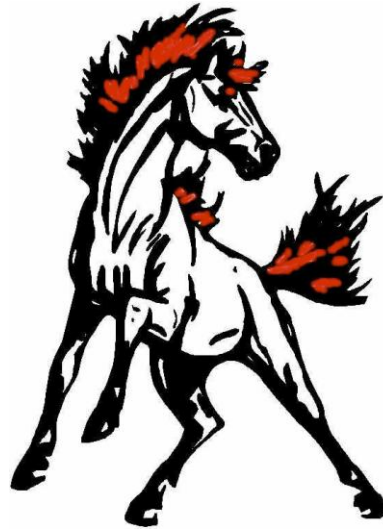


Rubrics for Performance Standards for Certified Staff



Barnwell School District 45
2013-2014

Standard I - Planning

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

Standard I - Planning				
A. The teacher plans instruction appropriate for his/her students.				
<ul style="list-style-type: none"> • 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 				
ND	Needs Improvement	Met	Proficient	Advanced
Indicators	<input type="checkbox"/> Recognizes data sources important to planning instruction. <ul style="list-style-type: none"> ○ Lessons plans generally reflect effective lesson design & best practices. ○ The teacher regularly uses student data in planning & modifying instruction. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of data for short and long-range planning of instruction. <input type="checkbox"/> Monitors and modifies instructional plans to enhance student learning. <ul style="list-style-type: none"> ○ Lesson plans reflect the teacher's skill in capitalizing on the diversity & learning strengths/weaknesses of students in the classroom. ○ A mastery learning process is in place (pre/post tests, spiraling, re-teaching), that supports multiple opportunities for students to accomplish academic objectives. ○ The teacher consistently modifies instructional delivery in response to student learning needs. ○ The teacher uses a variety of data sources to develop & refine instructional plans & to engage students in the learning process. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning. <ul style="list-style-type: none"> ○ Data is disaggregated & used to determine the varying levels of learning needs in classroom sub-groups. ○ Lesson plans reflect the unique needs of diverse subgroups when disaggregated data reveals varying success among these students. ○ Implementation of differentiated lesson plans result in significant & measurable growth/learning. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process. <ul style="list-style-type: none"> ○ The teacher is highly successful in addressing the social, emotional, & academic needs of a diverse student population. ○ The teacher considers the areas of cultural diversity & learning needs when making plans. ○ The teacher has initiated school-wide strategies to support staff in the effective use of data in short & long range planning. ○ The teacher has been proactive in supporting, monitoring & revising strategies based upon student learning outcomes.

Comments:

Standard I - Planning

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

Standard I - Planning					
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.					
<ul style="list-style-type: none"> • collaborates with fellow colleagues in professional learning communities • considers student needs when planning lessons 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Lessons provide evidence of team planning. <ul style="list-style-type: none"> ○ The teacher is developing collaborative partnerships within the school to address the special learning needs of students. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Lessons provide evidence of collaboration with other colleagues to implement best practices. <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. ○ The teacher appropriately refers students who are not successful academically or behaviorally to the School Assistance Teams. ○ The teacher works effectively with staff to identify/address the special needs of students, including collaborative planning with support staff. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. ○ The teacher collaborates with other staff to determine the appropriate master learning process, with essential standards as the basis for the plan. ○ The teacher utilizes other resources within the school to enhance plans (e.g. utilizing the library for research, using computer lab to incorporate 21st century skills into learning units) 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> Serves as a leader amongst faculty and staff for initiating collaboration amongst colleagues. <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. ○ The teacher has become a resource within the school/district in collaborative planning for both short range & long range planning.

Comments:

Standard I - Planning

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

Standard I - Planning					
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. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Demonstrates an awareness of the South Carolina Academic Standards and Common Core State Standards and references the appropriate standards in the preparation of lesson plans. <ul style="list-style-type: none"> ○ The teacher delivers instruction based on approved pacing guide for his/her content area. ○ Lesson and activities within lesson plans target specific learning goals outlined in the teacher's pacing guide. ○ The teacher integrates literacy skills into content areas ○ Daily learning objectives are related to the Common Core State Standards and South Carolina Academic Standards. ○ The teacher's lessons demonstrate the appropriate use of Barnwell 45 Curriculum Frameworks. 	...and <input type="checkbox"/> Understands the South Carolina Academic Standards and Common Core State Standards; uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. <ul style="list-style-type: none"> ○ The teacher incorporates a spiral review into his/her short-range plans based on content previously covered in the pacing guide for his/her content area. ○ The teacher incorporates a wide variety of literacy skills within content areas to enhance learning. ○ Daily learning objectives are consistently aligned with the CCSS and State Standards. ○ All parts of teacher's lessons are aligned with the lesson's objectives, including the review, input, guided practice, & assessment. ○ The teacher intentionally incorporates 21st century skills in teaching the Common Core standards. 	...and <input type="checkbox"/> Develops and applies strategies based on the South Carolina Academic Standards and Common Core State Standards to make the curriculum balanced, rigorous and relevant. <ul style="list-style-type: none"> ○ The teacher evaluates and reflects upon the effectiveness of literacy instruction within content areas. ○ The teacher uses high yield instructional strategies that are appropriate for their content area. ○ The teacher works to improve & enhance students' literacy skills in all content areas. ○ The teacher's knowledge of vertical alignment provides opportunities to make learning more challenging. ○ Lessons provide strong evidence of differentiation, flexible grouping, tiered lessons, compacting & 21st Century Skills. 	...and <input type="checkbox"/> Assists colleagues in better understanding the South Carolina Academic Standards and Common Core State Standards and in using their pacing guides to develop plans. <ul style="list-style-type: none"> ○ The teacher serves as a guide and resource for other teachers trying to improve or create appropriate pacing guides. ○ The teacher makes necessary changes to instructional practice to improve student learning. ○ Lessons consistently provide evidence of re-teaching &/or enrichment strategies & activities. ○ The teacher provides school-wide and/or district leadership in implementing research-based literacy strategies appropriate to the content & grade level and in modeling & collaborating with them to implement the Barnwell 45 Curriculum Frameworks.

