

PUBLIC SCHOOLS OF EDISON TOWNSHIP
MCREL TEACHER EVALUATION RUBRIC w/SAMPLE EVIDENCE

Standard 1: Teacher Demonstrates Leadership
Element A: Teachers lead in their classrooms

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Understands how they contribute to students graduating from high school ➤ Uses data to understand the skills and abilities of students 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Takes responsibility for the progress of students to ensure that they graduate from high school ➤ Provides evidence of data driven instruction throughout all classroom activities ➤ Establishes a safe and orderly classroom 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Communicates to students the vision of being prepared for life in the 21st Century ➤ Evaluates student progress using a variety of assessment data ➤ Creates a classroom culture that empowers students to collaborate 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Encourages students to take responsibility for their own learning ➤ Uses classroom assessment data to inform program planning ➤ Empowers and encourages students to create and maintain a safe and supportive school community environment
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Reviews available Benchmark data • Links this lesson to previous lessons • Identifies subgroups such as Special Education students, ESL, etc. • Teaches students classroom rules, routines and behavioral expectations 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Differentiates instruction by grouping and individualizing instruction • Uses data to inform and modify instruction • Provides rubrics for assignments • Models appropriate interpersonal skills 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses and encourages students to use technology • Creates collaborative groupings based on differentiation of skills and abilities • Uses benchmark tests, common assessments, NWEA, etc. to set individualized academic goals for students • Regularly uses rubrics for teacher, peer and self-assessment 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Models active participation through contributions on committees, reviewing pacing guides/benchmarks, etc. • Leads student groups that encourage students to support one another inside and outside of the classroom • Provides students opportunities to create their own rubrics

Standard1: Teachers Demonstrates Leadership

Element B: Teachers demonstrate leadership in the school

Developing: <ul style="list-style-type: none"> ➤ Attends professional learning community meetings ➤ Displays awareness of the goals of the school improvement plan 	Proficient: <ul style="list-style-type: none"> ➤ Participates in professional learning community ➤ Participates in developing and/or implementing the school improvement plan 	Accomplished: <ul style="list-style-type: none"> ➤ Assumes a leadership role in the professional learning community ➤ Collaborates with school personnel on school improvement activities 	Distinguished: <ul style="list-style-type: none"> ➤ Collaborates with colleagues to improve the quality of learning in the school ➤ Assumes a leadership role in implementing school improvement plan throughout the building
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Attends faculty, grade level/team and department meetings • Attends PLC meetings but does not contribute • Has a copy of the school improvement plan readily available. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Attends professional learning activities • Works collaboratively with peers on lesson plans • Actively participates in PLC meetings by completing PLC reflection, keeping notes and contributes to discussions. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Serves on a curriculum committee • Effectively leads grade level/team/department meetings • Makes professional development presentations to the faculty • Initiates proposals to impact student achievement. • Volunteers for committees • Volunteers to participate in new initiatives • Identifies instructional problems on grade level/team/department level 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Identifies and suggests solutions to instructional problems that transcend grade level/team/department • Suggests instructional improvements across grade level/team/departments • Effectively uses and shares research based best practices with others • Leads staff development at school

Standard 1: Teachers Demonstrate Leadership
Element C: Teachers lead the teaching profession

Developing: ➤ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues	Proficient: ➤ Improvement of the profession through professional growth ➤ Establishment of positive working relationships School's decision-making processes as required	Accomplished: ➤ Promotes positive working relationships through professional growth activities and collaboration	Distinguished: ➤ Seeks opportunities to lead professional growth activities and decision-making processes
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Holds professional dialogue regularly with at least one trusted peer • Aware of school and/or district resources such as media specialists, EC or ESL teachers, etc. • Attends PLC meetings • Identifies her/his strengths and weaknesses in order to set professional growth plans 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Utilizes school and/or district resources such as media specialists, EC, or ESL teachers, etc. • Uses knowledge and skills acquired from professional development • Follows the chain of command when problems arise • Brings ideas and data to PLC meetings for discussion • Seeks assistance from peers in an effort to gain professional knowledge 	<ul style="list-style-type: none"> • Including but not limited to: • Shares new concepts and skills acquired during professional development • Support positive morale throughout the school and district • Works in PLC's in a positive manner to promote collaboration and professional growth • Effectively and consistently leads grade level/team/department meetings. • Assumes a leadership role with a team and/or department initiative. • Shares effective practice with peers 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Regularly leads professional development activities at the school, district, state, or national level • Welcomes colleagues into his/her classroom to observe effective instructional practice.

