

| Standard I: Curriculum Planning and Assessment | Standard II: Teaching ALL Students | Standard III: Family and Community Engagement | Standard IV: Professional Culture |
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| <ul style="list-style-type: none"> • Well-structured unit/lesson plans that are differentiated to address ALL student learning needs • Unit plans and assessments – aligned to CCSS/MACF w/ measurable outcomes and HOTS • Curriculum maps and pacing guides based on standards mastery progression • Measurable posted objectives (learning targets/success criteria) that reflect classroom activities • Instructional materials (varied and appropriate) • Integration of technology where appropriate • STUDENT WORK SAMPLES (w/original assignment attached) with specific written teacher feedback included • Variety of formative and summative assessments • Scoring guides/rubrics • Amended lessons/units, based on data analysis • Tiered/differentiated assessments • Posted behavioral norms • Homework assignments (that measure progress and/or understanding) • Data analysis of formative assessments/DO NOWs/homework and follow-up lessons/plans • Pictures of instructional space that reflect different layouts for varied activities and groupings • IEP meeting observations/notes • Progress reports • Re-teach plans and follow-up assessment results • Assessment data analysis and action plans created as a result | <ul style="list-style-type: none"> • Well-structured lessons/units with differentiated activities/assignments • Clear, measurable posted objectives/learning targets that are referred to throughout lesson • Use of “success starters” (FAST LANE) • Effective use of exemplars/anchor charts • Modeling expectations for student work and problem solving strategies • Student groupings (flexible model/skill-based) • Multiple forms of assessment (KWL, graphic organizers, individual response boards, entrance cards, exit slips, etc.) • Differentiated learning opportunities (hands-on activities, station work, interdisciplinary projects, learning games, multi-modal assignments) within one lesson • Use and inclusion of multi-cultural materials/resources • Use of data to provide feedback to students and their families • Student created progress charts based on data analysis • Higher order thinking questions/skills observed (teacher and students) • Students engaged in frequent, learning-based discussions (groups, think-pair-share, etc.) • Use of Readers/Writers workshop model • Use of various resources to enhance learning (tech., podcasts, music, video clips, multiple texts w/ varied levels, manipulatives, etc.) • Academic support opportunities • Clear class rituals, routines, rules and expectations and consistent consequences • Assignments with scaffolding • Student work samples that are representative of varied activities/assessments within one lesson to address needs of ALL students • PBIS interventions • Teacher observed as facilitator/coach vs. lecturer in front of rows of students • Varied instructional strategies observed • Consistent verbal/written feedback (observed and reflected on student work products) • Videotapes of students actively involved in an authentic and challenging lesson | <ul style="list-style-type: none"> • Use of class website to inform and engage families • Class newsletter (inc. events, activities, student data, etc.) • Emails to/from parents regarding academic and discipline issues, as well as improvements • Contact logs (phone calls) w/topics discussed • Signed expectations and syllabi • Attendance at events that provide an opportunity to interact with parents/families • Providing resources for parents to assist with continued learning at home • Notes/letters home • Parent-teacher conference participation • RTI, IEP or 504 Plan conference participation • Parent/family invitations to class presentations or activities | <ul style="list-style-type: none"> • Professional development work (PDPs) • Self-assessment • Student Learning Goals and Professional Practice Goals • Written reflections on practice • Mentor/mentee logs • Attendance at staff, data, IEP, PLC, and other meetings • Record of attendance and timeliness • Record of fulfillment of duties • National Board Certification • Minutes/Agendas from team/dept./grade-level meetings • Course work (college) • Modeling lessons/strategies • Co-planning and co-teaching with written documentation • Curriculum development documents • Participation in school and district committees/initiatives (meeting agendas, minutes, notes) • Substitute teacher plans/folders • Work products developed as a result of team collaboration • Action plans developed as a result of group data analysis of student performance on assessments • Advising students groups/activities/sports • Supervising a student teacher or intern • Attending professional conferences and reporting at staff meetings • Serving in leadership capacity for professional organizations • Presenting professional development training to other staff at meetings/PD days, etc. • Action research |