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| **Element 1: The Learner:** Effective Educators carry high expectations for their students and develop lessons that will engage and challenge their students. Their classrooms are places where positive interactions occur between Educator and student and between student and student. The Educator understands how their students’ learning develops and plans instruction that is appropriate and individualized for instruction. The effective Educator creates a safe, respectful, and academically challenging classroom for their students. | | | | |
| **Standard 1.1: Learner Development:** The Educator understands how learners grow and develop and uses that knowledge to create developmentally appropriate instruction. The Educator regularly assesses individual and group performances in order to design and modify instruction to meet students’ needs. The Educator collaborates with families, communities, colleagues, and other professionals to promote student growth and development. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| **□** The Educator seldom assesses students’ progress on an individual basis and/or in group work. The lesson is usually not modified to meet students’ needs.  □ The Educator is not knowledgeable about developmentally appropriate instruction and does not plan appropriate learning experiences.  □ Parent and family contact may occur only when a classroom situation arises. Information gained from the conversation is not used to help individualize student learning experiences. | | □ The Educator sometimes assesses student progress on an individual basis and in group work. The lesson is sometimes modified to meet the students’ needs.  □ The Educator has partial knowledge about developmentally appropriate instruction but does not plan appropriate learning experiences.  □ Parent and family contact may occur and the information from the discussion is sometimes used to help individualize student learning experiences. | □ The Educator regularly assesses student progress on an individual basis and in group work. The lesson is regularly modified to meet the students’ needs.  □ The Educator is knowledgeable about developmentally appropriate instruction and uses that information to plan many appropriate learning experiences.  □ Parent and family contact is initiated and the information gained is used on a regular basis to help individualize student learning experiences. | □ The Educator consistently and regularly assesses student progress on an individual basis and in group work. The lesson is consistently and effectively modified to meet the students’ needs.  □ The Educator is knowledgeable about developmentally appropriate instruction and uses that information to regularly plan appropriate learning experiences.  □ Parent and family contact is maintained on a regular basis and the information gained is consistently used to help individualize student learning experiences. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Creating developmentally appropriate instruction | Learning organized in groups  Lesson plans reflect understanding of prerequisite knowledge.  Lesson plans reflect familiarity of wide range of pedagogical techniques.  Lesson plans reflect variety of approaches.  Educator reflection. | | | |
| Adapting instruction to meet students’ needs. | Learning Styles Inventories  Student Work Samples  Observations by colleagues or administrators.  Lesson plans with changes identified. | | | |
| Collaboration with stakeholders | Conference notes with colleagues | | | |
| Other | Specify: | | | |

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| **Element 1: The Learner:** Effective Educators carry high expectations for their students and develop lessons that will engage and challenge their students. Their classrooms are places where positive interactions occur between Educator and student and between student and student. The Educator understands how their students’ learning develops and plans instruction that is appropriate and individualized for instruction. The effective Educator creates a safe, respectful, and academically challenging classroom for their students. | | | | |
| **Standard 1.2: Learning Differences:** The Educator designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. The Educator finds ways to build on the students’ prior knowledge. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The Educator displays little knowledge of students’ skills and learning needs and doesn’t indicate that such knowledge is important.  □ The Educator’s practice reflects little understanding of how student’s prior knowledge can be important to new learning. | | □ The Educator recognizes the importance of understanding students’ skills and learning needs but uses the knowledge to teach the class as a whole group.  □ The Educator’s practice reflects some understanding of how student’s prior knowledge can be important to new learning. No practices are in place to build on that prior knowledge. | □ The Educator understands the importance of understanding students’ skills and learning needs and uses this knowledge to teach the class as a whole and to groups of students.  □ The Educator’s practice reflects accurate understanding of how student’s prior knowledge can be important to new learning. Practices are in place but used in irregular basis to build on the prior knowledge. | □ The Educator understands the importance of understanding students’ skills and learning needs effectively addresses the individual student needs.  □ The Educator’s plans reflect accurate understanding of how student’s prior knowledge can be important to new learning. Practices are in place and are used to build on that prior knowledge. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Knowledge of all students. | Student and/or parent surveys  Student writing  Attendance data  Student reflection writing  Classroom rules and procedures established collaboratively  Learning organized in groups.  Meets with Special Education and/or ESOL Educators for additional support of their students  Attends and participates in IEP, Individual Learning Plans, and SIT meetings  Lesson plans reflect familiarity of wide range of pedagogical techniques  Student developed rubrics | | | |
