |
| • Student activities<br>• Performance assessments<br>• Student feedback/comments<br>• Student reflection/journals<br>• Formative assessment data | • Student work samples, portfolios, writing, etc. show correct communication<br>• Student expression (observation)<br>• Student self-assessment (observation or student work) | • Student data<br>• Student discussions<br>• Students selection and use of technology and media (observation, demonstration, or work sample) | • Non-instructional records of individual student progress<br>• Peer assistance data<br>• Antidotal data of student expression<br>• Staff survey |

## Standard 7: Student Assessment and Data Analysis

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|---|---|---|---|
| **7.1 Effective use of assessments** | | | |
| 7C1) The **baseline teacher candidate** has knowledge of the development, use and analysis of formal and informal assessments. | 7E1) The **emerging teacher candidate** demonstrates the use of formal and informal assessments to determine progress towards specific learning goals. | | 7D1) The **developing teacher candidate** also effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs. |
| ***Evidence***<br>*Is knowledgeable of various types of formal and informal assessments and the importance of their use* | ***Evidence of Commitment***<br>*Lesson design includes formal and informal assessments*<br>***Evidence of Practice***<br>*Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* | | ***Evidence of Commitment***<br>*Lesson design includes multiple assessment modes and approaches*<br>***Evidence of Practice***<br>*Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* |
| ***Possible Observable Data***<br>*-Understands the process for using different types of assessments to facilitate the tracking of student progress*<br>*-Knows the difference between informal and formal assessments and when each is most appropriate*<br>*-Is knowledgeable about how to diagnosis student learning as a means for informing changes to instruction*<br>*-Is able to locate the appropriate MO learning standards and district curriculum*<br>*-Is aware of the different types of assessments already available through district and other resources, awareness of curriculum above and below grade level* | ***Possible Observable Data***<br>*-Assessments are sometimes used to facilitate the tracking of student progress*<br>*-Informal and formal assessments are frequently used to gather student data*<br>*-Some diagnosis is demonstrated to determine what students are finding difficult*<br>*-Data is sometimes gathered on what students can do*<br>*-Applies MO learning standards/district curriculum and align to assessments and instruction inconsistently*<br>*-Is able to track progress for limited number of students (aka MoPTA focus students) or for class overall* | ***Possible Observable Data***<br>*-Assessments are routinely used to facilitate the accurate tracking of student progress*<br>*-Informal and formal assessments are routinely and effectively used to gather student data*<br>*-Accurate diagnosis occurs to determine what students are finding difficult*<br>*-Data is gathered constantly on what students are able to do*<br>*-Routinely uses appropriate assessments to track performance for each student* | ***Possible Observable Data***<br>*-Different types of assessments are used to facilitate the accurate tracking of progress for all students, including those with special needs*<br>*-Assessment data is collected at various times throughout lessons to direct modifications to instruction*<br>*-The teacher has accurate data on the status of all students*<br>*-Data on student growth is used to reflect student progress*<br>*-Effectively and efficiently uses a wide range of assessments to facilitate each student's learning* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| ◯ **Baseline - 0** | ◯ **Inconsistent - 1** | ◯ **Consistent – 2** | ◯ **Developing – 3** |
| | | | |

