

## Teacher Growth Guide 2.5

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

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

Emerging	Developing	Proficient	Distinguished				
<p>2E5) The emerging teacher...</p> <p>Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.</p>	<p>2D5) The developing teacher also...</p> <p>Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.</p>	<p>2P5) The proficient teacher also...</p> <p>Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>	<p>2S5) The distinguished teacher also...</p> <p>Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.</p>				
Professional Frames							
<p><b>Evidence of Commitment</b> <i>Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs</i></p> <p><b>Evidence of Practice</b> <i>Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs</i></p> <p><b>Evidence of Impact</b> <i>Students know the way they think and learn is considered and addressed</i></p>	<p><b>Evidence of Commitment</b> <i>Lessons indicate an understanding of individual student traits and prior experiences</i></p> <p><b>Evidence of Practice</b> <i>Learning activities highlight and build off students individual characteristics traits and prior experiences</i></p> <p><b>Evidence of Impact</b> <i>Students can explain connections between their prior knowledge and current instruction</i></p>	<p><b>Evidence of Commitment</b> <i>Plans instruction that will engage and advance each student in her/her learning and development</i></p> <p><b>Evidence of Practice</b> <i>Assessment data is maintained to confirm that students are moving forward</i></p> <p><b>Evidence of Impact</b> <i>Students use prior knowledge to predict new information and increase their knowledge and skill</i></p>	<p><b>Evidence of Commitment</b> <i>Modifies lesson design and learning objectives as needed to help students become more successful learners</i></p> <p><b>Evidence of Practice</b> <i>Learning activities involve every student in the advancement of his/her own learning</i></p> <p><b>Evidence of Impact</b> <i>Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions</i></p>				
Score = 0	1	2	3	4	5	6	7

## Possible Sources of Evidence

### 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.

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>