

Teacher Growth Guide 3.1

Standard 3: Curriculum Implementation

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

Quality Indicator 1: Implementation of curriculum standards

| Emerging | | Developing | | Proficient | | Distinguished | |
|--|---|--|---|---|---|---|---|
| 3E1) The emerging teacher... | | 3D1) The developing teacher also... | | 3P1) The proficient teacher also... | | 3S1) The distinguished teacher also... | |
| <p>Makes informed decisions about instructional objects aligned to district mapping and pacing guides.</p> | | <p>Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.</p> | | <p>Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.</p> | | <p>Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.</p> | |
| Professional Frames | | | | | | | |
| <p>Evidence of Commitment <i>Selects and creates learning experiences that are appropriate for district curriculum and assessments</i></p> | | <p>Evidence of Commitment <i>Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards</i></p> | | <p>Evidence of Commitment <i>Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction</i></p> | | <p>Evidence of Commitment <i>Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments</i></p> | |
| <p>Evidence of Practice <i>Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities</i></p> | | <p>Evidence of Practice <i>Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments</i></p> | | <p>Evidence of Practice <i>Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction</i></p> | | <p>Evidence of Practice <i>Participates in formal and informal collegial support activities including curriculum and review committees</i></p> | |
| <p>Evidence of Impact N/A</p> | | <p>Evidence of Impact N/A</p> | | <p>Evidence of Impact N/A</p> | | <p>Evidence of Impact N/A</p> | |
| Score = 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Possible Sources of Evidence

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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 | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> Lesson plans/unit plans Adjusted lesson/unit plans Lesson design Classroom activities | <ul style="list-style-type: none"> Planned learning experiences Curriculum maps Goals/Expectations/Essential learning outcomes | <ul style="list-style-type: none"> Teacher reflections Professional learning presentations Homework assignments | <ul style="list-style-type: none"> Presentations to colleagues Peer conversations, discussions, comments, reflections, etc. |
| Professional Practice | | | |
| <ul style="list-style-type: none"> Makes informed curriculum decisions Incorporates state and district curriculum into learning activities Develops curriculum-aligned instructional strategies and interventions Uses differentiated instructional strategies Evaluates the effectiveness of instructional strategies | <ul style="list-style-type: none"> Adjusts goals, instruction and time based on identified learning gaps Modifies instructional strategies and content based on learner needs Implements learning activities focused on the needs of diverse learners Collects data on diverse learning needs to provide direction for future lessons | <ul style="list-style-type: none"> Delivers effective instruction aligned to state and district curriculum standards Utilizes specific learning activities to address curriculum objectives Integrates resources that enhance instruction and support diverse learners | <ul style="list-style-type: none"> Uses data to evaluate the effectiveness of instructional strategies Models and shares with colleagues (formally and informally) Serves on curricular review committees Assists/Coaches colleagues |
| Professional Impact | | | |
| <ul style="list-style-type: none"> Student/Parent feedback Student/Parent survey perceptual data results | <ul style="list-style-type: none"> Student journals/reflections Student structured interviews | <ul style="list-style-type: none"> Student- lead parent conferences Student tracked record of individual progress | <ul style="list-style-type: none"> Observation/examples of student learning needs being met |