| Finds ways to build on prior knowledge | Provides models of recent student work posted in either classrooms or hallways  Feedback to students  Walkthrough observations  Student work samples | | | |
| Other | Specify: | | | |

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| **Element 1: The Learner** Effective educators carry high expectations for their students and develop lessons that will engage and challenge their students. Their classrooms are places where positive interactions occur between educator and student and between student and student. The educator understands how their students’ learning develops and plans instruction that is appropriate and individualized for instruction. The effective educator creates a safe, respectful, and academically challenging classroom for their students. | | | | | | | |
| **Standard 1.3: Learning Environment:** The Educator works with others to create environments that support individual and collaborative learning and that which encourages positive social interaction, active engagement in learning, and self-motivation. Educators manage student behavior to provide a climate conducive to learning. The effective educator creates a safe, respectful, and academically challenging classroom for students. | | | | | | | |
| **Novice Educator** | | | **Developing Educator** | **Proficient Educator** | | **Distinguished Educator** | |
| □ The Educator usually works alone to establish a learning climate in the classroom. Students are not expected to provide input.  □ The Educator creates a classroom that is unsafe or that learning is not accessible for all students.  □ Student behavior is unevenly monitored and Educator is sometimes unaware of what students are doing in the classroom. | | | □The Educator collaborates with some groups (students, parents, or colleagues) to develop a learning climate in the classroom. The teacher works to provide an opportunity for a few students to develop positive social interactions and active engagement in learning in the classroom.  □ The Educator creates a classroom that is safe and that learning is accessible for most students.  □ The Educator is generally aware of student behaviors but may miss the actions of some students. | □ The Educator collaborates with colleagues, and possible students and parents to develop a learning climate in the classroom. The Educator works to provide an opportunity for most students to develop positive social interactions and active engagement in learning in the classroom.  □ The Educator creates a classroom that is safe and that learning is equally accessible for students.  □ The Educator is aware of student behaviors at all times. | | □ The Educator initiates and consistently collaborates with colleagues, students, and parents to develop a learning climate in the classroom. The educator enables all students to develop positive social interactions and active engagement in learning in the classroom.  □ The Educator creates a classroom that is safe and students are involved to make sure learning is accessible for all students.  □ The Educator is aware of student behaviors at all times. Students are expected to monitor their own and their peer’s behaviors. | |
| Comments: | | | | | | | |
| **What is Demonstrated?** | | **Sources of Evidence** | | | | | |
| Managing Student Behavior | | Responds to student issues  Discipline referrals to office  Classroom walkthrough observations  Student’s work is displayed and current  System for non-instructional duties is in place and students assume responsibility for completion  Transitions occur smoothly during the instruction | | | | | |
| Works with others to create learning environment | | Classroom rules and procedures established collaboratively  Meets with parents  Conducts home visits  Responses to parent concerns are handled with professionalism and cultural sensitivity  Students are revising drafts on their own or peer editing is in use | | | | | |
| Using knowledge to create climate of respect | | Physical space can be re-arranged to support student learning  Participates in safety drills  Behavior and office referrals  Provides classroom rituals and routines which promote positive student interactions  Provide psychological and physical space to enhance student learning | | | | | |
| Other | | Specify: | | | | | |
| **Element 2: The Knowledge** The educator knows and comprehends the major concepts of their discipline and the appropriate tools of inquiry related to the discipline they teach. Educators must have a deep knowledge of their discipline and be able to translate their knowledge into relevant learning objectives for students. Learning experiences are created that makes this knowledge accessible, relevant, and meaningful for students and assures there is mastery of the content | | | | | | | | |
| **Standard 2.1: Knowledge of Content:** The effective educator demonstrates a thorough knowledge of the content. The educator uses multiple representations and explanations that capture key ideas in the content area, guide learners through learning progressions, and promote each learner’s achievement of content standards. The Educator engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives in order to master the content. The Educator encourages students to reflect on prior content knowledge and skills to make the link from familiar concepts to new concepts. | | | | | | | | |
| **Novice Educator** | | | **Developing Educator** | | **Proficient Educator** | | **Distinguished Educator** | |
