

What do the PROFESSIONAL GROWTH SYSTEM Standards look like?

Evidence of effective (level 3) teachers and students

Keep in mind that the following lists **DO NOT** include all possible BEST PRACTICES used in the classroom. This information is meant to show what a standard “looks like.”

Domain I--Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning	
Examples of Evidence-Teachers will:	Examples of Evidence-Students will:
<ul style="list-style-type: none">*Utilize pacing guides which reflect how subject matter is covered over the course of a school year*Create lesson plans are specific and include the standard, objective or learning target, before/during/after activities, types of assessments, and differentiated student groupings*Use a variety of quality resources other than textbooks in creating lesson plans*Administer formative and summative assessments which determine progress*Hook students into learning with media quotes or clips, jokes, props, asking a series of rhetorical questions, bell ringers, etc.*Engage learners through active and equitable participation strategies (tier levels, IEP, and enrichment modifications)*Reflect curriculum and vertical alignment in lesson plans*Create lesson planning based on student data*Engage learners through cooperative grouping opportunities	<ul style="list-style-type: none">*Demonstrate an understanding of how concept falls within scope and sequence of learning*Reflect growth through student centered activities*Be engaged and challenged at own individual levels*Demonstrate an understanding of academic levels/growth*Show interest and be attentive to instruction*Participate in group roles and responsibilities*Understand purpose of instruction*Demonstrate high expectations for themselves*Explain and demonstrate graphic organizer strategies

<p>*Provide relevance of subject matter and relate why it is worth knowing</p> <p>*Motivate students by relaying high expectations for output, rewarding/celebrating successes toward the goal which inspire students to achieve to the best of their ability</p> <p>*Use graphic organizers (KWL charts, Frayer model, Anchor Charts, Word Charts, etc.) are utilized which emphasize context and connection</p> <p>*Collaborate through PLCs, peer walkthroughs, data and item analysis, vertical and cross-curricular planning, reflect with colleagues on teacher made instructional videos and collective review of student work</p>	
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<h2 style="text-align: center;">2. Lessons have high levels of learning for all students</h2>	
<h3 style="text-align: center;">Examples of Evidence- Teachers will:</h3>	<h3 style="text-align: center;">Examples of Evidence-Students will:</h3>
<p>*Incorporate test pre-assessments and checks for understanding</p> <p>*Utilize standards checklist, student portfolios, journals and/or data analysis in instruction</p> <p>*Verbally and visually outline learning targets per lesson via learning objectives and provide a way to assess progress</p> <p>*Formatively assess through bell ringers, thumbs up/down, ask-pause-call, exit slips, pre-tests, etc.</p> <p>* Conference with students about individual ability level and progress</p> <p>*Utilize DOK levels of learning with questioning and thinking activities</p>	<p>*Respond appropriately to questions, demonstrate understanding of content as lesson progresses, and remain engaged</p> <p>*Demonstrate understanding of his/her status and progress toward mastery</p> <p>*Demonstrate an understanding of lesson targets/objectives</p> <p>*Respond appropriately to formative assessment checks throughout lesson</p> <p>*Participate in progress conferences with teacher</p> <p>*Build a deep understanding of content and skills of the lesson</p> <p>*Engage in the lesson at his/her own instructional level</p>

<ul style="list-style-type: none"> *Provide intervention opportunities for students to remediate areas of weakness and opportunities to extend learning for enrichment *Assess students' learning styles, uses pre-assessments, differentiates through content, process, product, and learning environment based on the individual needs *Plan instruction to reflect differentiation for all students—enrichment, SPED, remediation, TST, reteach, etc. *Use engagement strategies such as peer grouping, cooperative learning, work stations and mentoring to reach all students *Perform various roles in group activities (facilitator, reporter, materials keeper, time keeper, etc.) *Connect lesson to real-world life applications of students and previous learning *Plan for needs of different students, including a variety of speakers, quality interactions with technology, literature, etc. 	<ul style="list-style-type: none"> *Perform with confidence at his/her instructional level *Work collaboratively, discuss lesson components with other students, and solve problems together *Conduct their roles according to lesson assignments *Demonstrate an understanding of relevance in learning and how it connects to what was learned previously *Share experiences and discussions which will build relationships and learning *Demonstrate an understanding of differences in people *Perform various roles in group activities (facilitator, reporter, timekeeper, and materials keeper, etc.)
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Domain II—Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning	
Examples of Evidence- Teachers will:	Examples of Evidence-Students will:
<ul style="list-style-type: none"> *Display learning objectives/targets in the room and will address verbally *Use strategies that allow students to track their own progress 	<ul style="list-style-type: none"> *Demonstrate an understanding of the purpose of the lesson and objectives to be reached