Standard 1: Teachers Demonstrate Leadership
Element D: Teachers advocate for schools and students

Developing: ➤ Knows about the policies and practices affecting student learning	Proficient: ➤ Supports positive change in policies and practices affecting student learning	Accomplished: ➤ Participates in developing policies and practices to improve student learning	Distinguished: ➤ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education	Not Demonstrated:
<i>Including but not limited to:</i> <ul style="list-style-type: none"> • Attends professional development activities within school and/or district. • Attends IEP meetings for classified students • Identifies policies & procedures that effect student learning • Utilizes training materials in the classroom at face-value. 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> • Observes peers who use new techniques and skills • Uses new skills and knowledge effectively in class • Makes decisions based on fact such as research, data, or student needs as opposed to making decisions based merely on pre-conceived notions • Positively implements new policies and procedures 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> • Identifies specific issues the faculty needs to address • Proposes possible improvements for instructional dilemmas • Reminds & encourages colleagues to follow new policies & procedures • Tailors new initiatives into lessons throughout the year. 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> • Actively promotes new initiatives/policies to peers, students, or parents • Identifies the need for a change in policy or procedure; helps to write, implement and assess changes • Promotes student led groups utilizing new initiatives. 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> • Fails to attend work group, team and/or faculty meetings • Fails to contact parents of poor performing students • Fails to implement new policies and/or procedures

Standard 1: Teachers Demonstrate Leadership
Element E: Teachers demonstrate high ethical standards

Developing: ➤ Understands the importance of ethical behavior as required by District Policy 3211 Code of Ethics.	Proficient: ➤ Demonstrates ethical behavior through adherence District Policy 3211 Code of Ethics	Accomplished: ➤ Knows and upholds the <i>District Policy 3211 Code of Ethics</i>	Distinguished: ➤ Models the tenets <i>District Policy 3211 Code of Ethics</i>	Not Demonstrated:
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Reads District Policy #3211 on the Code of Ethics for teaching staff. • Articulates why the code of conduct and ethics is an important part of the teaching profession. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Advocates to students regarding ethical standards • Follows proper ethical behavior • Maintains a confidential & respectful attitude w/ colleagues • Maintains appropriate relationships w/ students 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Responds to ethical violations appropriately • Explains ethical issues to students • Shares innovative approaches for resolving potential conflicts of interest • Dignifies incorrect responses. • Admits when wrong. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Explains ethical standards to students and parents • Initiates discussions about ethics at work group meetings • Teaches and reminds others of the elements of the code of ethics and standards for professional conduct • Models proper ethical behavior to others 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to recognize violations of the Code of Ethics • Fails to respond to ethical violations by peers

Standard 2: Teachers establish a respectful environment for a diverse population of students

Element A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Appreciates and understands the need to establish nurturing relationships 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Maintains a positive and nurturing learning environment 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Encourages and advises others to provide a nurturing and positive learning environment for all students 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Appreciates and understands the need to establish nurturing relationships
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Models good manners and respect for students • Rewards good student behavior • Stops inappropriate behavior • Explains teacher expectations to students • Explains student-to-student expectations 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Addresses students with kindness and respect • Recognizes successful team achievements • Establishes and posts respectful classroom procedures • Rewards students who support peers and exemplify positive character • Requires students to treat each other with respect • Treats all students with respect • Uses interventions to limit and positively impact referrals • Attends school-related activities to support students • Creates student groups that reflect diversity • Requires students to treat each other with respect 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Discusses effective techniques with inclusion personnel and makes instructional modifications as needed. • Asks for student feedback about classroom climate • Consistently applies respectful classroom procedures • Enforces classroom rules fairly and consistently • Selects materials that include the contributions of other cultures and contradict stereotypes • Regularly provides feedback that is ongoing, timely and individualized. • Models optimism 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Shares best practices for positive learning environment at PLC, grade, team and faculty meetings • Takes initiative with HIB awareness with lessons and/or activities. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Avoids communicating with parents • Allows students to humiliate other students • Allows negative behavior to disrupt classroom environment • Fails to include some students in activities • Fails to show respect to students • Allows students to be disrespectful towards each other • Does not collaborate with co-teacher

Standard 2: Teachers establish a respectful environment for a diverse population of students
Element B: Teachers embrace diversity in the school community and the world

Developing: <ul style="list-style-type: none"> ➤ Acknowledges that diverse cultures impact the world ➤ Demonstrates awareness of the diversity of students in the classroom 	Proficient: <ul style="list-style-type: none"> ➤ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues ➤ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes 	Accomplished: <ul style="list-style-type: none"> ➤ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures ➤ Consistently incorporates different points of view in instruction 	Distinguished: <ul style="list-style-type: none"> ➤ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum ➤ Capitalizes on diversity as an asset in the classroom 	Not Demonstrated: <ul style="list-style-type: none"> ➤ Acknowledges that diverse cultures impact the world ➤ Demonstrates awareness of the diversity of students in the classroom
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Groups students heterogeneously when appropriate • Recognizes the contributions of diverse cultures • Accepts the values and traditions of all students • Encourages every student to participate in class discussions. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Promotes tolerance in the classroom • Uses instructional materials that reflect diverse cultures and their history when possible • Accepts student work products that reflect their background • Models sensitivity toward activities that a student’s background may prohibit 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Selects materials that show people in non-stereotypical roles • Presents opposing points of view without value judgment • Allows students to make some choices in their assignments 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses guest speakers who reflect diverse cultures • Uses technology and appropriate social media to explore cultural diversity • Creates a culture where students choose to work with students of varied ability and ethnicity 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Consistently ignores certain students • Allows negative statements in class about a person/group based on race, ethnicity, or culture • Shows insensitivity to classroom diversity