Comments:

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.

Standard II - Instruction					
A. The teacher demonstrates a thorough command of the discipline he/she teaches and provides appropriate content. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned. <ul style="list-style-type: none"> ○ Teacher's knowledge of content is evident in accuracy & correctness of lessons presented & information provided. ○ Teacher is working to use a variety of resources in lessons. ○ Teacher uses the vocabulary & problem solving strategies unique to the content. 	...and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. <ul style="list-style-type: none"> ○ Teacher's knowledge of content allows him/her to go beyond "textbook instruction." ○ Teacher's content knowledge provides the impetus for lessons that move students from knowledge-level information to analysis, evaluation, & synthesis of concepts. ○ The teacher's depth of understanding of content is able to support significant & measurable student growth in learning. ○ The teacher's instruction supports students' understanding of the interconnectedness of their content with other areas of study. ○ The teacher regularly presents content from multiple perspectives. 	...and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. <ul style="list-style-type: none"> ○ Students are motivated to investigate the content area & expand their knowledge & satisfy their natural curiosity, such as inquiry-based learning, projects, or student-centered activities. ○ Community experts are regularly incorporated into student learning opportunities. ○ Teacher is recognized for & frequently requested to provide content expertise across the school & district. 	...and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work. <ul style="list-style-type: none"> ○ Community involvement around the curricular standards is evidenced by student activities, such as community project, or internships. ○ The teacher is recognized across the state or nation as an expert in their content area.

Comments:

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.

Standard II - Instruction					
B. The teacher structures the content to promote meaningful learning. <ul style="list-style-type: none"> 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Understand the links between grade/subject and the CCSS. <input type="checkbox"/> Displays global awareness. <input type="checkbox"/> There is some evidence of integration of instruction with other content areas. <ul style="list-style-type: none"> Teacher’s lesson objectives are appropriate for the grade level content. Teacher is working to include community & global connections in classroom instruction. 	...and <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the CCSS. <input type="checkbox"/> Promotes global awareness and its relevance to the subjects. <ul style="list-style-type: none"> Teacher regularly makes learning connections for students between concepts, content areas, & from concrete to abstract. Teacher effectively includes community & world connections in classroom instruction. Teacher intentionally plans to include a worldview as it is appropriate to the content taught. 	...and <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the CCSS. <input type="checkbox"/> Relates content to other disciplines. <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices. <ul style="list-style-type: none"> Teacher makes content meaningful through extensive use of relevant examples, artifacts, charts, props, etc. Teacher frequently integrates instruction with other content areas that adds depth, complexity & rigor to the instruction. Teacher consistently uses real world examples to make global connections in content teaching when applicable. 	...and <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. <ul style="list-style-type: none"> Teacher provides students with opportunities to demonstrate responsible citizenry in the global community, positively impacting stakeholders’ awareness & understanding of global issues. Teacher is an exemplar to colleagues for curriculum integration & problem-based learning.

Comments:

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.