*Revised May 2015*

## Standard 7: Student Assessment and Data Analysis

| | | | |
|---|---|---|---|
| **7.2 Assessment data to improve learning** | | | |
| 7C2) The **baseline teacher candidate** has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities. | 7E2) The **emerging teacher candidate** demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities. | | 7D2) The **developing teacher candidate** also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions. |
| ***Evidence***<br>*Understands the importance of data for instructional planning and decision-making* | ***Evidence of Practice***<br>*Collects data information and assessment results for instructional planning and decision-making*<br>***Evidence of Impact***<br>*Students engage in learning goals that advance mastery of content* | | ***Evidence of Practice***<br>*Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions*<br>***Evidence of Impact***<br>*Individual students and the whole class advance in their learning* |
| ***Possible Observable Data***<br>*-Is knowledgeable of different ways to gather and analyze assessment data*<br>*-Understands the process for using informal and formal assessment to inform modifications to the instructional process*<br>*-Knows different types of assessments, formal and informal as well as specific examples and strategies*<br>*-Understands that data should drive instruction* | ***Possible Observable Data***<br>*-Assessment data sometimes informs changes to instructional plans and activities*<br>*-Informal and formal assessment data sometimes result in adjustments to learning activities*<br>*-Student mastery of content sometimes improves as a result to adjustments made to instruction based on data*<br>*-Attempts to identify how the assessment will benefit each student's learning so the teacher can adapt instruction*<br>*-Selects assessments and implements correctly* | ***Possible Observable Data***<br>*-Assessment data consistently informs changes to instructional plans and activities*<br>*-Informal and formal assessment data consistently create adjustments to learning activities*<br>*- Student mastery of content frequently improves as a result to adjustments made to instruction based on data*<br>*-Consistently (on a daily basis) knows how to read and analyze different types of data, ask questions of the cooperating teacher about data* | ***Possible Observable Data***<br>*-Student growth data using a variety of different means of assessment is used to determine trend data*<br>*-Trend data reveals positive growth in student learning*<br>*-Pre-and Post Tests are used to determine the extent of student growth*<br>*-Teacher has some type of mechanism or structure for tracking trend data or changes in student growth*<br>*-Student understands why assessment is important and makes goals based on the data* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

## Standard 7: Student Assessment and Data Analysis

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| **7.5 Communication of student progress and maintaining records** | | | |
| 7C5) The **baseline teacher candidate** is able to explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators. | 7E5) The **emerging teacher candidate** communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues. | | 7D5) The **developing teacher candidate** also uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators. |
| ***Evidence***<br>*Is knowledgeable regarding the importance of confidentiality of student data and the purpose for clear communication about student progress and records* | ***Evidence of Commitment***<br>*Records are in order and up-to-date*<br>***Evidence of Practice***<br>*Maintains confidential records of student work and performance to use when communicating student status and progress* | | ***Evidence of Commitment***<br>*Current, accurate information is maintained on each student's status and progress*<br>***Evidence of Practice***<br>*Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills* |
| ***Possible Observable Data***<br>*-Has an understanding for how to use scales and/or rubrics as a way to accurately track student progress*<br>*-Is knowledgeable about the importance of ethical behavior has it applies student records*<br>*-Has developed effective skills for communicating student data on status and progress*<br>*-Knows legal responsibilities of confidentiality* | ***Possible Observable Data***<br>*-Scales and/or rubrics are sometimes used to clearly communicate student progress*<br>*-Records of student progress are generally maintained in an ethical manner*<br>*-Student work is sometimes corrected and returned in a prompt manner*<br>*-Student progress is sometimes communicated knowledgeably and responsibly*<br>*-Keeps records following system of cooperating teacher and district*<br>*-Makes attempt to contact parents and inform them of student progress* | ***Possible Observable Data***<br>*-Scales and/or rubrics are routinely used to clearly communicate student progress*<br>*-Records of student progress are consistently and ethically maintained*<br>*-Student work is frequently corrected and returned promptly*<br>*-Student progress is consistently communicated knowledgeably and responsibly*<br>*-Student takes advantage of opportunities to inform parents of student progress*<br>*-Students are able to articulate their progress towards goals* | ***Possible Observable Data***<br>*-Data is maintained on indicators used to determine a student's status and progress*<br>*-Clear knowledgeable communication is provided to individual students and the classroom as a whole regarding the learning status and progress*<br>*-Student data is accurate and is used to discuss student mastery*<br>*-Student work is corrected and returned promptly*<br>*-Indicators of student status and progress toward learning objectives are clearly tracked and communicated* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |

*Revised May 2015*

**<u>Standard 7</u>: 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.**

| Professional Commitment | | | |
|---|---|---|---|
| • Unit instructional plan including assessment<br>• Tiered/differentiated lesson designs<br>• Tiered/differentiated assessments<br>• Lessons/units amended based on data analysis (examples of both) | • Example of analysis of student learning needs<br>• Formal/information assessments<br>• Instructional/assessment record management system<br>• Scoring guides/rubrics<br>• Student progress reports | • Examples of communication/feedback to students about their work/progress<br>• Communication logs to parents/guardians<br>• Sample parent response sheets<br>• Parent/guardian communication examples | • Presentation materials<br>• Professional development attendance record/sign-in sheet<br>• Mentor log<br>• Grade level/content area meeting notes and agenda<br>• Building/district professional learning community log/agenda |
| **Professional Practice** | | | |
| • Uses a variety of formal/informal methods of assessment<br>• Utilizes individual student assessment data to plan differentiated learning activities<br>• Maintains a comprehensive instructional/assessment system charting individual student growth and performance | • Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress<br>• Reviews student trend data<br>• Communicates clearly to students the learning goals (rubrics/scoring guides) | • Utilizes observation data to modify instruction and monitor impact<br>• Communicates student progress to parents/guardians using performance and behavior data<br>• Assists students in charting their own progress and goal setting | • Adjusts instruction to maximize student learning<br>• Shares knowledge and expertise with colleagues<br>• Models effective assessment practices to enhance individual and class achievement<br>• Participates in data team training or works with mentor on data analysis |
| **Professional Impact** | | | |
| • Samples of student directed goal statements<br>• Samples of pre- and post assessments<br>• Assessment data guides decisions about specific learning goals<br>• Data information and assessment results | • Samples of progress reports using concrete student data<br>• Evidence of changed practice<br>• Instructional records of individual student progress<br>• Samples of students charting their own progress | • Student work samples: projects, products, presentations, etc.<br>• Running Records or Running Charts<br>• Feedback from colleagues<br>• Feedback from parents/guardians<br>• Professional growth plan | • Evidence of individual student growth/performance<br>• Parent-teacher conference participation<br>• Behavioral referral data<br>• RTI, IEP, or 504 plan conference participation |