<ul style="list-style-type: none"> *Use progress monitoring data and other formative assessments to design instruction *Implement peer and teacher feedback via small group or through individualized instruction *Incorporate opportunities for student self-assessment *Provide rubrics, checklists, and examples for students to use for evaluating their work *Communicate results from formative and summative measurement tools using rubrics, quizzes, test reviews, etc. *Provide time for students to review corrected work or have discussions with peer group members *Communicate expectation for work or projects to be corrected 	<ul style="list-style-type: none"> *Track their own progress toward lesson mastery and demonstrate management of their own learning *Set targets for growth and demonstrate an understanding of how they are progressing toward the learning objectives or learning targets *Provide feedback for their peers and engage in discussions with teacher concerning their progress *Respond to feedback given to them by peers and teacher and correct assignments as needed *Edit peer work, discuss ways to strengthen work and improve performance
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4. Provides multiple ways for students to make meaning of content	
Examples of Evidence- Teachers will:	Examples of Evidence- Students will almost all:
<ul style="list-style-type: none"> *Use visual, auditory, kinesthetic, and tactile methods of representing lesson concepts * Listen for, observe, and clarify any misunderstandings/confusion, and will respond skillfully to correct incorrect student responses *Provide graphic organizers, anchor charts, or visual metaphors for student understanding *Conduct discussions that extend beyond the book to real life, 21st century learning, careers, etc. 	<ul style="list-style-type: none"> *Demonstrate confidence in understanding, compare and connect lesson concepts to their lives, share relevant examples * Create their own graphic organizers, anchor charts, visual metaphors and other tools to demonstrate understanding * Explain how lesson concepts apply to their lives and the real world *Participate in the discussion process as a speaker and a listener

<ul style="list-style-type: none"> *Use higher order thinking questions and adapt instruction as needed *Use question stems to check for understanding *Question, coach, and elicit participation from all students *Ask probing questions and offer clarification to encourage further discussion *Include other subject areas in instruction *Conduct project-based learning activities which allow students to practice skills in multiple subject areas and through real-world application 	<ul style="list-style-type: none"> * Engage in discussion and student-to-student questioning * Discuss multiple opinions and responses * Respond to and ask questions at higher DOK levels *Show a high level of participation and discussion * Demonstrate an understanding of how learning is relevant and applies across subject areas *Focus on task, engage in conversations related to classwork and real life application
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Domain III—Culture and Learning Environment

5. Manages a learning-focused classroom community

Examples of Evidence-Teachers will:	Examples of Evidence- Students will:
<ul style="list-style-type: none"> *Establish a “safeplace” where student voice is respected and heard consistently *Set and reinforce high expectations for all students *Plan lessons and implement instruction that reflects collaborative learning *Provide clear and consistent procedures which are modeled and reinforced during transitions and class time *Anticipate potential problems and proactively address them by using proximity and/or PBIS *Organize classroom, plan and conduct lessons which accommodate cooperative learning situations 	<ul style="list-style-type: none"> *Share opinions, ask and respond to questions freely * Participate in collaborative learning where ideas are shared and feedback is given to peers * Demonstrate an understanding of boundaries and behavioral expectations of the classroom * Respond to rules, procedures, and expectations, exhibit minimal off-task behaviors * Serve as group participants responsible for task completion and evaluation of completed product *Be actively engaged in instruction and ready to learn

<ul style="list-style-type: none"> *Reinforce learning target/objective to maintain student focus on desired outcomes *Use strategies that involve students to move beyond “sit and get” *Use strategies that ensure equitable participation measures (drawing popsicle sticks, number calling, random name selector app, etc.) *Ensure group members have responsibilities within the group (reporter, recorder, time keeper, materials manager, etc.) *Maintain bell to bell instruction * Maintain close proximity to students in the classroom 	
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6. Manages classroom space, time, and resources (including technology whenever appropriate) effectively for student learning

