

APPENDIX L

Franklin Pierce School District Standards and Indicators for Teaching and Learning

**Note: For classroom teachers, these will be replaced by the new classroom teacher evaluation model between 2013-14 and 2015-16.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished
(LPD) Lesson Planning and Design	LPD1a Appears unaware of the district curricula and state grade level expectations..	LPD1b Aware of the district curricula and state grade level expectations..	LPD1c Intentionally designs instruction to focus on the content and substance of the district curricula and state grade level expectations.	LPD1,2,3,4,5,6,7d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance their expertise. A staff member exceeding the standard may also be involved in the following activities: teaching demonstration lessons, presenting at conferences, teaching district inservice speaking at community functions, mentoring colleagues, authoring district curriculum.
	LPD2a Does not use district curricula or adopted instructional materials.	LPD2b Inconsistently uses district curricula and adopted instructional materials	LPD2c Uses district curricula and adopted instructional materials.	
	LPD3a Uses limited resources.	LPD3b Begins to vary use of resources.	LPD3c Organizes multiple resources to deliver instruction.	
	LPD4a Paces lessons only by resources, regardless of student needs.	LPD4b Begins to modify pacing based on student needs and interests.	LPD4c Determines pacing based on student needs and interests.	
	LPD5a Teaches content as the only goal.	LPD5b Uses content to teach some skills and strategies.	LPD5c Uses content to develop skills and strategies, including thinking skills.	
	LPD6a Teaches content in isolation with few connections.	LPD6b Aware of strategies for connecting the curriculum, i.e., content, thinking skills, student experience.	LPD6c Integrates curriculum using content, guiding questions, themes, thinking skills, and student experience.	
	LPD7a Does not reflect on a lesson's success or achievement of instructional goals.	LPD7b Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	LPD7c Makes an accurate assessment of a lesson's engagement, effectiveness and adjusts planning as necessary.	
	LPD8a Embeds no current research in activities and instruction.	LPD8b Embeds current research in some instruction and activities.	LPD8c Embeds current research in instruction and activities.	

(UAI) Using Assessment to Improve Instruction	UAI1a Relies on a single assessment method.	UAI1b Uses a few classroom-based assessment tools such as scales, rubrics, checklists, and tests.	UAI1c Uses multiple assessment tools appropriately, including rubrics, scales, checklists, and tests to monitor student learning and set future goals.	UAI1,2,3,4,5d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance their expertise. A staff member exceeding the standard may also be involved in the following activities: mentoring colleagues, teaching demonstration lessons, authoring district curriculum, presenting at conferences, speaking at community functions, teaching district inservice.
	UAI2a Demonstrates little or no knowledge of performance assessments.	UAI2b Demonstrates limited use of performance assessments.	UAI2c Designs and uses performance assessments to measure skill application, including thinking skills.	
	UAI3a Collects no evidence of student work.	UAI3b Begins to collect student work.	UAI3c Develops portfolios with students, which document student growth over time.	
	UAI4a Expects no student self-reflection in assessment process.	UAI4b Limited involvement of students in self-assessment.	UAI4c Supports student involvement in the assessment process through goal setting, self-reflection, and critique. Surveys students regarding their engagement in learning.	
	UAI5a Fails to use assessment to guide and inform instruction.	UAI5b Begins to use assessment to plan appropriate instruction.	UAI5c Uses assessment to plan appropriate instruction and document student achievement over time.	

(LE) Learning Environment	LE1a Staff interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the culture, gender, and developmental level of students. Many students exhibit a pattern of disrespect for staff.	LE1b Staff/student interactions are generally appropriate to culture, gender, and developmental level of student. Many students exhibit minimal respect for staff.	LE1c Staff/student interactions are friendly, caring, and respectful. Interactions are consistently appropriate to students' culture, gender, & developmental level.	LE1d Staff demonstrates genuine warmth, caring and respect for all students.
	LE2a Significant number of student/student interactions are characterized by conflict, sarcasm or put-downs.	LE2b Student/student interactions are neutral. Students do not demonstrate negative behavior toward one another.	LE2c Student/student interactions are generally polite and respectful.	LE2d Students demonstrate genuine caring for and encouragement of one another.
	LE3a Staff is unaware of or does not utilize district resources for planning, teaching or classroom activities.	LE3b Staff displays limited awareness of available resources and/or relies on a single text.	LE3c Staff is fully aware of district resources and utilizes multiple resources for planning, teaching, and classroom activities.	LE3d Staff actively seeks other materials to enhance instruction in addition to being aware of and utilizing multiple district resources.
	LE4a The learning environment is unsafe.	LE4b The learning environment is safe, and room is adjusted for lessons, but with limited effectiveness.	LE4c The learning environment is safe, and the room arrangement supports teaching and learning activities for all students.	LE4d The learning environment is safe. and students adjust the room to advance their own purposes in learning.
	LE5a Staff and/or students convey a negative attitude toward what is being taught, suggesting that it is not important or is mandated by others.	LE5b Staff communicates importance of what is being taught, but with little conviction and only minimal buy-in from students.	LE5c Staff conveys genuine enthusiasm for what is being taught, and students demonstrate consistent commitment to its value.	LE5d Students demonstrate through their active participation and pride in their work that they value the importance of what is being taught.