## Standard 8: Professionalism

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|---|---|---|---|
| **8.1 Self assessment & improvement** | | | |
| 8C1) The **baseline teacher candidate** understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. | 8E1) The **emerging teacher candidate** generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning. | | 8D1) The **developing teacher candidate** also consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction. |
| ***Evidence***<br>*Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning* | ***Evidence of Commitment***<br>*Professional development plan documents self-assessment and reflection strategies*<br>***Evidence of Practice***<br>*Engages in self-assessment and problem solving on improving their overall impact on student learning* | | ***Evidence of Commitment***<br>*Professional development plan documents ongoing self-assessment and reflection strategies*<br>***Evidence of Practice***<br>*Observations and conferences indicate attention to reflective practice and professional improvement* |
| ***Possible Observable Data***<br>*-Understands the importance of maintaining professional development plans and logs*<br>*-Has developed skills for how to reflect on practice for the purpose of improvement*<br>*-Understands how to problem-solve in order to improve practice*<br>*-Is aware of the need for daily conferencing*<br>*-Is aware of need to meet deadlines*<br>*-Aware of the need to reflect on daily teaching*<br>*-Aware of the need to problem solve to improve student learning*<br>*-Has knowledge of problem solving levels*<br>*-Knows how to design a lesson plan*<br>*-Realizes the importance of activities on impact of learning*<br>*-Is aware of the importance of outside school activities*<br>*-Is aware of cumulative files on students*<br>*-Understands that resources are available that directly relates to student learning*<br>*-Understands collected data is used to modify instruction*<br>*-Is aware that constructive criticism will help them be better teachers*<br>*-Is aware of appropriate dress and* | ***Possible Observable Data***<br>*-Maintains some type of professional development plan or log to organize reflections about learning*<br>*-Sometimes engages in a problem-solving exercise to improve the learning of the students*<br>*-Some reflection on the effectiveness of a lesson based on student learning*<br>*-Attempts daily conferencing*<br>*-Sometimes reflects on daily teaching*<br>*-Sometime problem solves to improve student learning*<br>*-Attempts critical thinking problem solving skills*<br>*-Attempts to implement a designed lesson plan*<br>*-Tries to implement activities that impact student learning*<br>*-Documents some outside school activities*<br>*-Sometimes uses resources to guide instruction*<br>*-Sometimes uses resources to guide instruction*<br>*-May use a piece of data to assess effectiveness of a lesson*<br>*-Sometimes seeks out and applies constructive criticism*<br>*-Sometimes displays appropriate dress and decorum* | ***Possible Observable Data***<br>*-A professional development plan or log is used consistently to organize reflections about improving learning*<br>*-Consistently engages in a problem-solving exercise to improve the learning of the students*<br>*-Frequent, active reflection on the effectiveness of a lesson based on student learning*<br>*-Usually conferences daily*<br>*-Usually meets deadlines*<br>*-Usually reflects on daily teaching*<br>*-Usually problem solves to improve student learning*<br>*-Usually utilizes analytical and critical problem solving skills*<br>*-Implements a lesson plan most of the time*<br>*-Realizes how activities impact student learning*<br>*-Participates in numerous outside school activities*<br>*-Speaks with someone about special needs or teaching modalities to be most successful with a specific student*<br>*-Frequently uses resources to guide instruction*<br>*-Data is collected to assess whether modification to instruction had* | ***Possible Observable Data***<br>*-Reflection and problem-solving activities occur on a regular basis that inform modifications to instructional practices*<br>*-Instructional strategies and learning activities are routinely modified based on reflection*<br>*-Engagement in professional development occurs to support improved practice*<br>*-Data is collected to assess whether modifications to instruction had the anticipated impact on student learning*<br>*-Always conferences daily*<br>*-Always meets deadlines*<br>*-Regularly reflects on daily teaching*<br>*-Regularly problem solves to improve student learning*<br>*-Consistently utilizes analytical skills, creative and critical thinking problem solving skills*<br>*-Regularly implements an effective lesson plan*<br>*-Implements activities that impact student learning*<br>*-Participates in leadership activities outside of school*<br>*-Keeps data on students that directly effects teaching practices*<br>*-Consistently uses recourses to guide instruction*<br>*-Can produce multiple examples to provide increased learning following instructional change based on reflection*<br>*-Consistently provides evidence of how constructive criticism improved instructional effectiveness*<br>*-Always displays appropriate dress and decorum*<br>*-Always maintains a professional development plan*<br>*-Completion of assigned tasks – implementing changes & reporting results*<br>*-Conversations (How did that go? What would you change?)* |

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| *decorum*<br>*-Is aware of development and maintaining a professional development plan* | *-Sometimes maintains a professional development plan* | *anticipated impact on student learning*<br>*-Frequently applies constructive criticism*<br>*-General displays appropriate dress and decorum*<br>*-Consistently maintains a professional development plan* | |
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| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
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**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.**

| Professional Commitment | | | |
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| • Lesson planning<br>• Evaluation data<br>• Professional development request list<br>• Mentor log/agenda/notes<br>• List of resources<br>• Posted procedures/policies<br>• Professional growth plan | • New student activities<br>• Behavior management plans and lesson plans<br>• Attendance data, classroom rules, etc.<br>• Coaching/Modeling log<br>• Presentation artifacts – agenda, hand outs, video | • Building/District committee Participation - preparation and documentation (professional development, PLC, etc.)<br>• Professional Membership and /or committee leadership (documentation)<br>• Professional development attendance log/artifacts | • Regional or State Committee participation (documentation)<br>• Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other<br>• Reflective journal |
| **Professional Practice** | | | |
| • Demonstrates the capacity to reflect on and improve their own practice<br>• Uses new learning to positively benefit student learning<br>• Shares new knowledge and expertise with colleagues<br>• Actively pursues professional development and learning opportunities | • Creates, evaluates, and procures resources for professional development<br>• Builds expertise and experience to assume different instructional or leadership roles<br>• Collaborates with colleagues on a wide range of tasks and committees | • Participates in school-wide decision making<br>• Serves as an active member on the school improvement planning committee<br>• Participates or chairs the Professional Development Committee | • Serves as a mentor, model or coach for colleagues<br>• Maintains all required documentation<br>• Follows school and district policies and procedures |

