I. CURRENCY IN THE CURRICULUM

A. The teacher is up to date regarding curriculum content

1. Demonstrates a working knowledge of the core curriculum of the teacher’s assignment.

2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units, lessons, and assessments.

3. Keeps current in the field and applies knowledge to the instructional program.

4. Contributes to the ongoing evaluation of the curriculum.

II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

A. The teacher plans instruction effectively.

1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.

2. Sets short-term and year-long goals for curricular units which derive from unifying themes of fundamental importance to students' present or future lives.

3. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.

4. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.

5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.

7. Plans engaging ways to introduce each unit of study.

8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers and one another.

9. Designs curriculum experiences in which students take increasing responsibility for their own learning.

10. Integrates the teaching of reading, listening, writing, speaking, viewing and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.

B. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.

2. Develops and uses authentic assessment which describes a student's learning process as well as his/her learning achievements.

3. Incorporates time for individual and interactive reflection including response journals, debriefings and group discussions.

C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.

2. Implements evaluation procedures which appropriately assess the objectives taught.

3. Communicates student progress to parents, students and staff members in a timely fashion using a range of information including portfolios, anecdotal records and other artifacts.

4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.

5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

prepared by John Holly
jholly@schooladministrators.com
III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

A. The teacher creates an environment that is positive for student learning and involvement.

1. Implements instructional opportunities where students are interacting with ideas, materials, teachers and one another.

2. Implements curriculum experiences in which students take increasing responsibility for their own learning.

3. Demonstrates an openness to student challenges about information and ideas.

4. Uses classroom time and classroom space to promote optimal learning.

5. Understands principles and patterns of child growth and development and uses this knowledge in working with students.

6. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.

B. The teacher maintains appropriate standards of behavior, mutual respect and safety.

1. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.

2. Manages routines effectively.

3. Maintains appropriate professional boundaries with students.

4. Serves as a positive role model for students.

IV. EFFECTIVE INSTRUCTION

A. The teacher makes learning goals clear to students.

1. Makes connections between concepts taught and students' prior knowledge and experiences.

2. Regularly checks for students' understanding of content and concepts and progress on skills.
3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, reteaches, or extends teaching to meet individual and/or group need.


5. Understands and shows students the relevance of the subject to life-long learning.

B. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies, including cooperative, peer and project-based learning; audio-visual presentations, lecture, discussions and inquiry, practice and application; and the teaching of others.

2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, art work, oratory, visual presentations, exhibitions and portfolios.

3. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles and match instructional objectives.

4. Causes students to become cognitively active in summarizing important learnings and integrating them with prior knowledge.

5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.

C. The teacher uses appropriate questioning techniques.

1. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.

2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

1. Regularly tries innovative approaches to improve instructional practices.
2. Continually evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.

3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

V. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

A. The teacher communicates learning goals and high standards and expectations to students.

1. Regularly communicates objectives or learning outcomes to students.

2. Regularly provides feedback to students on their progress on goals and objectives.

3. Communicates standards, expectations and guidelines regarding quality and quantity of students' work, work procedures and interpersonal behavior to students and parents.

4. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.

5. Models the skills, attitudes, values and processes central to the subject being taught.

B. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

1. Uses prompt feedback and student goal setting in order to increase student motivation and ownership of learning.

2. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and take risks.

3. Nurtures students' eagerness to do challenging work and provides incentive, interest and support for students to take responsibility to complete such tasks successfully.

4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.
5. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study and inquiry.

6. Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.

7. Identifies students who are not meeting expectations and develops a plan that designates the teacher’s and the student’s responsibilities regarding learning.

8. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.

9. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.

10. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

VI. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

A. The teacher strives to ensure equitable opportunities for student learning.

1. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.

2. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines.

B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.

3. Functions effectively in a multi-lingual, multi-cultural and economically diverse society.
VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

1. Keeps parents informed of student’s progress and works with them, in culturally appropriate ways, to aid in the total development of the student.

2. Maintains professional boundaries with parents.

B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.

1. Maintains professional boundaries with colleagues.

2. Works constructively with others to identify school problems and suggest possible solutions.

3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues.

4. Participates in student or school activities.

5. Cooperates with other teachers about students’ overall work load.

C. The teacher is a reflective and continuous learner.

1. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.

2. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work, school-based staff, administrative and community resources, and other colleagues.

3. Participates in activities that demonstrate a commitment to the teaching profession.

4. Seeks out information in order to grow and improve as a professional.

5. Is receptive to suggestions for growth and improvement.