Standard II - Instruction					
C. The teacher incorporates 21st century skills and makes content relevant to students. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Identifies relationships between the CCSS and life in the 21st century. <ul style="list-style-type: none"> ○ Teacher is working to make connections between school learning & the real world. ○ Teacher is learning to focus lessons on basic skills & their connection to success in the real world. ○ The teacher has begun to deliberately incorporate 21st century life skills & 21st century content into their procedural processes, planning & instruction. ○ Teacher stresses the value of students working appropriately & productively with other students. 	...and <input type="checkbox"/> Identifies relationships between the core content and 21st century content. <ul style="list-style-type: none"> ○ Teacher regularly connects learning to real life to give added meaning & purpose to student learning. ○ The teacher has intentionally incorporated 21st century life skills & 21st century content into their procedural processes, planning & instruction. ○ Teacher uses strategies that facilitate learning for the 21st century learner. 	...and <input type="checkbox"/> Integrates core content and 21st century content throughout lesson plans and classroom instructional practices. <ul style="list-style-type: none"> ○ Teacher extends & builds on student experiences & interests to make learning relevant. ○ Teacher consistently incorporates 21st century life skills into their teaching (e.g., ethics, people skills, accountability, personal productivity, & self-direction). ○ Teacher consistently models & fosters a sense of resiliency & flexibility for students. 	...and <input type="checkbox"/> Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills. <ul style="list-style-type: none"> ○ Teacher empowers students to take ownership, initiate learning opportunities, & reflect on their own learning. ○ Teacher has designed assessments/feedback mechanisms to include students' evaluation & input on activities. ○ The teacher has become a school/ district/state resource through modeling &/or collaboration with teachers in systematically incorporating 21st century life skills & 21st century content into their procedural processes, planning & instruction.

Comments:

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.

Standard II - Instruction					
<p>D. The teacher uses varied instructional strategies to meet the needs of all learners.</p> <ul style="list-style-type: none"> • 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 result in meaningful student learning • provides opportunities for all students to be engaged in the learning and to experience success 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. <ul style="list-style-type: none"> ○ Teacher is learning to address individual student’s needs through differentiated instructional resources & teaching practices. ○ Teacher includes appropriate lesson components when providing instruction (e.g., review, objective, input, modeling, guided practice, independent practice). ○ Teacher is beginning to include strategies that address students’ learning styles. 	...and <input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. <ul style="list-style-type: none"> ○ Teacher appropriately & effectively implements district &/or school initiatives. ○ Teacher regularly implements a variety of instructional strategies that address students’ learning styles, learning needs & mastery levels. 	...and <input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials. <ul style="list-style-type: none"> ○ Teacher consistently utilizes various instructional strategies that effectively narrow the achievement gap for all students. ○ Teacher consistently & intentionally selects the “best practices” to match students’ learning needs/styles & lesson objective. 	...and <input type="checkbox"/> Stays abreast of emerging research areas and new innovative materials and incorporates them into lessons plans and instructional strategies. <ul style="list-style-type: none"> ○ Teacher is a resource for staff, modeling & supporting the use of new & creative instructional strategies. ○ Teacher’s success in closing the achievement gap in his/her classroom motivates other staff to replicate these effective techniques & strategies. ○ Teacher gathers current educational research, explores the strategies/information & shares this with colleagues in an effort to improve instruction across the school.

Comments:

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.

Standard II - Instruction					
E. The teacher integrates and utilizes technology in his/her instruction.					
<ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Assesses effective types of technology to use for instruction. <ul style="list-style-type: none"> ○ Teacher is beginning to use available technology tools to enhance instruction. ○ Teacher is working to provide instruction using PowerPoint, Smart boards, etc., as appropriate & accessible. ○ Teacher attends relevant professional development workshops to improve the use of technology as a teaching & learning tool. 	...and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction. <ul style="list-style-type: none"> ○ Teacher regularly integrates available technology into instruction & student activities. ○ Teacher routinely provides instruction using technology tools such as PowerPoint, Smart boards, Wikis, blogs, etc., as appropriate & accessible. ○ Teacher encourages students to use available technology as a learning tool, including assistive technology for students with special needs. ○ The teacher intentionally plans for student use of technology in a manner which over time helps students learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, & collaborate. 	...and <input type="checkbox"/> Integrates technology with instruction to maximize student learning. <ul style="list-style-type: none"> ○ Teacher consistently & effectively includes technology as an integral & interactive learning tool. ○ Teacher maximizes the use of technology as a learning tool whenever appropriate & accessible. ○ Teacher supports colleagues, helping others write grants or seek materials/technology for the school's instructional program. ○ Teacher seeks funding sources to secure technology/instructional materials to enhance instruction. 	...and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology. <ul style="list-style-type: none"> ○ Teacher constantly explores, researches, & effectively implements new & innovative technology into teaching, whenever feasible. ○ Teacher consistently engages students in the use of technology to address higher level thinking skills & 21st century standards (problem solving, project-based learning, etc.). ○ The teacher supports colleagues through modeling &/or collaboration in the planning for student use of technology in a manner which over time helps students learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, & collaborate.

Comments:

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.