| □ The Educator displays a lack of knowledge of the important content in the discipline.  □ The Educator uses a few simple representations and explanations for key ideas. Students are usually working alone without differentiation.  □ The Educator engages students in learning experiences that are limited to the lower levels of cognitive thinking (knowledge and comprehension). Very little analyzing occurs.  □ The Educator does not relate new learning or attempt to link to prior knowledge. Very little or no reflection is done in class by students. | | | □ The Educator shows a limited knowledge of the discipline and of students’ misconceptions.  □ The Educator consistently uses a few representations and explanations when addressing the key ideas of the objective. Some students are working in groups or independently with differentiation.  □ The Educator engages students in learning experiences that are limited to the levels of knowledge and comprehension with some questioning occurring. There is some analysis of ideas gained from other points of view.  □ The Educator may at times use student reflection as a means to link it to past knowledge. The Educator may demonstrate how the new learning is linked to their previous learning but students are not expected to demonstrate. Instruction may or may not be relevant to students’ experiences. | | □ The Educator displays knowledge of the discipline. The Educator is aware of students’ misconceptions and may make corrections.  □ The Educator uses several types of representations to help explain the key ideas of the objective. Students are organized in groups or independently with differentiation.  □ The Educator engages students in learning experiences that suggest higher cognitive levels of thinking might be used in order to master the content. Analysis of diverse viewpoints is implemented.  □ The Educator regularly requires students to reflect on their new learning. The Educator has the students demonstrate how new learning is linked to previous learning. The Educator tries to provide instruction that is relevant to the students’ experiences. | | □ The Educator displays extensive knowledge of the discipline and is able to correct misconceptions of students.  □ The Educator uses a wide variety of representations to help explain the key ideas of the objective. Individual learning groups are used in the classroom.  □ The Educator effectively engages students in learning experiences that requires higher cognitive levels of thinking in order to master the content. Analysis of diverse viewpoints is included and students may justify the results.  □ The Educator consistently requires the students to reflect and demonstrate their new learning and link it to prior knowledge. The Educator provides instruction that is relevant to the students’ experiences. | |
| Comments: | | | | | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | | | | | |
| Demonstrates knowledge of content | Lesson plans aligned to content standards (local, state, national levels) and are followed  Classroom observations by colleagues and/or administrators  Curriculum committee work documentation  Educator developed assessments and rubrics  Student writing in all content areas | | | | | | | |
| Using multiple representations to capture key ideas | Feedback to students  Learning organized in groups  Lesson plans reflect familiarity of wide range of pedagogical techniques  Student involvement in classroom developed activities. | | | | | | | |
| Linking new learning to prior knowledge | Lesson plans reflect understanding of prerequisite knowledge  Student work samples  Data from pre and post tests | | | | | | | |
| Engages students in learning experiences | Student reflection.  Student work exhibits higher cognitive level of thinking. | | | | | | | |
| Other | Specify: | | | | | | | |

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| **Element 2: The Knowledge** The educator knows and comprehends the major concepts of their discipline and the appropriate tools of inquiry related to the discipline they teach. Educators must have a deep knowledge of their discipline and be able to translate their knowledge into relevant learning objectives for students. Learning experiences are created that makes this knowledge accessible, relevant, and meaningful for students and assures there is mastery of the content. | | | | |
| **Standard 2.2: Content Application:** The Educator understands how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues. The Educator engages learners in the following areas: applying content knowledge in real world problems; questioning and challenging assumptions; applying higher order cognitive skills for problem solving; generating and evaluating new ideas and approaches; and developing original work. The Educator develops and implements projects that guide learners in analyzing the complexities of an issue or questions using perspectives from other disciplines and cross disciplinary skills. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The educator does not relate current interdisciplinary themes to core subjects. Learning experiences for students do not show the interaction between disciplines or core subject areas.  □ The Educator has developed a project that is based on book knowledge and has no application to a real world problem. Students are expected to know or comprehend the problem. No student work is developed. | | □ The Educator understands how their discipline relates to other disciplines but does not share that knowledge with students. Some conversations with students occur about this connection but no classroom activity is provided. Learning experiences do not show any interconnection with other disciplines and core subjects.  □ The Educator has developed a project that can be based on a real world issue. Students are not expected to use higher order cognitive thinking to resolve the problem. The Educator presents new ideas and asks students to evaluate them. Student work is not expected. | □ The Educator attempts to show how current interdisciplinary themes connect to core subjects and sometimes develops meaningful learning experiences for students that show the connection.  □ The Educator has developed a project that can be based on a real world issue. Students may not have to use higher order cognitive thinking to resolve the problem. The Educator suggests that student evaluate their work but is not required. The Educator suggests that students generate and evaluate new ideas. Students work may be developed. | □ The Educator understands how current interdisciplinary themes connect to core subjects and has woven that information into meaningful learning experiences for students.  □ The Educator has developed a project that relates to a real-world issue. Students are required to use higher order cognitive thinking to resolve the project and evaluate the effectiveness of their work. The Educator requires students to generate and evaluate new ideas. The Educator expects student work to be developed. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Interconnectivity with other disciplines | Lesson plans reflect a familiarity of wide range of pedagogical techniques  Meet with other Educators of other disciplines for cross curricular projects  Student projects reflect cross curricular involvement  Co-curricular performances tied to subject area | | | |
| Engage learners in critical thinking and problem solving | Educator uses wait time to allow students to respond to questions  All students are engaged in classroom discussions  Student created videos  Problem-solving based assignments with student responses  Learning target or student objective is posted and communicated  Portfolio of projects showing real world applications to topics  Feedback from community members or panel judge  Asks questions using higher levels of cognitive thinking.  The use of technology by students and teachers to engage them | | | |
| Other | Specify: | | | |

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| **Element 3: The Instruction** Effective Educators understand the need for planning instructional lessons that are developmentally appropriate, engaging, and challenging for students. Effective Educators use a variety of instructional methods and strategies to engage students in learning. They use multiple types of assessments to gauge students’ achievement and then use the student data to modify and improve instruction. | | | | |
| **Standard 3.1: Planning:** The Educator individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards. The Educator determines and plans how to achieve each student’s learning goals by choosing appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of students. The Educator plans instruction and provides for multiple ways to demonstrate knowledge and skill. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The Educator has set some goals but has difficulty selecting and creating learning experiences appropriate to the content and to the student.  □ The educator uses a limited number of similar strategies on a consistent basis. The educator makes no accommodations to meet the instructional needs of the students.  □ The Educator makes a plan for instruction but may not be able to demonstrate the knowledge and skill associated with the lesson. | | □The Educator has set goals. Learning experiences that are appropriate to the student are limited.  □ The educator selects strategies that address the learning styles of some students. The teacher makes accommodations to meet the instructional needs of some students.  □ The Educator has a plan for instruction but is only able to demonstrate a limited knowledge or skill associated with the lesson. | □ The Educator has established goals and high expectations for most students. Learning experiences that are appropriate to the student have been selected and created.  □ The educator selects strategies that address the learning styles of most students. The teacher makes accommodations to meet the instructional needs of most students.  □ The Educator modifies the instruction as needed and is able to demonstrate both the knowledge and skills needed for the lesson. | □ The Educator has established goals and high expectations for all students. Learning experiences that are appropriate have been created for all students.  □ The educator selects strategies that effectively address the learning styles of all students. The teacher makes accommodations to meet the instructional needs of all students.  □ The Educator is adept in modifying the instruction and consistently both models and demonstrates both the knowledge and skills needed for the lesson. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Demonstrates knowledge in multiple ways | Educator’s directions and procedures are clear to students  Educator’s spoken and written language is correct and conforms to standard English  Classroom observations  Educator reflections  Lesson plans are complete with standard, objective, and assessments noted  Assessment data (classroom, local, state and national levels)  Lesson plans reflect knowledge of content  The use of technology to deliver and enhance instruction | | | |
| Creates appropriate learning experiences | Learning activities are designed to engage students at a higher level of cognitive thinking  Student work samples show the rigor of the assignments  Educator and student reflections  Lesson plans show relevant standards for lesson taught  Student objectives are posted and communicated | | | |
| Chooses appropriate strategies and accommodations | Learning activities are differentiated for individual learners  Student work samples showing rigor of the assignments  Reviews students’ IEP or Individual Learning Plans and makes accommodations  The lesson structure is clear and allows for different pathways according to the student’s needs  Collaborates with Support personnel to make modifications | | | |
| Other | Specify: | | | |