Standard 2: Teachers establish a respectful environment for a diverse population of students

Element C: Teachers treat students as individuals

Developing: ➤ Holds high expectations of students	Proficient: ➤ Communicates high expectations for all students	Accomplished: ➤ Encourages and values contributions of students, regardless of background or ability	Distinguished: ➤ Helps students hold high expectations for themselves and their peers	Not Demonstrated: ➤ Holds high expectations of students
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Plans lessons that challenge all students • Requires students to give their best efforts on every assignment • Selects instructional materials that are rigorous 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Posts rubrics on assignments that encourage all students to achieve mastery • Returns work that is not up to expectations until it meets teacher standards • Differentiates instruction • Varies requirements for student work products in terms of style and academic level • Gives students honest and constructive feedback • Uses teaching strategies that require students to use higher order thinking skills 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Tailors questions to students so they can experience success • Utilizes formative assessments so all students can make positive contributions to whole class lesson • Insists that students strive to do their best work and consistently reinforces expectations. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Models how to sustain high expectations for one's self • Empowers student to create rubrics and make use of them during class. • Empowers students to use social problem solving when classroom disagreements occur. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to: <ul style="list-style-type: none"> ○ engage every student on a regular basis ○ hold all students to high standards ○ involve some students in activities ○ require higher order thinking skills ○ rigorous instructional materials • Identifies and relates to students by stereotypes • Allows students to not participate in learning activities and assignments.

Standard 2: Teachers establish a respectful environment for a diverse population of students
Element D: Teachers adapt their teaching for the benefit of students with special needs

Developing: <ul style="list-style-type: none"> ➤ Recognizing that students have a variety of learning needs ➤ Is knowledgeable of effective practices for students with special needs 	Proficient: <ul style="list-style-type: none"> ➤ Collaborates with specialists who can support the special learning needs of students ➤ Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs 	Accomplished: <ul style="list-style-type: none"> ➤ Understands the roles of and collaborates with the full range of support specialists to help meet the needs of all students ➤ Effectively engages special needs students in learning activities and ensures their unique learning needs are met 	Distinguished: <ul style="list-style-type: none"> ➤ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs ➤ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students 	Not Demonstrated: <ul style="list-style-type: none"> ➤ Recognizes that students have a variety of learning needs ➤ Is knowledgeable of effective practices for students with special needs
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses a variety of instructional modes: visual, auditory, tactile, etc. • Adapts lessons for students with special needs • Provides copies of teacher notes to special needs students • Follows IEP modifications • Demonstrates knowledge about IEP's, 504 and I&RS plans • Talks to ICR teacher about instruction 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Differentiates instruction • Communicates with support services personnel about student progress • Collaborates between general education and inclusion teacher/personnel • Co-teaches with an inclusion teacher • Effectively differentiates instruction for various learning styles and intelligence • Groups and regroups students based on specific learning needs 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Differentiates instruction to a greater degree than specified in the IEP when needed • Engages special needs students in activities where they have reasonable chance for success • Provides special needs students opportunities to lead activities • Actively engages special education students in rigorous & relevant activities • Co-teaches and co-plans with inclusion teacher 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Shares successful lesson modifications with peers • Evaluates students' strengths and weaknesses using a variety of strategies and types of assessments and modifying instruction as needed. • Teacher's classroom serves as a model classroom for inclusion instruction • Provides professional development to other staff on effective differentiation 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Relies on whole group instruction all the time • Fails to: <ul style="list-style-type: none"> ○ modify lessons for special needs students ○ differentiate instruction ○ follow IEP's ○ involve inclusion teachers in instruction • Segregates special needs students from the rest of the class • Ignores students with special needs

Standard 2: Teachers establish a respectful environment for a diverse population of students

Element E: Teachers work collaboratively with the families and significant adults in the lives of their students

Developing: ➤ Responds to family and community concerns	Proficient: ➤ Communicates and collaborates with the home and community for the benefit of students	Accomplished: ➤ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them	Distinguished: ➤ Promotes trust and understanding throughout the school community	Not Demonstrated: ➤ Responds to family and community concerns
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Contacts parents about problems at school • Responds promptly and effectively to phone calls/emails • Provides regular progress reports • Maintains open communication with parents • Updates Parent Portal weekly 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Initiates meetings with parents to address student problems • Calls/emails parents about student progress • Provides information to parents regarding long-range assignments/assessments • Initiates communication with parents for positive behavior or accomplishments. • Safeguards confidential information 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Actively seeks out parents who do not contact school • Demonstrates flexibility in holding meetings with parents at times and places convenient to parents • Collaborates with counselors, and/or social workers to aid struggling families • Utilizes appropriate electronic media (teacher webpage, wiki, etc.) to communicate classroom activities and assessments 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Acknowledges accomplishments and positive contributions of colleagues to students, faculty and parents • Models ethical, open, and honest behavior in all interactions with school and community • Participates regularly in school events after school hours 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Skips or mishandles meetings with concerned parents • Publicly criticizes students, colleagues, administrators, or parents • Fails to <ul style="list-style-type: none"> ○ meet with parents ○ reach out to parents ○ respond to phone calls/emails promptly or at all ○ show respect and civility to parents • Provides inadequate, little, or no feedback to parents