Standard III - Student Growth					
A. The teacher uses a variety of methods, both formal and informal, to assess what each student has learned. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Recognizes the need to improve student learning in the classroom. <ul style="list-style-type: none"> ○ Teacher uses data to identify when & where students are not learning. ○ Teacher demonstrates an understanding of the learning process. ○ Teacher is familiar with students’ IEP’s & consistently provides IEP/504/gifted students with the appropriate accommodations. ○ Teacher creates assessments aligned to the South Carolina Academic Standards and the Common Core State Standards, respective to their content area. 	...and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom. <ul style="list-style-type: none"> ○ Teacher looks at his/her instruction & curriculum in light of the success of students & is eager to make needed modifications. ○ Teacher uses current research-based practices to enhance the teaching & learning process. ○ Teacher uses student work products to evaluate his/her teaching performance. ○ Teacher is able to match intentional teaching strategies and appropriate assessments to student needs & lesson objectives. ○ The teacher collaborates with other staff concerning student data and student learning and uses this feedback to improve teaching practice. 	and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom, why learning happens and what can be done to improve student achievement. <ul style="list-style-type: none"> ○ Teacher plans, analyzes & shares the success of lessons and assessments with colleagues to determine the most effective instructional approaches and assessment types for significant student growth. ○ Teacher reviews student work to document student progress & to determine ways to increase engagement & rigor. 	...and <input type="checkbox"/> Implements student self-reflection as an assessment technique and provides a detailed analysis of varied assessment techniques about what can be done to improve student learning. <ul style="list-style-type: none"> ○ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. ○ Teacher uses analyses of student learning to adapt instructional practices within the classroom and at the school level.

Comments:

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.

Standard III - Student Growth					
<p>B. The teacher maintains a constant awareness of student learning and continually monitors and assesses student learning during instruction.</p> <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Teacher collects indicators to monitor and evaluate student progress. <input type="checkbox"/> Assesses students in the attainment of 21st Century knowledge, skills, and dispositions. <ul style="list-style-type: none"> ○ Teacher effectively adjusts instruction during a lesson based on responses or performance of students. 	...and <input type="checkbox"/> Assessment occurs daily, is inclusive of all students, & occurs throughout all parts of the lesson. <ul style="list-style-type: none"> ○ Teacher regularly uses a variety of assessment strategies to collect data regarding students’ attainment of lesson objective during lesson, & uses the data to inform instruction. 	...and <input type="checkbox"/> Provides opportunities for students to assess themselves and others. <ul style="list-style-type: none"> ○ The teacher collaborates with students to develop protocols for examining student work. These protocols include students’ self-assessment & assessment of students’ 21st century knowledge, skills, performance, & dispositions. ○ Teacher capitalizes on teachable moments as they occur during instruction. 	...and <input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. <ul style="list-style-type: none"> ○ The teacher regularly supports colleagues through modeling &/or collaboration in the effective use of assessment. These strategies support planning, student growth & teacher/ student reflections.

Comments:

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.

Standard III - Student Growth					
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 and research.					
<ul style="list-style-type: none"> • 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 • utilizes 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction. <ul style="list-style-type: none"> ○ Teacher is working to use assessment data to inform instruction. ○ Teacher is working to implement strategies that address students’ learning styles. ○ The teacher is beginning to include differentiated learning in his/her classroom. ○ The teacher can articulate the influences that affect students’ learning & begin to identify appropriate resources to promote students’ growth. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction. <input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students. <input type="checkbox"/> The momentum of the lesson facilitates students’ engagement. <input type="checkbox"/> Daily lessons consistently provide students with opportunities for new learning &/or increased skill development. ○ The teacher regularly differentiates instruction through the modification of content, process, product &/or learning environment to effectively meet students’ needs. ○ Teacher is proactive in securing alternative resources & materials to meet individual student needs. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. <input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. ○ Teacher ensures that learning is challenging, rigorous, & relevant for all students in all sub groups. ○ Teacher is aware of the classroom sub groups & intentionally & effectively uses alternative strategies & resources to close the student achievement gaps. ○ Teacher uses appropriate data to consistently & effectively differentiate instruction to meet all learner needs. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students’ developmental levels. <input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. ○ Teacher takes risks to incorporate new learning into his/her instruction that is effective in meeting the needs of all students. ○ Teachers’ passion for education is communicated to students providing them the drive to become lifelong learners. ○ Teacher is a role model & influencer for other staff in the area of differentiation.

Comments:

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.

Standard III - Student Growth					
D. The teacher enhances student learning by providing appropriate instructional feedback to students. <ul style="list-style-type: none"> • 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 • begins to use feedback about his/her own teacher to improve instructional practices 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Teacher collects indicators to monitor and evaluate student progress. <ul style="list-style-type: none"> ○ Teacher systematically gathers information that shows student performance is being evaluated & that students are receiving content specific feedback on their progress. ○ Teacher provides immediate feedback during lesson to address any student misconceptions or misunderstandings. 	...and <input type="checkbox"/> Teacher regularly provides prompt content-specific feedback that positively impacts student learning. <ul style="list-style-type: none"> ○ Student work products are routinely used as assessment tools (teacher & student self-assessment) & to provide content-specific feedback. ○ Teacher regularly uses rubrics in assigning & evaluating student work. 	...and <input type="checkbox"/> Teacher’s feedback is purposeful & reinforces, sustains, motivates, or corrects student learning. <ul style="list-style-type: none"> ○ Students are regularly provided with opportunities to network & give peer feedback that promotes a collaborative culture for learning. 	...and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. <ul style="list-style-type: none"> ○ Teacher regularly asks for feedback on his/her performance from peers through informal observations, videos, etc. ○ Teacher frequently seeks & uses feedback from all stakeholders, including students, to increase his/her teaching effectiveness.