## Standard 9: Professional Collaboration

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| **9.1 Induction & collegial activities** | | | |
| 9C1) The **baseline teacher candidate** understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community. | 9E1) The **emerging teacher candidate** engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their cooperating teacher and clinical supervisor to improve and refine their practice and strengthen relationships in the school and community. | | 9D1) The **developing teacher candidate** also contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts. |
| ***Evidence***<br>*Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase* | ***Evidence of Commitment***<br>*Documents support and growth and other notes in logs and/or journals specific to the clinical experience.*<br>***Evidence of Practice***<br>*Meets regularly with the cooperating teacher and clinical supervisor and fully participates throughout the clinical experience* | | ***Evidence of Commitment***<br>*Maintains mentor logs document support and growth and aligned to the state's mentor standards*<br>***Evidence of Practice***<br>*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* |
| ***Possible Observable Data***<br>*-Has developed skills to effectively communicate with colleagues*<br>*-Understands the importance of observation and feedback as a means to improving professional practice*<br>*-Understands how the mission, vision, values and goals guide the learning of all students*<br>*-Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families.*<br>*- Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families*<br>*-Understands the importance of observation and feedback as a means to improving professional practice*<br>*-Understands how the mission, vision, values and goals guiding the learning of each student.* | ***Possible Observable Data***<br>*-Sometimes engages with colleagues to gather new ideas and improve*<br>*-Sometimes welcomes observation and feedback and incorporates it for overall improvement*<br>*-Sometimes meets with cooperating teachers and supervisors*<br>*Sometimes effectively communicates with colleagues, Pk-12 students, staff, and families.*<br>*-Sometimes engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families*<br>*-Sometimes welcome observation and feedback as a means to improving professional practice*<br>*-Sometimes embraces the mission, vision, values and goals guiding the learning of each student.* | ***Possible Observable Data***<br>*-Consistently engages with colleagues to gather new ideas to improve practice*<br>*-Consistently welcomes observations and feedback and incorporates it for overall improvement*<br>*-Meets regularly and promptly with cooperating teachers and supervisors*<br>*-Routinely effectively communicates with colleagues, Pk-12 students, staff, and families*<br>*-Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or family to improve practice.*<br>*-Routinely welcomes observation and feedback as a means to improving professional practice.*<br>*-Consistently engages with colleagues to gather new ideas to* | ***Possible Observable Data***<br>*-Demonstrates knowledge of the school / district vision, mission and goals*<br>*-Is aware of and uses the state's mentor standards to guide behaviors in the clinical process*<br>*-Data on improved relationships with students, families and staff*<br>*-Evidence regarding new ideas that have been incorporated and their impact on student learning*<br>*-Uses building resources*<br>*-Participates in staff meetings/PLCs*<br>*-Participates in professional organizations*<br>*-Provides after school activities for students*<br>*-Routinely effectively communicates with colleagues, Pk-12 students, staff, and families. Utilizes the information, gained from the conversation, to meet the needs of each student.*<br>*-Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or family to improve practice and impact student learning.*<br>*-Routinely welcomes observation and feedback as a means to improving professional practice. Evidence regarding new ideas that have been incorporated and their impact on student learning.*<br>*-Demonstrates knowledge of the school/district vision, mission and goals* |

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| | | *improve practice*<br>*-Consistently welcomes observations and feedback and incorporates it for overall improvement*<br>*-Routinely embraces the mission, vision, values and goals guiding the learning of each student* | *-Is aware of and uses the state's mentor standards to guide behaviors in the clinical process*<br>*-Provides data on improved relationships with students, families and staff*<br>*-Evidence regarding new ideas that have been incorporated and their impact on student learning*<br>*-Routinely embraces the mission, vision, values and goals guiding the learning of each student. Contributes to or presents at school or district professional development activities* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
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## Standard 9: Professional Collaboration

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| **9.3 Cooperative Partnerships in Support of Student Learning** | | | |
| 9C3) The **baseline teacher candidate** recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. | 9E3) The **emerging teacher candidate** develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being. | | 9D3) The **developing teacher candidate** also with colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being. |
| ***Evidence***<br>*Understands the importance of professional relationships with colleagues, students, families and the community to support student learning* | ***Evidence of Practice***<br>*Engages in opportunities to develop relationships with colleagues, students, families and the community and works to understand concerns and needs regarding student learning and well-being* | | ***Evidence of Practice***<br>*Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships* |
| ***Possible Observable Data***<br>*-Understands the importance of positive relationships among colleagues for promoting student learning*<br>*-Has developed positive communication skills*<br>*-Understands what professionalism means and why it is essential to demonstrate it at all times* | ***Possible Observable Data***<br>*-Sometimes demonstrates positive interactions with other colleagues to promote student learning*<br>*-Sometimes engages in positive communication with students and families to foster learning*<br>*-Sometimes demonstrates professionalism* | ***Possible Observable Data***<br>*-Positive interactions occur consistently with other colleagues to promote student learning*<br>*-Consistently engages in positive communication with students and families to foster learning*<br>*-Consistently demonstrates professionalism* | ***Possible Observable Data***<br>*-Engages in professional dialogue with various community agencies and other community organizations to benefit learning in the school*<br>*-Engages in new partnerships that promote enhanced learning for all students*<br>*-Considers possible ways to assess different partnerships and the extent of their impact on student learning* |
| *Notes:* | *Notes:* | *Notes:* | *Notes:* |
| **Baseline - 0** | **Inconsistent - 1** | **Consistent – 2** | **Developing – 3** |
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**<u>Standard 9</u>: Professional Collaboration**

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

| Professional Commitment | | | |
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| • Mentor log<br>• Vision, mission and goals posted or accessible<br>• Professional Growth Plan<br>• School services and needs<br>• Professional learning log (PD, research, journal articles, etc.)<br>• Newsletters<br>• Parent/Community activities planned | • Professional Development Committee member or Chair - documentation of participation<br>• Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations)<br>• Student activity sponsor log<br>• Parent/community contact log | • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log<br>• Mentor training log<br>• Reflective journal<br>• Documented strategies for parent/community outreach<br>• Example student, parent, colleague, and community surveys | • Documentation of leadership roles<br>• Various meetings - notes and agendas<br>• Documented recommendations or changes<br>• Participate in parent conferences, parent-teacher organizations, etc. (log or documentation) |
| **Professional Practice** | | | |
| • Builds relationships with colleagues<br>• Participates as a member of the professional learning community within the school<br>• Assists with assessing the progress or revising the mission, vision and goals<br>• Advocates for changes that support student learning and well-being | • Participates in school-wide activities and events (parent conferences, parent teacher org, etc.)<br>• Serves as a mentor for colleagues<br>• Implements and evaluates partnership strategies<br>• Sponsors student activities<br>• Creates school-community partnerships | • Welcomes and encourages family/community classroom participation and support.<br>• Collaborates with families to support student learning and development.<br>• Engages in two-way culturally appropriate communication with families and communities<br>• Serves as the point-of-contact or school-based resource in developing partnerships | • Mentors and models strategies for outreach<br>• Shares new information and learning with colleagues<br>• Conducts meetings and learning sessions for parents /community<br>• Provides opportunities for parents/community members to participate in classroom activities |