

Franklin Pierce School District Standards and Indicators for Teaching and Learning

A joint FPEA/District committee was formed in the 2000 - 2001 school year to begin the revision of the certificated staff evaluation process. After extensive research and study the committee developed the attached standards and indicators for teaching and learning.

There are seven Standards:

- Lesson Planning and Design (LPD)
- Using Assessment to Improve Instruction (UAI)
- Learning Environment (LE)
- Effective Teaching Practice (ETP)
- Classroom Management (CM)
- Professional Development (PD)
- Professional Responsibilities (PR)

Indicators describe and explain each standard. Each indicator has four levels of performance to inform a professional discussion and suggest areas for further growth. The levels range from describing teachers who are highly accomplished professionals who share their expertise in a formal way beyond the classroom (distinguished), to teachers who are still striving to understand and apply the basic skills in a given indicator (unsatisfactory):

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| Distinguished: | Teacher behaviors and actions greatly enhance student learning, foster tangible and positive feelings in the local community and provide leadership in the professional community. Teachers are not expected to be distinguished across multiple standards and indicators. |
| Proficient: | Teacher behaviors and actions are evidence of a clear understanding of the concepts described in the indicator. Implementation of those concepts is successful and consistent. Proficiency is the goal for all teachers in the Franklin Pierce School District. |
| Approaches Proficiency: | Teacher behaviors and actions are evidence of some understanding of the concepts described in the indicator. Successfully implementing those concepts occurs on an inconsistent basis. First year teachers, or teachers who are in the midst of a major change (i.e. teaching a new level, teaching a new subject, implementing a new curriculum) may function at this level in some standards and indicators. |
| Unsatisfactory: | Teacher behaviors and actions are evidence of a lack of understanding of the concepts described in the indicator. This teacher needs to work on very basic skills associated with those concepts to prevent students from being at risk of not learning. |