Standard 3: Teachers know the content they teach

Element A: Teachers align their instruction with the New Jersey/Common Core Curriculum Content Standards and approved District curriculum

Developing: <ul style="list-style-type: none"> ➤ Demonstrates an awareness of the NJ/Common Core Curriculum Content Standards and approved District curriculum and references it in the preparation of lesson plans ➤ Elementary: Begins to integrate strategies within the content areas ➤ Secondary: Recognizes the importance of integrating literacy strategies within the content area 	Proficient: <ul style="list-style-type: none"> ➤ Understands the NJ/Common Core Curriculum Content Standards and approved District curriculum, uses it in preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant ➤ Elementary: Integrates effective literacy instruction throughout the curriculum ➤ Secondary: Incorporate a wide variety of literacy skills within content areas to enhance learning 	Accomplished: <ul style="list-style-type: none"> ➤ Develops and applies strategies based on the NJ/Common Core Curriculum Content Standards and approved District curriculum standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant ➤ Elementary: Evaluates and reflects upon the effectiveness of literacy instruction ➤ Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas 	Distinguished: <ul style="list-style-type: none"> ➤ Assists colleagues in applying such strategies in their classrooms ➤ Elementary: Makes necessary changes to instructional practice to improve student learning ➤ Secondary: Makes necessary changes to instructional practices to improve student learning 	Not Demonstrated: <ul style="list-style-type: none"> ➤ Demonstrates an awareness of the NJ/Common Core Curriculum Content Standards and approved District curriculum and references it in preparation of lesson plans ➤ Elementary: Begins to integrate strategies within the content areas ➤ Secondary: Recognizes the importance of integrating literacy strategies within the content areas
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Develops lesson plans that are clear, logical and sequentially aligned with the NJCCCS • Posts daily objectives (learning targets) and references the NJCCCS • Plans lessons throughout the curriculum with literacy skills in mind • Accesses NJ State standards and District curriculum documents. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Presents lessons that require students to use higher order thinking skills • Models and explicitly teaches and demonstrates comprehension skills • Relates learning activities to real life applications • Uses strategies that draw on students' prior knowledge • Has students explain new information in their own words 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Gives students prompt and effective feedback to help improve literacy skills • Uses all data to assess, drive, and direct literacy instruction • Uses evaluation rubrics for content area and integrated literacy skills • Includes higher order thinking skills in all activities and assessments. • Provides students with multiple and varied formative and summative assessments 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Shares strategies in grade, team, or department meetings • Regroups students for re-teaching based on parts of instruction not mastered • Regroups students to accelerate/enhance learning beyond the required curriculum 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to utilize the NJCCCS/District curriculum • Sets instruction requiring low level content and few thinking skills • Fails to: <ul style="list-style-type: none"> ○ modify instruction based on student needs ○ incorporate literacy strategies ○ use multiple sources for instruction

Standard 3: Teachers know the content they teach

Element B: Teachers know the content appropriate to their teaching specialty

Developing: ➤ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned	Proficient: ➤ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned	Accomplished: ➤ 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	Distinguished: ➤ Extends knowledge of subject beyond content in their teaching specialty and sparks students curiosity for learning beyond the required course work	Not Demonstrated: ➤ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Knows the content that supports the NJCCCS and District curriculum • Presents information that is accurate • Explains learning goals, instructional procedures and content accurately 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Teaches content in a variety of ways • Assesses students formally and informally to modify instruction • Groups students to modify instruction as needed • Uses multiple questioning techniques for student inquiry 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Integrates the content of subject areas with other disciplines • Disaggregates data to create purposeful lessons and assignments • Adjusts lessons to accommodate student interests/choice. • Engages students in activities which use 21st century skills • Creates and/or teaches an interdisciplinary/parallel unit with teachers from other subject areas 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Develops lessons where students take responsibility for their own learning and researching topics related to the content • Provides simulated learning experiences using relevant activities • Assists colleagues with developing more in-depth lessons 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Provides inaccurate information to students • Presents outdated instructional materials • Fails to demonstrate basic content knowledge

