

An Addendum to Developmental Continuum of Teacher Abilities for Teachers on Special Assignment

For Teachers on Special Assignment, the following standards are *in addition to* the standards in the Continuum of Teacher Abilities for Classroom Teachers.

Standard One: Engaging and Supporting All Students in Learning

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
1.6 Engages colleagues in learning: peer coaching and collaboration	Lacks knowledge or does not basic foundations of coaching	Minimally applies foundations of coaching	Acts as peer coach with staff and promotes additional pairings	Acts as peer coach with staff and promotes successful pairings and collaboration	Facilitates site-based capacity for peer coaching and collaboration
1.7 Facilities and builds relationships	Unable to build satisfactory relationships with colleagues	Minimally builds relationships with colleagues	Meets more formally with colleagues to discuss classroom practice	Fosters collegial interactions that lead to improved classroom practice	Facilitates group interactions around specific student goals

Standard Two: Creating and Maintaining Effective Environments for Student Learning

2.7 Supports teachers to create and maintain effective learning environments for all students	Difficulty meeting individual needs Unable to create any effective systems to create effective learning environments for students	Sets priorities to meet individual needs Begins to support use of one appropriate system to create effective learning environment for all students	Anticipates needs, plans, and organizes accordingly Expands use of appropriate system in more classrooms to create effective learning environment for all students	Integrates appropriate needs, plans, and organization for effective learning Works with staff to integrate appropriate systems for effective learning environments for all students	Creates and implements a shared vision of yearlong plan Works with staff to integrate systems that promote equity, cooperation, inclusion, and student achievement
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Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.6 Content standards, including but not limited to, language arts, math and English Language Development	Is unfamiliar with student content standards	Is familiar with student content standards	Encourages and facilitates standards-based instruction by staff	Models or co-teaches standards-based lessons with staff	Facilitates staff development to support teachers to use the standards to drive instruction
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3.7 Using State adopted materials	Does not fully participate in training in the use of state-adopted materials	Actively participates in appropriate training and use of state-adopted materials to promote student learning	Assists staff in successful integration of state-adopted materials to promote student learning	Models or co-teaches lessons using state-adopted materials to promote student learning	Facilitates training for staff in use of state-adopted materials to promote student learning
3.8 Implementing site specific programs and/or interventions	Does not participate in site training programs and/or interventions	Actively participates in site training and/or interventions	Supports the implementation of site programs and/or interventions	Facilitates implementation of site program goals and interventions	Promotes collaboration to analyze effectiveness of site program

Standard Four: Planning Instruction and Designing Learning Experiences for All Students

4.6 Planning curriculum collaboratively	Is unfamiliar with standard/curriculum mapping	Is familiar with the elements of standard/curriculum mapping	Supports teachers to develop their own standard/curriculum map using available technology	Assist teachers in developing grade level and subject area standard/curriculum maps	Facilitates the creation of a school-wide standard/curriculum map that eliminates instructional gaps and repetitions
4.7 Designing lessons	Is unfamiliar with components of lesson design	Is familiar with the components of lesson design	Collaborates with staff to create and implement well-designed lessons	Fosters staff implementation of well-designed unit and lesson plans	Supports staff to engage in lesson study (observing, analyzing and revising)

Standard Five: Assessing Student Learning

5.6 Facilitates the collection and analysis of current student data	Has difficulty collecting, organizing, and analyzing student data used by colleagues to assess student learning	Collects and organizes existing student data to be considered by staff	Develops structures to promote collegial discussions around existing student data to determine areas of strengths and challenges.	Implements collegial discussions around existing student data to determine scope of strengths, challenges, and options for additional data collection.	Uses data and the cycle of inquiry to target areas of challenge to raise student achievement.
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5.7 Facilitating the ongoing collection and analysis of student work and progress.	Is unable to assist in the collaborative analysis of student work	Is able to support staff in the collaborative analysis of student work	Meet with individuals or small groups to analyze student work using available resources (projects, rubrics, assessments) for targeted content area and inquiry	Facilitates site staff analysis of student work	Creates a system to collaboratively design and implement methods for students to analyze their own work

Standard Six: Developing As A Professional Educator

6.8 Providing appropriate professional development (contextualize, differentiation, equity)	Is unable to provide professional development opportunities for staff	Provides staff with some professional development opportunities after determining baseline of recent professional development	Investigates and designs, with the leadership team, a staff development plan that aligns with the needs of staff and students	Promotes appropriate staff development plan that aligns with the needs of staff and students	Provides or facilitates professional development opportunities that align with the needs of staff and students
6.9 Uses multiple forms of communication effectively, including humor and technology, to achieve goals.	Is unable to communicate effectively	Uses oral and written forms of communication correctly and effectively	Uses appropriate technology to communicate correctly and effectively with staff and community	Communicates with staff and community using appropriate strategies.	Communicates with staff and community using a variety of appropriate strategies.