(ETP) Effective Teaching Practice	ETP1a Relies primarily on lecture and seatwork as instructional strategies.	ETP1b Begins to incorporate some active processing strategies.	ETP1c Uses a wide variety of active processing strategies, including cooperative learning and questioning strategies designed to engage all students in learning.	ETP1,2,3,4,5d In addition to being proficient, a staff member exceeding the standard is recognized by colleagues as a resource for others who are developing skill in the area of focus. This staff member demonstrates an ability to synthesize new knowledge about teaching with an existing understanding to further enhance expertise. The staff member exceeding the standard may also be involved in the following activities: mentoring colleagues, authoring district curriculum, participating in district level committees, teaching district inservice, speaking at community functions, presenting at conferences, teaching demonstration lessons.
	ETP2a Organizes instruction primarily for whole class grouping.	ETP2b Occasionally uses flexible grouping.	ETP2c Uses flexible groupings to deliver instruction and meet individual needs.	
	ETP3a Teaches to a single intelligence.	ETP3b Addresses a few of the multiple intelligences.	ETP3c Teaches to multiple intelligences.	
	ETP4a Unaware of thinking skills and behaviors.	ETP4b Begins to use graphic organizers and other tools to teach thinking skills and behaviors.	ETP4c Teaches thinking skills and behaviors using course content.	
	ETP5a Does not address the learning needs of students with disabilities.	ETP5b Begins to address the learning needs of students with disabilities.	ETP5c Effectively addresses the learning needs of students with disabilities.	
	ETP6a Uses haphazard learning activities, which are not motivating or suitable to students or instructional goals. Expectation for students are low.	ETP6b Uses some learning activities that are motivating or suitable to students and instructional goals. Expectations for students are inconsistent.	ETP6c Instructional goals and learning activities are engaging, motivating and convey high expectations for student achievement. The activities progress coherently.	
	ETP7a Fails to effectively communicate course expectations and uses a grading system which lacks clarity, consistency, reasonableness and/or fairness.	ETP7b Inconsistently communicates course expectations. Approach to grading is inconsistent.	ETP7c Clearly communicates course expectations and uses a clear, consistent, reasonable and fair grading system.	
	ETP8a Fails to connect assessments to goals or to make assessment criteria and standards clear to students.	ETP8b Connects some assessments to instructional goals. Sometimes communicates assessment criteria and standards to students.	ETP8c Deliberately connects assessments to instructional goal and communicates assessment criteria and standards to students.	
	ETP9a Keeps disorganized records.	ETP9b Keep rudimentary and partially effective record.	ETP9c Keeps system for maintaining accurate and timely records (tracking assignments, attendance, achievement, etc.)	
	ETP10a Does not use technology to improve instruction.	ETP10b Begins to use technology to improve instruction.	ETP10c Incorporates available technology to improve instruction.	
	ETP11a Gives up or blames the student or the environment for the student's lack of success. Does not explore alternative strategies.	ETP11b Accepts responsibility for the success of students but has only a limited repertoire of instructional strategies to use.	ETP11c Persists in seeking approaches for students who have difficulty learning and possesses a moderate repertoire of strategies.	
	ETP12a Instruction does not demonstrate sensitivity to students' culture, gender & developmental level.	ETP12b Instruction begins to demonstrate sensitivity to students' culture, gender and developmental level.	ETP12c Instruction demonstrates sensitivity to students' culture, gender and developmental level.	
				ETP12d A multi-cultural focus is effectively integrated in all instruction.