Standard 3: Teachers know the content they teach

Element C: Teachers recognize the interconnectedness of content area/discipline

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Understands the links between grade/subject and the NJCCCS ➤ Displays global awareness 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Demonstrates knowledge of links between grade/subject and the NJCCCS ➤ Promotes global awareness and its relevance to the subjects 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Demonstrates knowledge of links and vertical assignment of the grade or subject area and the NJCCCS ➤ Integrates global awareness activities throughout lesson plans and instructional practices 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Collaborates with teachers from other grades or subject areas ➤ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Understands the links between grade/subject and the NJCCCS ➤ Displays global awareness
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Posts objectives that tie instruction to NJCCCS • Discusses global issues accurately • Uses current events to enhance instruction 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Explains how current learning relates to previous lessons and also to future lessons • Demonstrates sensitivity to differences in ability, social and cultural backgrounds • Makes learning relevant to students' lives • Incorporates current events into instruction where applicable 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses pre-testing to assess past learning • Plans integrated instruction across disciplines • Uses on-line sources to address global issues • Uses simulations incorporating global events • Deliberately makes connections to global information and impact within lesson plans. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Plans staff development on integrating curriculum • Demonstrates and leads discussions among peers in PLC, team, grade level, department and/or faculty meetings. • Conducts professional development opportunities for other staff • Teaches other staff how to effectively integrate global awareness into classrooms 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to: <ul style="list-style-type: none"> ○ link present learning to future lessons ○ note links between this subject and other content areas ○ link present learning to past lessons ○ link subject/grade to the NJCCCS ○ reference global issues

Standard 3: Teachers know the content they teach

Element D: Teachers make instruction relevant to students

Developing: ➤ Identifies relationships between the NJCCCS and life in the 21st Century	Proficient: ➤ Identifies relationships between the core content and 21st century content	Accomplished: ➤ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices	Distinguished: ➤ Deepens students' understanding of 21st century skills and helps them make their own connections and develop new skills	Not Demonstrated: ➤ Identifies relationships between the NJCCCS and life in the 21st Century
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses multimedia resources to enhance instruction • Teaches students the value of working appropriately and productively with others 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Creates work for students that requires application of core content with 21st century • Relates core content to real life situations • Has students share related current events • Makes learning relevant to students' lives • Uses 21st century skills to learn core content • Elicits student input about how the subject relates to 21st century life 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Gives all students opportunities to be leaders in group work • Sets high expectations for student achievement • Develops and implements rubrics for scoring quality of open-ended debates • Has students use current technology to research and present analysis • Provides instruction resulting in student products that regularly reflect use of 21st century skills. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Requires students to take responsibility for their own learning • Has students defend decisions for open-ended real-world questions • Develops student designed rubrics for evaluating personal responsibility • Uses actual court cases, political debates, legislative actions to enhance instruction • Allows students opportunities to self-select projects emphasizing 21st century skills 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to: <ul style="list-style-type: none"> ○ relate core content to 21st Century skills ○ relate NJCCCS objectives to 21st Century themes

Standard 4: Teachers facilitate learning for their students

Element A: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual physical, social, and emotional development of their students.

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Understands developmental levels of students and recognizes the need to differentiate instruction 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Understands developmental levels of students and appropriately differentiates instruction ➤ Assesses resources needed to address strengths and weaknesses of students 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction ➤ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Encourages and guides colleagues to adapt instruction to align with students' developmental levels ➤ Stays abreast of current research about learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Understands developmental levels of students and recognizes the need to differentiate instruction
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Attends workshops on differentiated instruction • Acknowledges that language proficiency affects learning without routinely differentiating instruction • Acknowledges that emotional, intellectual, and physical development affect learning with differentiating effects • Conducts instruction at different levels occasionally • Holds expectations that are appropriate for grade level • Aware of IEPs, 504s and I&RS plans 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses current best practices resources to differentiate instruction • Differentiates instruction according to students level and needs • Groups students for activities as respective to levels and academic development • Regularly and effectively analyzes assessment data to remediate students • Modifies instruction according to IEP's, 504s and I&RS 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Facilitates student learning on differentiated levels • Offers students opportunities to extend and stretch their strengths and weaknesses within different learning styles/intelligences • Shares lesson plans with other teachers, including plans with differentiated instructions 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Promotes and encourages differentiation among colleagues • Leads and conducts staff development on differentiated instruction 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Teaches to the whole class exclusively, without modifications of any differentiation.

Standard 4: Teachers facilitate learning for their students

Element B: Teachers plan instruction appropriate for their students

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Recognizes data sources important to planning instruction 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Uses a variety of data for short- and long-range planning of instruction ➤ Monitors and modifies instructional plans to enhance student learning 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Monitors student performance and responds to individual learning needs in order to engage students in learning 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Monitors students' performance and responds to cultural diversity and learning needs through the school improvement process 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Recognizes data sources important to planning instruction
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Meets regularly with mentor /colleagues /administrator to discuss and teaching practice • Identifies and utilizes student performance data\ such as NJASK, NWEA, District benchmark assessments, etc. • Develops short and long term lesson plans in accordance with District curriculum. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Ensures that students are actively engaged in classroom activities • Uses disaggregated data to enhance instruction and create lesson plans • Uses formative assessments to determine when re-teaching is necessary 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses data to modify instruction for individuals and small groups • Plans for small group instruction based on needs ranging from remediation to challenge. • Monitors trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Supports other teachers in the use of data during the planning process • Plans always reflect and embrace cultural diversity and awareness 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Plans perfunctorily, inadequately, or not at all