Comments:

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.

Standard IV - Environment					
A. The teacher provides an environment in which each child has a positive, nurturing relationship with caring adults. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships. <ul style="list-style-type: none"> ○ Teacher is working to establish classroom rules & procedures to facilitate an orderly & nurturing learning classroom environment. ○ Teacher/student interactions are respectful, positive, & appropriate. ○ Teacher's strategies for affirming positive student behavior are observed in student/teacher interactions. ○ Teacher is working to use all available time for student learning. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment. <input type="checkbox"/> Classroom rules & procedures facilitate an orderly learning environment & are well established. <input type="checkbox"/> Discipline concerns & issues are handled promptly, appropriately & effectively. <input type="checkbox"/> Students are supported & protected from harm, abuse, bullying & neglect. <ul style="list-style-type: none"> ○ Teacher regularly uses collaborative teaching methods. ○ Teacher generally creates a classroom environment focused on high levels of student engagement. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive and nurturing learning environment. <input type="checkbox"/> Student-to-student relationships are consistently positive. <input type="checkbox"/> Classroom rules & procedures have become internalized. <input type="checkbox"/> Classroom is student-centered, interactive & highly engaging. <ul style="list-style-type: none"> ○ Teacher consistently maintains an environment that is student-centered; engagement is regularly at the highest levels. ○ Teacher solicits & incorporates student feedback to enhance the classroom environment. ○ Students are encouraged to take leadership roles in the classroom. 	and <ul style="list-style-type: none"> <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students. <input type="checkbox"/> Students & teacher work together as a classroom "Professional Learning Community," creating positive synergy. <input type="checkbox"/> Student leadership is consistently evident, well established & supports a student-centered classroom environment. <ul style="list-style-type: none"> ○ Teacher is a role model for other staff in the area of classroom management & authentic student engagement.

Comments:

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.

Standard IV - Environment					
B . The teacher embraces diversity in the classroom and school.					
<ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Acknowledges that diverse cultures impact the world. <input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom. <ul style="list-style-type: none"> ○ Teacher’s actions embrace diversity through honesty, integrity & respect for the dignity of each student. ○ The learning environment indicates the teacher’s sensitivity to all cultures. ○ Teacher has work from students displayed to create an environment where all feel work is valued. 	...and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. <input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes. <input type="checkbox"/> The classroom is inclusive, cohesive & welcoming to all students. <ul style="list-style-type: none"> ○ Teacher ensures equality of opportunity for all students to participate & feel that their work is valued. ○ Teacher is effective in developing students’ problem-solving skills & respect for differing opinions in the class. ○ Teacher regularly selects resources & designs lessons that help students develop an understanding & appreciation for cultures & communities beyond their own. 	...and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. <input type="checkbox"/> Consistently incorporates different points of view in instruction. <ul style="list-style-type: none"> ○ Teacher makes necessary accommodations to address specialized needs of all subgroups in the classroom. ○ Teacher has created a classroom environment where emotionally charged & provocative issues are handled in an open, honest & respectful way. ○ Teacher emphasizes activities where students justify their thinking through the incorporation of various points of view. ○ Teacher consistently & intentionally selects materials & develops lessons that broaden cultural awareness. 	...and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. <input type="checkbox"/> Capitalizes on diversity as an asset in the classroom. <ul style="list-style-type: none"> ○ Teacher effectively assists the school in implementation of diversity training & diversity awareness. ○ Students are empowered to select research topics & issues that broaden their understanding of other cultures. ○ Teacher provides opportunities for students to participate in service learning experiences that exemplify & demonstrate cultural awareness.

Comments:

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.

Standard IV - Environment					
C. The teacher treats students as individuals and maintains high expectations, including graduation from high school, for students of all backgrounds.					
<ul style="list-style-type: none"> • appreciates student differences • values the contribution of each student in the learning environment • builds positive, appropriate relationship 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Holds high expectations of students. <ul style="list-style-type: none"> ○ Teacher encourages success & growth for all students. ○ Teacher demonstrates quality work standards by sharing examples, clearly introducing assignments, & holding students accountable for turning work in on time. ○ Teacher demonstrates high expectations by working to provide a variety of behavior &/or academic supports. ○ Teacher to student interactions are positive & communicate a “can do” attitude. 	...and <input type="checkbox"/> Communicates high expectations for all students. <ul style="list-style-type: none"> ○ Teacher consistently expects students to successfully complete challenging work. ○ Teacher shares with the class that all students can & will learn & has systems in place that support high expectations, resulting in student growth & positive outcomes. ○ Teacher expectations are communicated both verbally & non-verbally, including specific instructional feedback to students. ○ Teacher encourages students to take risks & encourages them to persevere in difficult assignments ○ Teacher & students are involved in goal setting, & they periodically monitor their work against these goals. 	...and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability. <ul style="list-style-type: none"> ○ Teacher facilitates students’ goal setting & supports them in achieving these goals. ○ Students consistently persist with difficult tasks & encourage each other to solve difficult, complex problems, without need for teacher prompting. ○ The teacher expects students to reflect on their work & determine whether the products meet expected standards. 	...and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers. <ul style="list-style-type: none"> <input type="checkbox"/> Students are consistently setting & achieving high goals, with peer monitoring & feedback as part of this process. <input type="checkbox"/> Students are empowered to take risks to reach higher levels of accomplishment. <input type="checkbox"/> The classroom environment is a model of respect & supportive student engagement & interaction. <ul style="list-style-type: none"> ○ Students work with each other to set goals, monitor their progress, explain & polish rubrics for assignments.