Examples of Evidence-Teachers will:	Examples of Evidence-Students will:
<ul style="list-style-type: none"> *Support a productive learning environment where classroom is arranged effectively with access to resources which support learning *Use effective seating arrangement which allows for active student participation *Model appropriate use of instructional technology and ensure that it is working properly *Maintain that software/applications or resources are supporting learning objective/target *Ensure classroom instruction is bell to bell, appropriately use bell-ringers and lesson closure strategies 	<ul style="list-style-type: none"> *Use learning resources and technology when appropriate *Work productively throughout the learning period * Demonstrate understanding of what to do when assignment is completed *Follow set routines and protocols * Exhibit self-initiated learning skills *Follow set expectations for cooperative learning times *Access materials easily as needed

<ul style="list-style-type: none"> *Plan and conduct lessons that minimize disruptions and distractions from lesson targets *Provide high quality, content-related enrichment and remediation activities for students who complete work early *Organize classroom space that supports routines and procedures for effective bell-to-bell instruction *Provide a posted schedule for students to follow *Display classroom expectations and consequences on the wall and implement them fairly and consistently for all students * Create procedures for classroom transition times which are understood by students * Create protocols for movement within partners, small groups and large group instructional times *Organize classroom materials and supplies in a manner that is easily accessible to students *Keep classroom free of clutter 	
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7. Creates and maintains a classroom of respect for all students

Examples of Evidence- Teachers will:	Examples of Evidence- Students will:
<ul style="list-style-type: none"> *Demonstrate eye contact, smiles, and appropriate expression in instructional delivery *Practice active listening to students and communicate with students *Show appropriate levels of interest in students' lives and personal interests *Model positive language-free of sarcasm and put downs 	<ul style="list-style-type: none"> *Demonstrate respect for the teacher * Use positive language-free of sarcasm and put downs *Not be afraid of risk taking or responding incorrectly *Engage in respectful student-to-student dialogue related to lesson content and understand role in groups

<ul style="list-style-type: none"> *Demonstrate encouraging and corrective dialogue when a student responds incorrectly *Encourage student input into class discussions *Ensure that students understand responsibility in cooperative learning groupings *Communicate expectations of students being responsible for own behavior and learning *Create an environment of high expectations for all *Establish class unity and collaboration. *Celebrate individual and class successes *Exhibit excitement and interest in lesson and students/good rapport and caring atmosphere 	<ul style="list-style-type: none"> *Assists peers in understanding and completing responsibilities *Take ownership for their own behavior and learning * Demonstrate motivation to do their best *Collaborate with appropriate interactions
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Domain IV—Professional Responsibilities

8. Engages in Professional Learning	
Examples of Evidence-Teachers will:	Examples of Evidence-Students will:
<ul style="list-style-type: none"> *Reflect on teaching practice and seek ways to improve *Engage in professional learning (webinars, professional blogs and videos, articles, etc.) which will enhance instructional performance and student learning *Take ownership for own professional growth and document *Actively participate in Professional Learning Communities (PLCs) and use knowledge gained to improve practice *Integrate new research-based strategies and update teaching practice on a regular basis 	<ul style="list-style-type: none"> * Learn using new strategies implemented by teacher *Be motivated to go to class *See teacher as a life-long learner *Be more engaged in learning

*Determine effectiveness by analyzing number and type of discipline referrals and teacher/student absenteeism

* Collaborate vertically and horizontally and encourage sharing and teamwork

*Initiate and use peer observations and feedback

*Use students' assessment data to modify instruction

*Initiate parent and student feedback and use it to improve instruction

*Utilize administrative feedback to improve instructional effectiveness

*Allow peer teachers to observe classroom time and/or instructional videos and provide feedback

*Observe peer classrooms and provide feedback while finding "takeaways" to implement in own classroom

*Plan and co-teach with peers for greater instructional effectiveness

*Share new professional knowledge and practice

*Share materials and resources for best practice

*Present at professional development opportunities

9. Establishes and maintains effective communication with families/guardians

Examples of Evidence-Teachers will:	Examples of Evidence-Students will:
<ul style="list-style-type: none"> * Send home weekly/monthly communication to parents * Participate in school PTO/PTA activities *Make regular contact with parents as needed *Document all parent contact *Participate and organize parent workshops *Explain grades/score reports to parents as needed *Reinforce positive behavior and expectation for academic and social-emotional growth *Promote ongoing conversations with parents regarding academic progress 	<ul style="list-style-type: none"> *Practice responsibility, accountability, and awareness of expectations *Participate in goal setting and use strategies to achieve these goals *Demonstrate an understanding of the role and benefits of being involved in the instructional process *Understand that good behavior and academic growth are celebrated and expected *Show that education is valued *Show growth in self-worth and confidence in their abilities