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| **Element 3: The Instruction** Effective Educators understand the need for planning instructional lessons that are developmentally appropriate, engaging, and challenging for students. Effective Educators use a variety of instructional methods and strategies to engage students in learning. They use multiple types of assessments to gauge students’ achievement and then use the student data to modify and improve instruction. | | | | |
| **Standard 3.2: Assessment:** Multiple methods of assessment are used to engage learners’ in their own growth, monitor learner progress, and to guide the Educator’s and learner’s decision making. The effective Educator engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. The effective Educator uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The Educator seldom assesses student progress on an individual basis or in group work; usually only one method of assessment is used. The lesson is usually not modified to meet students’ needs.  □ The Educator uses assessment data from one type of assessment. Students are not aware of the criteria and standards of which their work will be assessed.  □The Educator provides little feedback on each student’s achievement of content standards. The Educator shows difficulty in guiding student learning. | | □ The Educator sometimes assesses student progress on an individual basis and in group work. One or two forms of assessment are consistently used. The lesson may be modified to meet students’ needs.  □ The Educator uses assessment data from several types of assessments. Some students are aware of the criteria and standards of which their work will be assessed.  □ Feedback is given on an all-class basis and is not individualized for students. The Educator expects that students will achieve and expresses this in class-wide statements. The Educator guides some students in their learning but no notice given for all students’ efforts. | □ The Educator regularly assesses student progress on an individual basis and in group work. The Educator relies on several different methods of assessments. The lesson is usually modified to meet students’ needs.  □ The Educator uses assessment data from multiple types of assessments. Most students are fully aware of the criteria and standards of which their work will be assessed.  □Feedback is somewhat consistent but may not reach all students. The Educator promotes student achievement in a general manner. The Educator guides a majority of the students in their learning and tends to individualize it for the students. | □ The Educator consistently and effectively assesses student progress on an individual basis and in group work. Multiple methods of assessment are used. The lesson is modified to meet students’ needs.  □ The Educator uses assessment data from multiple types of assessments. Students are fully aware of the criteria and standards of which their work will be assessed and are involved in the development of the criteria for the lesson when appropriate.  □ Consistent and effective feedback helps guide the student through the learning process. Student achievement is consistently promoted by the Educator. The Educator effectively guides all students’ learning on an individual basis. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Assessment and Feedback | The lesson’s structure is clear and allows for different pathways according to the student’s needs.  Educator provides frequent information to parents about their child’s progress  Students know ahead of time how their work will be assessed  Rubrics and standards are posted before work begins  Educator performs progress monitoring for all students  There is consistent, timely, and appropriate feedback provided for all students  Formative and summative assessments are used  Classroom walkthrough observations  Scored rubrics from performance assessments  State and National student test data  Local testing data (for example, MAP student data)  Student presentations  Lesson plans linking activities to assessment results  Written feedback on student work  Educator/student conferences  Data from pre and post assessments | | | |
| Other | Specify: | | | |

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| **Element 3: The Instruction** Effective Educators understand the need for planning instructional lessons that are developmentally appropriate, engaging, and challenging for students. Effective Educators use a variety of instructional methods and strategies to engage students in learning. They use multiple types of assessments to gauge students’ achievement and then use the student data to modify and improve instruction. | | | | |
| **Standard 3.3: Strategies:** The Educator uses appropriate strategies and resources to adapt instruction to the needs of the individual student and groups of students. The Educator provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. The Educator uses a variety of methods to engage learners; collaborates with students to evaluate the learning environment and makes appropriate adjustments. The Educator facilitates the learners’ use of current tools, resources, and technology to maximize content learning in varied contexts. Technology is integrated and utilized in the instruction and learning. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The educator uses a limited number of similar strategies on a consistent basis. The teacher makes no accommodations to meet the instructional needs of students.  □ The Educator provides 1 or 2 models or representations to provide instruction to students. Students are expected to demonstrate their knowledge in one method only. Many students are not mentally engaged.  □ One or two methods were used to engage students. The Educator allowed some collaboration with students but did not use the information to change the lesson or objective.  □ The Educator uses few resources to assist students’ learning. Minimal technology is used and primarily by the Educator. | | □ The educator selects strategies that address the learning style of some students. The teacher makes accommodations to meet the instructional needs of some students.  □ The Educator provides a limited number of models for instruction. Students demonstrate their knowledge in 1 or 2 ways. Some students are engaged while others are not engaged.  □ Several methods were consistently used to engage students. Little collaboration occurred with students and minimal adjustments were made in the lesson.  □ The Educator knows of a variety of resources but only provides a small group for the students to use. Some technology use is done by the students. | □ The educator selects strategies that address the learning styles of most students. The teacher makes accommodations to meet the instructional needs of most students.  □ The Educator provides multiple models and representations to provide instruction for students. Students are allowed to demonstrate their knowledge in a variety of ways. Most students are cognitively engaged.  □ The Educator regularly used a variety of methods to engage students. Continual collaboration occurred with students. Adjustments were made to the lesson and classroom.  □ The Educator has a range of resources available to students but provides assistance with only some of the resources. Both students and Educator use of technology is observed. | □ The educator selects strategies that effectively address the learning styles of all students. The teacher makes accommodations to meet the instructional needs of all students.  □ The Educator provides multiple models and representations to provide instruction for students. Students are allowed to demonstrate their knowledge in a variety of ways or they may initiate their own project to show understanding. All students are cognitively engaged.  □ A variety of methods were consistently used to engage students. The Educator consistently and effectively collaborated with students to evaluate and reflect on the learning. Modifications were made after the collaboration conversations.  □ The Educator consistently uses a wide variety of resources to help students’ learning experiences. Technology is integrated into the lesson and students are active in using technology. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Uses appropriate strategies and multiple methods | Students take the initiative in planning or adapting their activity or project to enhance their learning.  All students are involved in classroom discussions  Lesson plans that outline strategies used in classroom  Lesson plans that show how strategies were used for scaffolding/differentiation  Educator reflection  Student work that reflects use of higher level thinking skills  Provides examples of a process or product  Provides graphic organizers for understanding  Provides non-linguistics representations.  Provides summarizing activities  Provides reward or praise for effort and accomplishments at targeted levels of performance  Student growth log  Classroom observations  Assessment data  KELPA Assessment data | | | |
| Other | Specify: | | | |
| **Element 4: The Professional** The effective Educator engages in ongoing professional learning and uses that knowledge to reflect and continually evaluate their practice. The knowledge gained is used to modify their practice to meet the needs of each student. Educators take an active role on the instructional team by giving and receiving feedback on their practice from all stakeholders (students, parents, colleagues, and administrators). Effective Educators work collaboratively with all groups to establish mutual expectations and goals for students. The professional Educator completes records in a timely and accurate manner. The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public. | | | | |
| **Standard 4.1: Professionalism and Professional Learning:** The Educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local, state, and national standards. The Educator engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and needs of the students, school and district. A variety of data is used (examples may be systematic observations, information about learning, research, etc.) to evaluate the outcomes of teaching and learning and to adapt planning and practice (reflection). | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The Educator rarely engages in meaningful professional learning experiences or their professional development is not aligned with the needs of the individual, school or district.  □ The Educator relies on one or two forms of data to evaluate their teaching. Reflection is rarely done. | | □ The Educator engages in professional learning experiences on a limited basis. Their professional development may be aligned with the needs of the individual, school, or district.  □ The Educator relies on one or two forms of data to evaluate their teaching. Reflection is done but only general suggestions on how to improve are applied. | □ The Educator seeks out opportunities for professional development to enhance their own knowledge base or pedagogy skills. Their professional development is aligned with individual, school, and district needs.  □ The Educator relies on several forms of data to evaluate their teaching. Reflection is regularly done and a few specific suggestions on how to improve are applied. | □ The Educator implements professional development to enhance their own knowledge base or pedagogy skills and makes a systematic effort to align their individual needs with the school and district needs. The Educator institutes their own professional development and at times will give presentations to colleagues.  □ The Educator relies on multiple forms of data to evaluate their teaching. Reflection with colleagues is consistently done and specific suggestions are considered as ways to improve the lesson. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Engages in meaningful professional development | Participates in and supports district professional development  Participates in and supports district initiatives  Share information gained from professional development with staff members  Written evaluation of a professional learning experience  Video recording of a lesson with feedback from a colleague or administrator  Lesson plans show reflection on instruction and application to changes in practice  Analyzing students’ formative and summative assessment data to see impact on student growth  Professional development is aligned with goals | | | |