Comments:

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.

Standard IV - Environment					
D. The teacher helps students assume responsibility for his/her own participation, collaboration and learning.					
<ul style="list-style-type: none"> • 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) • teaches the importance of cooperation and collaboration • organizes learning teams to help students define roles, strengthen social ties, improve communication and collaboration skills, interact with people from different cultures & backgrounds, and develop leadership qualities (when appropriate) 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Understands the importance of developing students' critical-thinking & problem solving skills. <ul style="list-style-type: none"> ○ Teacher is working to include critical thinking opportunities in every lesson. ○ The teacher seeks assistance from school support staff & teammates to ensure that critical thinking strategies & activities are being implemented in his/her classroom. ○ Teacher models problem-solving strategies in the classroom as appropriate for the subject area & monitors students' implementation of these techniques. 	...and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills. <ul style="list-style-type: none"> ○ Teacher regularly uses questioning strategies that engage, motivate & challenge students. ○ Teacher's planning for the students' use of critical thinking skills is evidenced in written lesson plans, the instructional presentation & student work products. ○ Teacher regularly develops lesson plans that increase in complexity of content & critical thinking levels over time (i.e. in a week or unit of study). 	...and <input type="checkbox"/> Teacher regularly engages students in processes needed to: think creatively and critically, develop and test innovative ideas, synthesize knowledge, draw conclusions, exercise/communicate sound reasoning, understand connections, make complex choices, analyze and solve problems. <ul style="list-style-type: none"> ○ Teacher regularly provides opportunities for students to ask questions, think creatively, synthesize knowledge, & draw conclusions in class discussions, activities, & work assignments. ○ Teacher is consistently attentive to students as they process how they learn (metacognition) & uses this information to effectively inform instruction. ○ Teacher coaches students to use sound reasoning, make complex choices, analyze & solve problems as independent thinkers. 	...and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices. <ul style="list-style-type: none"> ○ Teacher regularly coaches other teachers to create lesson plans that move up in complexity of content & critical thinking levels over time. ○ The teacher's instructional program is highly innovative, & he/she understands the necessity of innovation in developing the 21st century learner. ○ The teacher supports colleagues through modeling &/or collaboration in effective teaching strategies to promote students' use of critical thinking & problem solving strategies.

Comments:

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.

Standard IV - Environment					
E. The teacher adapts his/her teaching for the benefit of students with special needs.					
<ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Recognizes that students have a variety of learning needs. <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs. <ul style="list-style-type: none"> ○ Teacher is working to incorporate instructional strategies that support students with special needs. ○ Teacher can identify special needs students in the classroom. ○ Teacher is knowledgeable of the accommodations of special needs students & their impact on learning. ○ Teacher complies with all student assisted plans (IEP, BIP, 504, etc.). 	...and <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs. <ul style="list-style-type: none"> ○ Teacher effectively uses a variety of best teaching practices to address special needs of students. ○ Teacher can articulate & provide evidence of successful intervention plans, for students with academic or behavioral needs. ○ Teacher follows through with Intervention Team recommendations & systematically collects & monitors appropriate student data & reports progress. ○ Teacher provides specific feedback in IEP meetings & provides appropriate input in developing or revising plans. 	...and <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met. <ul style="list-style-type: none"> ○ Teacher makes appropriate adjustments during instruction based on students' progress & understanding. ○ Teacher effectively implements a variety of inclusive classroom practices for the benefit of all students (ESL, gifted, etc.). ○ Teacher regularly & appropriately differentiates instruction for all students 	...and <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. <ul style="list-style-type: none"> ○ Teacher's classroom is a model for inclusive classroom practices. ○ Teacher is highly successful in meeting the needs of the full range of students with special needs, providing them with rigorous, relevant & highly engaging classroom activities. ○ Teacher actively supports the Intervention Team Process & helps to develop & support colleagues in the implementation of research-based academic & behavioral interventions.

Comments:

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.