Standard 4: Teachers facilitate learning for their students

Element C: Teachers use a variety of instructional materials

Developing ➤ Demonstrates awareness of the variety of methods necessary to meet the needs of all students	Proficient: ➤ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students	Accomplished: ➤ Ensures the success of all students through the selection and utilization of appropriate methods and materials	Distinguished: ➤ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies	Not Demonstrated: ➤ Demonstrates awareness of the variety of methods necessary to meet the needs of all students
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses readily available technological tools to enhance instruction • Demonstrates awareness of students differing learning styles 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses lesson plans which reflect integration of technology and learning styles • Activates prior knowledge in students • Creates word walls for vocabulary development • Designs lessons with varying activities for different learning styles • Utilizes 21st Century skills in designing lessons • Engages students in high level thinking activities • Uses cooperative learning activities and groups • Uses graphic organizers, advanced organizers and/or non-linguistic representations to enhance instruction (Thinking Maps) • Instructs students in information technology (email, internet searches, on-line reference) • Addresses multiple learning styles/intelligences during lesson 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Engages students in high level lessons such as Socratic seminars, and literacy circles • Models “think aloud” and requires students to use this strategy when explaining concepts • Utilizes strategies to teach students summarizing and note-taking skills. • Explores and implements new technology into lessons consistently (white boards, blackboard, learning threads) 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Conducts staff development at the school site/district office concerning differentiation and student development • Shares specific examples of successful use of CITW at PLC, team, department and/or faculty meetings. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Lectures to the whole class more than necessary, often assigning students to work individually in workbooks or at seatwork without providing feedback for needy students

Standard 4: Teachers facilitate learning for their students

Element D: Teachers integrate and utilize technology in their instruction

Developing: ➤ Assesses effective types of technology to use for instruction	Proficient: ➤ Demonstrates knowledge of how to utilize technology in instruction	Accomplished: ➤ Integrates technology with instruction to maximize student learning	Distinguished: ➤ Provides evidence of student engagement in higher level thinking skills through the Integration of technology	Not Demonstrated: ➤ Assesses effective types of technology to use for instruction
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Consults with others on the best way to use technology in the classroom • Attends professional development on the use of technology in the classroom • Demonstrates awareness of technology available for class use • Attempts to use available technology in the classroom 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Shares technology ideas with colleagues • Routinely uses technology in lessons • Uses Internet, Power Point presentations, audio and video clips to enhance instruction 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Assigns students to use presentation software in the classroom • Plans interactive instruction utilizing Promethean Boards • Utilizes technology regularly and incorporates new and innovative technology: (Podcasts, Webinars, Photostory projects, Movie Maker) • Requires student work products that demonstrate the utilization of technology 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Engages students in the creation of websites • Engages students in the use of the internet for displaying data / results from class activities • Teacher is seen as an expert by his/her peers in the building, on the use of technology in the classroom • Uses technology to collaborate with teachers/learners outside of the school building 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to model use of technology in class • Refuses to accept student work if submitted via technology

Standard 4: Teachers facilitate learning for their students

Element E: Teachers help students develop critical thinking and problem solving skills

Developing: ➤ Understands the importance of developing students' critical-thinking and problem-solving skills	Proficient: ➤ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills	Accomplished: ➤ Teaches students the processes needed to think creatively and critically, develop and test innovative ideas, synthesize knowledge, draw conclusions, exercise and communicate sound reasoning, understand connections, make complex choices, frame, analyze, and solve problems	Distinguished: ➤ Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices	Not Demonstrated: ➤ Understands the importance of developing students' critical-thinking and problem-solving skills
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Attends professional development on higher order thinking skills • Awareness of need to include higher order thinking skills in lesson planning • Begins to include higher order thinking skills in lesson planning 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses appropriate questions to guide students in critical thinking • Models problem solving techniques in the class for students • Employs critical thinking questions in the classroom • Gives assignments that require students to use problem-solving skills • Routinely utilizes higher order questioning skills when engaging students in dialogue • Routinely includes higher order thinking skills in lesson plans 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Requires students to develop and test new ideas and to draw conclusions • Engages students in activities that require students to exercise and communicate sound reasoning • Requires students to frame, analyze, and solve problems that include complex decision making and synthesis knowledge 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Leads training for others on critical thinking • Involves individual students in leading or presenting classroom discussion • Assigns teams of students to develop possible solutions to solve real life problems 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Instructs in a rote manner that primarily targets learning at the “remembers” and “understanding” levels

Standard 4: Teachers facilitate learning for their students

Element F: Teachers help students work in teams and develop leadership qualities.