(CM) Classroom Management	CM1a Expectations for student behavior do not appear to have been established, or students are confused as to what the expectations are.	CM1b Expectations for behavior appear to have been established for most situations, and the majority of students seem to understand them.	CM1c Expectations for behavior are communicated and are clear to all students.	CM1d Expectations for behavior are communicated and are clear to all students. Students appear to have been included in the process.
	CM2a Does not utilize prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	CM2b Inconsistently utilizes prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	CM2c Utilizes a variety of prevention/intervention strategies to encourage appropriate behavior and provide a safe learning environment.	<u>CM2d Utilizes a variety of prevention/intervention strategies which are seamlessly integrated, and students demonstrate responsibility for group's behavior. The classroom is a safe learning environment.</u>
	CM3a Staff does not respond to student misbehavior, or the response is inconsistent.	CM3b Staff attempts to respond to student misbehavior but with inconsistent results.	CM3c Staff response to misbehavior is appropriate, successful, and demonstrates respect for student.	CM3d Staff response to student misbehavior is highly effective and sensitive to students' individual needs.
	CM4a Materials and supplies are handled inefficiently.	CM4b Routines for handling materials and supplies function moderately well.	CM4c Routines for handling materials and supplies occur smoothly with little loss of instructional time.	CM4d Routines for handling materials and supplies are seamless, with students assuming some responsibilities for efficient operations.
	CM5a Much time is lost during transitions, and/or class begins late.	CM5b Transitions are sporadically efficient, and/or class occasionally begins late, resulting in some loss of instructional time.	CM5c Transitions occur smoothly with little loss of instructional time.	CM5d Transitions are seamless, with students assuming some responsibility for efficient operation.
(PD) Professional Development	CM6a Staff's spoken language is inaudible and/or written language illegible. Spoken or written language may contain grammatical errors and vocabulary inappropriate to students' level.	CM6b Staff's spoken language is audible and/or written language is legible. Both are used correctly, though vocabulary may be limited or not appropriate to students' level.	CM6c Staff's spoken language and written language are clear, correct, and appropriate to students' levels and interests.	CM6d Staff's spoken language and written language are correct, expressive and enriches the lesson.
	CM7a Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	CM7b Volunteers and paraprofessionals are productively engaged during portions of class time.	CM7c Volunteers and/or paraprofessionals are productively engaged during class time.	CM7d Volunteers and/or paraprofessionals' skills are maximized, and they make a substantial contribution to the classroom environment.
(PD) Professional Development	PD1a Does not assess professional performance.	PD1b Begins to assess professional performance and/or sets goals for improvement.	PD1c Continually assesses professional performance and identifies goals for improvement.	PD1d Demonstrates considerable reflection in assessing professional performance. Goals for improvement extend beyond one's own classroom.
	PD2a Engages in little or no professional development activities to enhance knowledge or skill.	PD2b Participates in professional development activities to a limited extent when convenient or required.	PD2c Seeks out opportunities for professional development to enhance content knowledge and teaching skill.	PD2d Seeks out opportunities for professional development and makes systematic attempt to conduct action research in classroom.
	PD3a Does not respond to peer and/or supervisor feedback to refine and shape practices.	PD3b Utilizes some peer and/or supervisor feedback to refine and shape practices.	PD3c Utilizes peer and supervisor feedback to refine and shape practices.	PD3d Seeks out peer and/or supervisor feedback and utilizes feedback to refine and shape practices.

(PR) Professional Responsibilities	PR1a Maintains poor system for managing paperwork and timelines associated with profession.	PR1b Maintains a rudimentary and partially effective system for managing paperwork and timelines associated with profession.	PR1c Uses an effective system for managing paperwork and timelines associated with profession.	PR1d Employs a fully effective system for managing paperwork and timelines associated with profession.
	PR2a Provides little information about instructional program to families.	PR2b Participates in the school's activities for family communication but offers little additional information.	PR2c Regularly communicates with families about instructional program and students' progress.	PR2d Provides frequent information to families about instructional program. Students participate in preparing materials for their families.
	PR3a Staff interactions and communications with some families are negative, demeaning, sarcastic and/or inappropriate.	PR3b Staff/family interactions and communications are generally friendly and respectful.	PR3c Staff/family interactions and communication are welcome and demonstrate warmth, caring and respect.	PR3d Staff/families interactions are maximized in a proactive, warm, caring and respectful way.
	PR4a Does not respond or responds inappropriately to family questions or concerns.	PR4b Responds occasionally to family questions or concerns.	PR4c Responds to family questions and concerns in an appropriate and timely manner.	PR 4d Provides information to families frequently on both positive and negative aspects of student progress. Responses to family questions and concerns are handles sensitively.
	PR5a Contributes to student's lack of success by misusing and/or ignoring rules and policies.	PR5b Does not knowingly contribute to a student's lack of success.	PR5c Works collaboratively within the context of a particular team or department to ensure all students learn.	PR5d Makes a particular effort to challenge negative attitudes and helps to ensure that all students are honored in the school.
	PR6a Makes no effort to share knowledge with others or to assume professional responsibilities.	PR6b Finds limited ways to contribute to the profession.	PR6c Provides support to and seeks support from professional colleagues. Discusses problems, new ideas, gives/receives feedback, respecting/-accepting various viewpoints.	PR6d Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
	PR7a Makes decisions based on self-serving interests.	PR7b Decisions are based on limited though generally professional considerations.	PR7c Participates in decision-making to ensure decisions are based on the highest professional and democratic principles.	PR7d Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
	PR8a Makes no effort to participate in school's improvement and refinement of curriculum/instruction practices.	PR8b Finds limited ways to participate in school's improvement and refinement of curriculum/instruction practices.	PR8c Participates in school's improvement and refinement of curriculum/instruction practices, assessing for alignment with national, state, district and school goals.	PR8d Provides leadership in school's improvement and refinement of curriculum/instruction practices, assessing for alignment with national, state, district and school goals.
	PR9a Avoids becoming involved in school/district events/projects.	PR9b Participates in school/district events/projects when specifically asked.	PR9c Meaningfully participates in school/district events/projects.	PR9d Volunteers to participate in school /district projects, makes a substantial contribution, or assumes a leadership role in a major school or district project.