Standard V - Professionalism					
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.					
<ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school renewal plan. <ul style="list-style-type: none"> ○ The teacher regularly attends in-service or meetings related to Professional Development initiatives: Grade level/department meetings Intervention teams Vertical teams Professional Development meetings Faculty meetings ○ The teacher consistently fulfills duties and responsibilities as assigned by the principal (e.g., bus duty). ○ The teacher is working to support the school renewal plan as it relates to his/her classroom and/or content area. 	...and <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school renewal plan. <ul style="list-style-type: none"> ○ The teacher actively participates in PD related meetings. ○ The teacher successfully applies new learning from workshops or PD initiatives in his/her classroom. ○ The teacher volunteers for additional duties beyond those assigned (e.g., parent workshops, family nights) ○ The teacher consistently attends school-level meetings and opens communication with other team members. ○ The teacher seeks outside opportunities to grow professionally (e.g., conferences, workshops, observing other teachers). ○ The teacher fully supports the school renewal plan as it relates to his/her classroom and/or content area. 	...and <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on planning and organizing school activities. <ul style="list-style-type: none"> ○ The teacher effectively serves in leadership roles: Grade level/department meetings Vertical teams School committees Professional learning communities ○ The teacher provides effective school-wide professional development as needed. ○ The teacher serves on a school-based team to attend district training, and then implements district initiatives in the school (e.g., DIT team). ○ The teacher is a positive, professional role model for colleagues. ○ The teacher is an effective mentor and conducts peer observations as needed. 	...and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school renewal plan throughout the building. <ul style="list-style-type: none"> ○ The teacher effectively serves on district-level training teams and/or committees (e.g., DIT team). ○ The teacher plays a key role in leading instructional and organizational change within the school (e.g., selection of staff development needs). ○ The teacher collaborates with administrators to develop and evaluate school initiatives. ○ The teacher is a lifelong learner and embraces change that positively impacts the school and student achievement.

Comments:

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.

Standard V - Professionalism					
B. The teacher exhibits professional demeanor and behavior. <ul style="list-style-type: none"> • maintains all required professional credentials • adheres to all <i>Standards of Conduct for South Carolina Educators</i> 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) 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the Code of Ethics for South Carolina Educators & the Barnwell 45 Performance Standards for Certified Staff. <ul style="list-style-type: none"> ○ The teacher consistently adheres to Code of Ethics & Barnwell 45 Performance Standards. ○ The teacher shows respect for authority & for school rules & protocols. ○ The teacher treats students, colleagues, & parents with respect, avoiding sarcasm, “put downs,” or inappropriate comments. ○ The teacher gives grades that are fair, equitable & supported by sufficient & accurate documentation. ○ The teacher is honest in communication & interactions with all stakeholders in the school community. 	...and <input type="checkbox"/> Demonstrates ethical behavior through adherence to the Code of Ethics for South Carolina Educators & Barnwell 45 Performance Standards. <ul style="list-style-type: none"> ○ The teacher consistently adheres to Code of Ethics for South Carolina Educators & Barnwell 45 Performance Standards & reports violations when appropriate. ○ The teacher disciplines students with thorough & fair investigation of all sides & issues in misbehavior incidents. ○ The teacher maintains confidentiality in matters related to school business & reporting. ○ The teacher handles staff &/or administrative concern/issues appropriately, openly, & directly with those involved. 	...and <input type="checkbox"/> Knows and upholds the Code of Ethics for South Carolina Educators & Barnwell 45 Performance Standards. <ul style="list-style-type: none"> ○ The teacher demonstrates leadership among peers with regard to ethical practices. ○ The teacher appropriately supports administrators in handling of discipline with students in his/her classroom. ○ The teacher identifies potential problems in areas of ethical issues & suggests positive resolutions. 	...and <input type="checkbox"/> Models the Code of Ethics for South Carolina Educators & Barnwell 45 Performance Standards and encourages others to do the same. <ul style="list-style-type: none"> ○ The teacher is recognized & identified by peers & administration as a leader in ethical practices. ○ The teacher advocates for ethical practice across the district & through professional organizations. ○ The teacher models the highest standards of ethical behavior & appropriately holds colleagues accountable for doing so as well.

Comments:

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.

Standard V - Professionalism					
C. The teacher is an effective communicator. <ul style="list-style-type: none"> • 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 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Responds to family and community concerns. <ul style="list-style-type: none"> ○ The teacher promptly responds to student/ family concerns, within a 24-hour timeframe. ○ The teacher maintains communication with students and parents. ○ The teacher adheres to school expectations for updating communication tools, including teacher website and ParentPortal. 	...and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students. <ul style="list-style-type: none"> ○ The teacher exercises flexibility in scheduling conferences with parents & guardians to accommodate their needs. ○ The teacher maintains detailed communication log with various stakeholders (parents, agencies, etc.). ○ The teacher values parent communication & listens openly to their input & concerns. ○ The teacher initiates frequent communication with parents/guardians to address student needs & concerns using a variety of multi-media. 	...and <input type="checkbox"/> Recognizes obstacles with family and community participation and conscientiously seeks solutions to overcome them. <ul style="list-style-type: none"> ○ The teacher initiates collaborative meetings with school personnel to seek broad-based support for students. ○ The teacher connects families to the guidance department, community agencies, & other related services as needed. ○ The teacher seeks out & implements innovative strategies to build home/school collaboration & communication. 	...and <input type="checkbox"/> Promotes trust and understanding throughout the school and community. <ul style="list-style-type: none"> ○ The teacher serves as an ambassador for the school & works collaboratively with community partners to enhance the school's vision & mission. ○ The teacher effectively builds community partnerships to secure resources that support the school. ○ The teacher consistently & effectively seeks solutions to overcome obstacles that stand in the way of meaningful family & community involvement to support students' success.