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Provides opportunities for cooperation, collaboration, and leadership through student learning teams 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Encourages students to create and manage learning teams 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Fosters the development of student leadership and teamwork skills to be used beyond the classroom 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Provides opportunities for cooperation, collaboration, and leadership through student learning teams
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses student leadership in the classroom to enhance instruction • Engages students in learning teams • Has knowledge of learning teams • Uses basic cooperative learning structures 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Organizes assignments that require teamwork to meet desired goals • Helps students build leadership skills through team work 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Develops and using rubrics that require student cooperation, collaboration, and leadership in teams • Facilitates/Helps students effectively create and manage their own learning teams 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Provides feedback to students on cooperation, collaboration, and leadership on their team work • Conducts staff development in grade level/department and/or team meetings on effectively using learning teams to develop student leadership qualities. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to use groups for any student activities

Standard 4: Teachers facilitate learning for their students

Element G: Teachers communicate effectively

Developing: <ul style="list-style-type: none"> ➤ Demonstrates the ability to effectively communicate with students ➤ Provides opportunities for students to articulate thoughts and ideas 	Proficient: <ul style="list-style-type: none"> ➤ Uses a variety of methods for communication with all students ➤ Consistently encourages and supports students to articulate thoughts and Ideas clearly and effectively 	Accomplished: <ul style="list-style-type: none"> ➤ Creates a variety of methods to communicate with all students ➤ Establishes classroom practices which encourage all students to develop effective communication skills 	Distinguished: <ul style="list-style-type: none"> ➤ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns ➤ Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills 	Not Demonstrated: <ul style="list-style-type: none"> ➤ Demonstrates the ability to effectively communicate with students ➤ Provides opportunities for student to articulate thoughts and ideas
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Empathizes with students who lack good communication skills • Treats all students with respect • Allows sufficient wait time for students to answer questions • Uses visual and auditory communication techniques • Uses proper grammar and tone when addressing students, parents, and fellow staff 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Incorporates student participation into lessons • Establishes a class climate of mutual respect • Encourages student input through a variety of processes • Models and instructs students how to effectively communicate their concerns and ideas 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Involves reluctant learners by using effective questioning strategies • Routinely provides various differentiated opportunities for students to express their knowledge using multiple vehicles of communication • Re-teaches through alternative instructional methods 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Creates a classroom atmosphere which allows students to work together intensively while maintaining respect for one another • Plans alternative/ remedial lesson plans and has them available in case of students' misunderstandings of objectives • "Turn-keys" information on literacy skills and leads professional development at school and/or district level on literacy skills and effective communication 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Antagonizes or belittles students • Uses sarcasm in a negative or demeaning manner with students • Uses profanity in the classroom

Standard 4: Teachers facilitate learning for their students

Element H: Teachers use a variety of materials to assess what each student learned.

<p>Developing:</p> <ul style="list-style-type: none"> ➤ Uses indicators to monitor and evaluate student progress ➤ Assesses students in the attainment of 21st Century knowledge, skills, and dispositions 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction ➤ Provides evidence that students attain 21st Century knowledge, skills, and dispositions 	<p>Accomplished:</p> <ul style="list-style-type: none"> ➤ Uses the information gained from the assessment activities to improve teaching practice and student learning ➤ Provides opportunities for students to assess themselves and others 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning ➤ Encourages and guides colleagues to assess 21st Century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Uses indicators to monitor and evaluate student progress ➤ Assesses students in the attainment of 21st Century knowledge, skills, and dispositions
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Shows awareness of 21st Century knowledge, skills, and dispositions • Measures student understanding at the end of a lesson • Provides and explains to students methods of assessment for lesson/unit. • Compares September NWEA data to that of later assessments • Uses grades, tests, quizzes • Assigns technology based assignments with basic directions. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Uses various means to evaluate students (oral, written, etc.) • Uses formative/summative indicators and benchmarks to evaluate students' progress • Utilizes closure activities that provide students time to actively process learning. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Alters teaching style and assessment methods to meet changing student needs • Makes appropriate adjustments to instruction based on reflection and obstacles to learning • Uses multiple methods of assessment • Utilizes the results to improve instruction through scaffolding, differentiation, flex groups, etc. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Models 21st Century skills for colleagues and in the classroom setting • Serves as formal and informal mentor for other staff • Models self-reflection in classroom 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Grades every assignment the same way • Limited variety or lack of assessment of students

Standard 5: Teachers reflect on their practices

Element A: Teachers analyze student learning

Developing: ➤ Recognizes the need to improve student learning in the classroom	Proficient: ➤ Provides ideas about what can be done to improve student learning in their classroom	Accomplished: ➤ Thinks systematically & critically about learning in their classroom: Why learning happens & what can be done to improve student achievement.	Distinguished ➤ Provides a detailed analysis about what can be done to improve student learning and uses such analysis to adapt instructional practices and materials within the classroom and at the school level.	Not Demonstrated: ➤ Recognizes the need to improve student learning in the classroom
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Monitors student progress toward learning goals and objectives through regular diagnostic evaluations • Knows how to access testing data and determine composite scores • Identifies through data (classroom assessment, NWEA, standardized tests) where students are not learning • Awareness of students with IEPs, 504s and I&RS plans. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Ensures all lessons are motivationally directed at making instruction meaningful • Provides clear performance expectations to students • Individualizes instruction to meet the needs of his/her students • Actively participates in I&RS, team, grade level, department meetings in discussing student learning. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Ensures students have a working knowledge of an instructional concept prior to leading into the next phase of instruction • Consistently and systematically evaluates self as instructional facilitator of their best practices • Uses current research to enhance instruction • Compares school wide and classroom best practices to their own in order to evaluate effectiveness of their instruction • Seeks feedback from all stakeholders (including students) to increase teacher effectiveness • Routinely changes instructional methods & strategies based on data analysis 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Analyzes instructional techniques throughout the year to determine successful strategies as measured by student success • Meets with the principal and instructional supervisor to analyze test scores and develop diverse instructional plans to meet the individual needs of students • Serves as a model classroom for the school and/or district 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to make any adjustments or improvements to help students learn • Has test data in an unorganized and unusable fashion • Fails to monitor student progress • Uses little or few resources to strengthen instructional program

Standard 5: Teachers reflect on their practice

Element B: Teachers link professional growth to their professional goals

<p>Developing</p> <ul style="list-style-type: none"> ➤ Understands the importance of professional development. 	<p>Proficient:</p> <ul style="list-style-type: none"> ➤ Participate in professional development aligned with professional goals. 	<p>Accomplished</p> <ul style="list-style-type: none"> ➤ Participates in professional development activities aligned with goals and student needs. 	<p>Distinguished</p> <ul style="list-style-type: none"> ➤ Applies and implements knowledge and skills attained from professional development consistent with its intent. 	<p>Not Demonstrated</p> <ul style="list-style-type: none"> ➤ Understands the importance of professional development
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Constantly pursues relevant experiences to foster growth • Collaboratively creates a PDP with detailed professional development strategies to support growth • Knows the schedule and attends PLCs, PDI, In-Service, faculty, team, grade level and department meetings. • Logs on to PD360. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Attends, implements, and shares professional development information at department/grade level and staff meetings • Demonstrates concern for school achievement • Explores link between professional learning and student achievement. • Incorporates new ideas from professional development activities into lesson plans • Uses information from PD360 to enhance instruction. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Participates in professional development activities that enhance student achievement, growth, and performance • Participates in professional development activities that helps the teacher develop creative instructional strategies to challenge students • Becomes/Serves as a train-the-trainer at school and/or district level 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Conducts professional development training for colleagues as needed • Runs PLC, PDI or In-Service program. • Volunteers to turnkey and/or facilitate professional learning for colleagues. • Analyzes data from student assessment and alters instruction within classroom in accordance with skills/knowledge acquired through PD 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Fails to attend professional development sessions • Inconsistently implements professional development • Not maintaining annual progress toward mandated 100 hours of PD

Standard 5: Teachers reflect on their practice

Element C: Teachers function effectively in a complex, dynamic environment

<p>Developing</p> <ul style="list-style-type: none"> ➤ Is knowledgeable of current research-based approaches of teaching and learning. 	<p>Proficient</p> <ul style="list-style-type: none"> ➤ Considers and uses a variety of research-based approaches to improve teaching and learning. 	<p>Accomplished</p> <ul style="list-style-type: none"> ➤ Actively investigates and considers alternative research-based approaches to improve teaching and learning, and uses such approaches as appropriate. 	<p>Distinguished:</p> <ul style="list-style-type: none"> ➤ Adapts professional practice based on data, and evaluates impact on student learning. 	<p>Not Demonstrated:</p> <ul style="list-style-type: none"> ➤ Is knowledgeable of current research-based approaches of teaching and learning
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Stays abreast of current curriculum research and instructional practices • Demonstrates basic knowledge and vocabulary, engaging in conversation about current initiatives/research practices • Attends and/or participated in district sponsored PD opportunities 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Constantly employs new techniques and strategies in daily lesson plans • Uses multiple teaching styles during every lesson • Adapts to changing practices, new ideas, and initiatives • Meets with parents to discuss/explore ways to help students learn 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Utilizes a variety of instructional strategies to challenge students • Demonstrates that he/she is a change agent – practices, provides feedback, and affects overall climate of the school • Shares data used to make instructional decisions with students, parents, colleagues, and administrators • Creates and shares a portfolio of strategies (variety of student work/assessments, etc.) at PLC, team, grade level and department meetings. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Understands and initiates the need for research, and is a model as an innovator, implementer and evaluator, and then shares outcomes with school and/or district • Adapts professional development based on data, and evaluates which impacts student learning 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> • Unaware of research based teaching methods • Does not utilize district provided PD opportunities