| Relies on variety of data to reflect on practice | Professional portfolio  Educator reflection  Student assessment scores  Student evaluations  Parent surveys  Videotapes of lessons | | | |
| Other | Specify: | | | |

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| **Element 4: The Professional** The effective Educator engages in ongoing professional learning and uses that knowledge to reflect and continually evaluate their practice. The knowledge gained is used to modify their practice to meet the needs of each student. Educators take an active role on the instructional team by giving and receiving feedback on their practice from all stakeholders (students, parents, colleagues, and administrators). Effective Educators work collaboratively with all groups to establish mutual expectations and goals for students. The professional Educator completes records in a timely and accurate manner. The professional Educator displays honesty and integrity in interactions with students, parents, colleagues, and the public. | | | | |
| **Standard 4.2: Being a Leader:** The Educator takes an active role on the instructional team; giving and receiving feedback on practice. The Educator displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Educator complies with school and district regulations. The Educator works with school colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being. | | | | |
| **Novice Educator** | | **Developing Educator** | **Proficient Educator** | **Distinguished Educator** |
| □ The Educator makes very little effort to share knowledge with colleagues or assumes any responsibility for professional development for the school. The Educator rarely gets involved with schools and districts activities.  □ Educator interactions with students and/or parents are sometimes negative, sarcastic, or inappropriate to the age and culture of the student. Confidential information is sometimes shared.  □ The Educator fails to comply with local, state, and national regulations.  □ The Educator makes no attempt or a limited attempt to engage the community in the instructional program. | | □ The Educator meets with the instructional team and receives feedback but makes limited changes to lessons. The Educator finds limited ways to contribute to schools’ professional development. The Educator participates in school and district activities when specifically asked.  □ Educator interactions are generally appropriate but sometimes show favoritism or disregard for the culture of the student. Confidential information is not usually shared.  □ The Educator sometimes has to be reminded to comply with local, state, and national regulations. The Educator will comply when reminded.  □ The Educator makes partially successful attempts to engage the community and use community resources to improve the instructional program. | □ The Educator meets with the instructional team and receives feedback and makes notable changes to lessons. The Educator participates in school and district activities and at times, willingly makes a significant impact.  □ Educator interactions are friendly and demonstrate caring and respect for the age and culture of the student. Students exhibit respect for the Educator. Confidential information is not shared.  □ The Educator complies with local, state, and national regulations.  □ The Educator frequently works with all stakeholders in the community to enlist their support in improving the instructional program. | □ The Educator initiates discussions with members of the instructional team and acts on feedback received. Significant changes to lessons occur. The Educator volunteers and participates in school and district activities and at times takes on a leadership role in such activities.  □ The Educator consistently interacts in a positive, supportive manner and displays respect. Students trust the Educator with personal information. Confidential information is never shared, unless as required by law.  □ The Educator complies with local, state and national regulations. The Educator will also research information in regards to regulations to see how they impact the classroom or how changes can be made to the regulations.  □ The Educator frequently works with all stakeholders in the community to enlist their support in improving the instructional program. Students contribute ideas for projects that are used in the lessons. |
| Comments: | | | | |
| **What is Demonstrated?** | **Sources of Evidence** | | | |
| Takes active role | Supervises and effectively utilizes Para-educators  Attends school events  Volunteers and serves on committees and school projects  Notes from meeting with mentors/mentees  Minutes of meetings (IEP, PLC, SIT, Title I, etc.,)  Participates in PLCs and/or school and district committees  Portfolio of leadership activities  Participation in Educator Leader teams  Earning a Educator Leader endorsement on teaching license  Agendas created by the Educator in a team leadership role.  Parent contact information (log of phone calls, emails, etc.) | | | |
| Displays honesty and integrity | Maintains confidentiality regarding student and personnel issues  Written communications are clearly written, no errors, and convey information in positive manner  Emails are sent in a timely manner, content is appropriate, and the Educator answers the questions  Copies of emails, letters, and newsletters. | | | |
| Complies with regulations | Willingly complies with school and district regulations  Punctual to school  Punctual and attends faculty meetings  Reports are completed accurately and on time  Grades are current in student management system  Student records are completed in a timely manner | | | |
| Other | Specify: | | | |