Comments:

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.

Standard V - Professionalism

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
- 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

	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Understands the importance of professional development. <ul style="list-style-type: none"> ○ The teacher accurately completes a self-assessment, if needed, identifying his or her own strengths & weaknesses in the classroom. ○ The teacher participates in professional development based on self-assessment &/or student needs identified in data. ○ The teacher has a positive attitude in school-based professional development. ○ The teacher successfully completes a Goals-based plan that aligns with needed professional growth. 	...and <input type="checkbox"/> Participates in professional development aligned with professional goals. <ul style="list-style-type: none"> ○ The teacher implements & reflects on practices learned in professional development. ○ The teacher's reflection leads to selection of appropriate professional development that addresses best practices & 21st century skills. ○ The teacher effectively participates in a professional learning community to identify instructional problems, research solutions & work collaboratively to implement innovative ideas or programs. ○ The teacher's shared reflections in collaborative meetings encourage meaningful dialogue. 	...and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs. <ul style="list-style-type: none"> ○ The teacher's reflection on implemented practices learned in professional development leads to improved instruction & increased student achievement. ○ The teacher seeks professional growth opportunities beyond the school (e.g., conferences, advanced degrees, visits to other schools). ○ The teacher is a lead learner in the school, sharing new learning with others & making connections for teachers between new learning & its classroom implementation. ○ The teacher effectively serves as a model teacher for struggling teachers and/or as a mentor teacher for new teachers, when asked by administration. 	...and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent. <ul style="list-style-type: none"> ○ The teacher's reflections as a successful participant in professional development opportunities result in a significant impact in the teacher's overall performance within the classroom & the total school community. ○ The teacher is willing to lead professional development sessions at the school and district level. ○ The teacher successfully plans & conducts action research, gathering & analyzing data throughout the projects. Results are shared with staff in an effort to increase student achievement.

Comments:

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.

Standard V - Professionalism					
E. The teacher functions effectively in a complex, dynamic environment.					
<ul style="list-style-type: none"> • understands that change is constant • actively investigates and considers new ideas that improve teaching and learning • adapts his/her practice based on research and data to best meet the needs of the students 					
	ND	Needs Improvement	Met	Proficient	Advanced
Indicators		<input type="checkbox"/> Seeks knowledge of current research-based approaches to teaching and learning. <ul style="list-style-type: none"> ○ The teacher is learning to use “high yield” instructional strategies. ○ The teacher is becoming knowledgeable of the technology tools available & their use as teaching & learning tools. ○ The teacher focuses his/her professional development on acquiring information & skill in the most current approaches to teaching & learning. ○ The teacher is working to implement research-based, district programs or initiatives that have been put in place to address students’ academic & behavioral needs. 	...and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning. <ul style="list-style-type: none"> ○ The teacher regularly implements “high yield” instructional strategies that result in academic gains for students. ○ The teacher regularly integrates the most current technology into classroom instruction & student activities. ○ The teacher appropriately & effectively implements district &/or school initiatives. ○ The teacher consistently & intentionally utilizes various instructional strategies that effectively narrow the achievement gap for students. ○ The teacher actively & positively accepts change within the school setting. 	...and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate. <ul style="list-style-type: none"> ○ The teacher consistently & intentionally selects “best practices” to match students’ learning needs, styles, & the lesson’s objective. ○ The teacher is a life-long learner, always seeking to find additional approaches to address students’ learning needs (Web sites, educational books, fellow teachers, etc.) ○ The teacher is willing to take risks & “thinks outside of the box” for strategies to increase student achievement. ○ The teacher initiates needed change within the school &/or classroom & “drives” its success. 	...and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning. <ul style="list-style-type: none"> ○ The teacher is a resource for staff, modeling & supporting the use of new & creative instructional strategies that have been successfully implemented in his/her classroom. ○ The teacher constantly explores & researches new & innovative technology & effectively implements this technology into teaching. ○ The teacher’s success in closing the achievement gap in his/her classroom motivates other staff to replicate these techniques & strategies. ○ The teacher invites change & is able to lead others to focus on possibilities & manage the barriers that accompany change in the school &/or district.

Comments: