

## Teacher Growth Guide 2.1

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

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

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

Emerging		Developing		Proficient		Distinguished	
2E1) The emerging teacher...		2D1) The developing teacher also...		2P1) The proficient teacher also...		2S1) The distinguished teacher also...	
Knows how to address developmental factors when making instructional decisions.		Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames							
<b>Evidence of Commitment</b> <i>Designs instruction with a basic understanding of developmental factors</i>		<b>Evidence of Commitment</b> <i>Knows and can apply theories of child/adolescent growth</i>		<b>Evidence of Commitment</b> <i>Monitors and charts learner progress toward goals</i>		<b>Evidence of Commitment</b> <i>Maintains resources to assist colleagues in their understanding of developmental theories</i>	
<b>Evidence of Practice</b> <i>Instructional decisions are based on an understanding of how students develop</i>		<b>Evidence of Practice</b> <i>Examples or research on models of growth and development are used as a resource to guide instructional decisions</i>		<b>Evidence of Practice</b> <i>Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities</i>		<b>Evidence of Practice</b> <i>Is able to act as a resource to other colleagues in using models of growth and development to guide instruction</i>	
<b>Evidence of Impact</b> <i>Developmental factors specific to students are recognized</i>		<b>Evidence of Impact</b> <i>Students development increases as a result of teacher's use of theories as a resource</i>		<b>Evidence of Impact</b> <i>Students progress to the next level of development as a result of teacher's use of assessment</i>		<b>Evidence of Impact</b> <i>Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly</i>	
Score = 0	1	2	3	4	5	6	7

## Possible Sources of Evidence

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Professional Commitment			
<ul style="list-style-type: none"> <li>• Student assessment data</li> <li>• Lesson/unit plans</li> <li>• Substitute teacher plan</li> <li>• Bulletin board(s)</li> <li>• Posted behavioral norms/class procedures</li> <li>• Student work/rubric displays</li> </ul>	<ul style="list-style-type: none"> <li>• Structured teacher interviews</li> <li>• Student/parent survey</li> <li>• Research documentation log</li> <li>• Instructional records</li> <li>• Professional growth plans</li> <li>• Personnel file</li> <li>• Flexible grouping plans</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics/scoring guides</li> <li>• Self reflection</li> <li>• Student inventories - interest, learning style, multiple intelligence, developmental</li> <li>• Observation</li> <li>• Tiered/differentiated lessons/units</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Educational environment</li> <li>• Agenda - collaborative meeting</li> <li>• IEP conferences/reports</li> <li>• Counselor reports</li> <li>• Professional learning</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Maintains individual student records and assessment data</li> <li>• Monitors individual student growth</li> <li>• Uses assessment data to make informed instructional and/or assessment decisions</li> <li>• Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles</li> <li>• Designs and implements student need-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Applies learning theories to the design of instruction</li> <li>• Plans and implements culturally responsive lessons</li> <li>• Connects instruction to students' background knowledge and experiences</li> <li>• Facilitates student long- and short-term goal setting</li> <li>• Provides differentiated learning activities</li> <li>• Modifies instruction based on a determined need (i.e. student learning, research, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes student cooperative learning and collaboration</li> <li>• Implements research-based instruction</li> <li>• Makes "in the moment" instructional decisions/changes</li> <li>• Provides focused, objective, relevant, valid, specific, and purposeful feedback to students</li> <li>• Creates a safe risk-free learning environment</li> <li>• Demonstrates a respectful regard for each student</li> </ul>	<ul style="list-style-type: none"> <li>• Models and/or shares with colleagues</li> <li>• Assists/Coaches colleagues</li> <li>• Mentors new teachers</li> <li>• Reflects on practice</li> <li>• Uses student/parent surveys to inform educator practice</li> <li>• Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff</li> <li>• Engages in community activities</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Observation verification of student mastery</li> <li>• Student work samples</li> <li>• Student planners</li> <li>• Student assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflection/journals</li> <li>• Student inventories</li> <li>• Student /parent feedback/comments</li> <li>• Student and/or parent survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Structured interviews with students</li> <li>• Student products/projects</li> <li>• Performance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• IEP Performance/growth reports</li> <li>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> <li>• Academic records of individual student progress</li> </ul>