

Barnwell School District 45

Performance Standards for Certified Staff



Standard I - Planning

The teacher will plan instruction that supports every student in meeting rigorous learning goals as set forth by the South Carolina State Academic Standards and the Common Core State Standards.

A. The teacher plans instruction appropriate for his/her students.

- utilizes a variety of data when planning
- creates short & long range plans based on the Common Core State Standards and South Carolina Academic Standards
- creates lessons and units that reflect an understanding of how students learn
- engages students in the learning process
- creates instructional plans that are consistently monitored and modified to enhance learning
- accounts for cultural differences and individual learning needs

B. The teacher plans collaboratively with colleagues and professionals who have specialized expertise (special education teachers, media specialists, etc.) to meet the unique learning needs of each student.

- collaborates with fellow colleagues in professional learning communities
- considers student needs when planning lessons

C. The teacher utilizes the South Carolina Academic Standards, the Common Core State Standards, and his/her approved pacing guide when developing short-range plans.

- follows pacing guide to ensure content is delivered in a timely fashion
- creates lessons that target specific learning goals outlined in pacing guide/long-range plan

Standard II - Instruction

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A. The teacher demonstrates a thorough command of the discipline he/she teaches and provides appropriate content.

- provides content that is accurate, current, and based on the standards
- states objectives based on the appropriate state standards
- identifies and explains/demonstrates conceptual relationships and/or procedural steps
- recognizes and corrects content errors when they occur
- when possible, provides content that expands students' perspectives

B. The teacher structures the content to promote meaningful learning.

- organizes the content in a logical sequence
- makes the content relevant, meaningful, and applicable to the students
- promotes higher levels of knowledge and cognitive processing
- clarifies the content when students exhibit difficulties

C. The teacher incorporates 21st century skills and makes content relevant to students.

- incorporates 21st century life skills including leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility
- helps his/her students understand the relationship between the CCSS and the 21st century content, which includes global awareness, career awareness, financial literacy, civic literacy, and health awareness
- helps students develop critical thinking and problem-solving skills

D. The teacher uses varied instructional strategies to meet the needs of all learners.

- chooses the methods and techniques that are most effective in meeting the needs of his/her students while striving to eliminate achievement gaps

- involves and engages the students
- uses instructional strategies that are appropriate for the content and students
- uses instructional strategies that results in meaningful student learning
- provides opportunities for all students to be engaged in the learning and to experience success

E. The teacher integrates and utilizes technology in his/her instruction.

- uses technology to maximize student learning
- helps students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Standard III – Student Growth and Assessment

The teacher understands and uses multiple methods of assessment to engage learners in self-reflection, to monitor the learner’s progress, and to guide instructional decision making.

A. The teacher uses a variety of methods, both formal and informal, to assess what each student has learned.

- uses multiple indicators, including formative and summative assessments, to evaluate student progress and growth as he/she strives to eliminate achievement gaps
- provides opportunities, methods, feedback, and tools for students to assess themselves and each other
- utilizes 21st century assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions

B. The teacher maintains a constant awareness of student learning and continually monitors and assesses student learning during instruction.

- engages the students in activities such as discussions, projects, performances, assignments, and quizzes
- uses effective questioning techniques
- observes/listens to and analyzes students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products

C. The teacher enhances student learning by using information from informal and formal assessments to guide instruction and to make informed instructional decisions using data.

- makes appropriate decisions regarding the need to make adjustments during the lesson
- effectively implements any needed adjustments
- utilizes test data to determine instructional needs of students
- provides differentiation for instruction for his or her students
- uses current educational research and data to inform his or her teaching practice

D. The teacher enhances student learning by providing appropriate instructional feedback to students.

- provides feedback to students throughout the lesson
- provides feedback to students on all significant student work
- provides feedback that is accurate, constructive, substantive, specific, and timely

Standard IV - Environment

The teacher creates a learning environment that supports individual and collaborative learning, encourages positive social interactions and active engagement in learning, and promotes self motivation of students.

A. The teacher provides an environment in which each child has a positive, nurturing relationship with caring adults.

- encourages an environment that is inviting, respectful, supportive, inclusive, and flexible
- provides positive behavioral interventions and supports to reinforce appropriate behaviors
- uses effective classroom management strategies to create an environment conducive to learning
- has clear rules, routines and procedures in place
- intervenes with off-task students and helps students maintain focus

B. The teacher embraces diversity in the classroom and school.

- actively selects materials and develops lessons that counteract stereotypes and incorporate histories and contributions of all cultures
- recognizes the influence of race, ethnicity, religion, and other aspects of culture on a student’s development and personality

- strives to understand how a student’s culture and background may influence his/her school performance
- considers and incorporates different points of view in his/her instruction

C. The teacher treats students as individuals and maintains high expectations, including graduation from high school, for students of all backgrounds.

- appreciates student differences
- values the contribution of each student in the learning environment
- builds positive, appropriate relationships

D. The teacher helps students assume responsibility for his/her own participation, collaboration and learning.

- helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills)
- assists the students in developing strategies to compensate for weaknesses when necessary
- teaches the importance of cooperation and collaboration
- organizes learning teams to help students define roles, strengthen social ties, improve communication and collaboration

E. The teacher adapts his/her teaching for the benefit of students with special needs.

- collaborates with the range of support specialists to help meet the special needs of all students
- through inclusion and other models of effective practice, engages students to ensure that their needs are met

Standard V - Professionalism

The teacher engages in ongoing professional learning, works collaboratively and effectively with other professionals in his/her school, uses evidence to continually evaluate his/her practice, and demonstrates high ethical standards.

A. The teacher works to achieve school and district goals in order to make the entire school a positive and productive learning environment for the students.

- is an active contributor to school initiatives
- is an advocate for the school and district, supporting school and district-related organizations and activities
- regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his/her continued professional growth
- works effectively with colleagues to help determine and meet individual student needs
- establishes appropriate professional relationships with others outside of the school to support the well-being of students
- advocates for positive change in policies and practices affecting student learning, and participates in the implementation of initiatives to improve the education of students

B. The teacher exhibits professional demeanor and behavior.

- maintains all required professional credentials
- adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards
- demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner)

C. The teacher is an effective communicator.

- responds appropriately and proactively to parent questions, concerns and feedback
- uses clear and correct oral and written language
- communicates effectively and regularly with parents
- is a good listener
- is able to communicate with students in a variety of ways so he/she is clearly understood, even when language is a barrier
- helps students articulate thoughts and ideas clearly and effectively

D. The teacher is an active learner, linking his/her professional growth to his/her professional goals.

- accurately identifies his/her own professional strengths and weaknesses
- promotes professional growth for all educators and collaborates with colleagues to improve the profession
- contributes to the establishment of positive working relationships in the school
- sets appropriate professional development goals
- regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his/her continued professional growth

- participates in continued, high quality professional development that reflects a global view of educational practices

E. The teacher functions effectively in a complex, dynamic environment.

- understands that change is constant
- actively investigates and consider new ideas that improve teaching and learning
- adapts his/her practice based on research and data to best meet the needs of the students