

## McREL Sample Evidence Document

### Standard 1: Teachers Demonstrate Leadership

#### Element A: Teachers lead in their classrooms

	Elementary	Middle School
	<b>Developing:</b>	
<b>Understands how they contribute to students graduating from high school.</b>	Decorating classroom with College Paraphernalia	
	Clarifying how passing to the next grade is necessary to complete high school	Clarifying how passing to the next grade is necessary to complete high school
	Explaining how mastery of this unit relates to passing to the next grade	Explaining how mastery of this unit relates to passing to the next grade
	Telling students how mastery of this lesson relates to mastering the entire unit	Telling students how mastery of this lesson relates to mastering the entire unit
	Linking this lesson to previous lessons	Linking this lesson to previous lessons
<b>Uses data to understand the skills and abilities of students</b>	Reviewing benchmark data	Reviewing benchmark data
	Maintaining data notebooks	
	Analyzing student scores on previous homework	
	Comparing student work with previous student projects	
	Considering student scores on previous tests or quizzes	Considering student scores on previous tests or quizzes
	Referring to previous assessments of student progress	
	Using classroom data notebooks listing learning styles for each student	
	Identifying subgroups such as classified, gifted, ESL, etc.	Identifying subgroups such as classified, gifted, ESL, etc.
	<b>Proficient:</b>	
<b>Takes responsibility for the progress of students to ensure that they graduate from high school</b>	Explaining that knowing how to do the specified activity is important	Explaining that knowing how to do the specified activity is important
	Communicating to students that "We need to master this concept to succeed."	
	Offering to let students come for help on this lesson	Offering to let students come for help on this lesson
	Using the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS)	Using the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS)
	Using technology in classroom	Using technology in classroom
	Differentiating instruction by grouping and individualizing instruction	Differentiating instruction by grouping and individualizing instruction
	Referring to benchmark test scores	Using benchmark data and standardized assessments to design, refine and deliver instruction

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<b>Provides evidence of data driven instruction throughout all classroom activities</b>	Referring to how well and to what extent students mastered previous lessons	
	Using pacing guides	
	Requiring student-led conferences, as appropriate	
	Using disaggregated test data such as benchmark tests, state assessments, K-2 assessments and end of grade or end of class assessments to drive instruction	
	Using benchmark data to refine and inform instruction	
	Using data to inform and modify instruction	
<b>Establishes a safe and orderly classroom</b>	Circulating constantly among students	
	Posting class rules	
	Rewarding good behavior	
	Stopping inappropriate behavior	Stopping inappropriate behavior
	Teaching students classroom rules for administrative matters, talking, and movement	Teaching students classroom/school rules
	<b>Accomplished:</b>	
<b>Communicates to students the vision of being prepared for life in the 21st Century</b>	Leading discussion about current events	
	Making regular references to how the world is changing	
	Referring to current events during class	Referring to and discussing current events during class
	Using and encouraging students to use technology	Using and encouraging students to use technology
	Guest speakers are invited to class to discuss careers	
<b>Evaluates student progress using a variety of assessment data</b>	Asking for verbal responses	Asking for verbal responses
	Asking for written responses	Asking for written responses
	Asking students to respond with hand signals	Asking students to respond with hand signals
	Providing rubrics for assignments	Providing rubrics for assignments
	Using benchmark tests, common assessments, standardized and state assessments to set academic goals for students	Using benchmark tests, common assessments, standardized and state assessments to set academic goals for students
<b>Creates a classroom culture that empowers students to collaborate</b>	Assigning students in pairs/groups for some activities	Assigning students in pairs/groups for some assignments
	Grouping students based on differentiation of skills and abilities	Grouping students based on differentiation of skills and abilities
	Establishing procedures for student-to-student interactions	Establishing procedures for student-to-student interactions
	Requiring the whole class to collaborate on some assignments	
	Students lead parent conferences	
	Students maintain their data notebooks	
	Students maintain portfolios	Students maintain portfolios
	<b>Distinguished:</b>	
	Students create their own rubrics	

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<b>Encourages students to take responsibility for their own learning</b>	Students assist in skill development for other students	
	Encouraging every student to lead group work	
	Requiring every student to participate during class discussion	Requiring every student to participate during class discussion
	Requiring students to play different roles during cooperative work	Requiring students to play different roles during cooperative work
<b>Uses classroom assessment data to inform program planning</b>	Referring to previous student progress when planning lessons	
	Sharing assessments of student progress with support services personnel	Sharing assessments of student progress with support services personnel
	Participating on committees to review pacing guides/benchmarks	
	Using data to effect school programs	Using data to effect school programs
	Establishing grading procedures for checking every student's work	Establishing grading procedures for checking every student's work
	Keeping vigilant, accurate records of every student's progress	Keeping vigilant, accurate records of every student's progress
<b>Empowers and encourages students to create and maintain a safe and supportive school community environment</b>	Encouraging students to support one another inside and outside the classroom	Encouraging students to support one another inside and outside the classroom
	Explaining to students that safety rules extend beyond the classroom	
	Rewarding appropriate student behavior	Rewarding appropriate student behavior
	Utilizing peer mediation as a form of discipline in classroom	

### Standard 1: Teachers Demonstrate Leadership

#### Element B: Teachers demonstrate leadership in school

	Elementary	Middle School
	<b>Developing:</b>	
<b>Attends professional learning community meetings</b>	Attending faculty meetings	Attending faculty meetings
	Attending grade level/team department meetings	Attending grade level/team department meetings
	Attends PLC meetings, but does not contribute	
<b>Displays awareness of the goals of the school improvement plan</b>	Demonstrating awareness of school improvement goals	Demonstrating awareness of school improvement goals
	Designing lessons aligned to school improvement goals	
	Emphasizing school improvement goals to students	Emphasizing school improvement goals to students
	Understands school improvement goals, but does not implement strategies to support goals	
		Attends Professional Development
	<b>Proficient:</b>	
<b>Participates in professional learning</b>	Taking a leadership role at grade level/team/department meetings	Taking an active role at grade level/team/department meetings
	Attending optional professional learning activities	Attending optional professional learning activities

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<b>community</b>	Positively participating in PLC meetings	Positively participating in PLC meetings
	Volunteering to participate in new initiatives	Volunteering to participate in new initiatives
<b>Participates in developing and/or implementing the school improvement plan</b>	Serving on a curriculum committee	Serving on a school committee
	Serving on the school goal setting committee	
	Setting professional goals based on the school improvement goals plan of action	Setting professional goals based on the school improvement goals plan of action
	Working collaboratively with peers on lesson plans to implement school goals	Working collaboratively with peers on lesson plans to implement school goals
	Positively participating in and implementing staff development related to school goals	Positively participating in and implementing staff development related to school goals
	<b>Accomplished:</b>	
<b>Assumes a leadership role in the professional learning community</b>	Leading grade level/team/department meetings	Taking a leadership role at grade level/team/department meetings
	Making presentations to the faculty	Making presentations to the faculty
	Presenting professional development topics to other teachers	Presenting professional development topics to other teachers
	Bringing ideas and data to PLC meetings for discussion	Bringing ideas and data to PLC meetings for discussion
	Helping organize and host school family nights	
<b>Collaborates with school personnel on school improvement activities</b>	Initiating proposals to adjust school goals	Initiating proposals to adjust school goals
	Participating on committees charged with adjusting school goals	Participating on committees charged with adjusting school goals
	Serving on committees charged with assisting in hiring new personnel	Serving on committees charged with assisting in hiring new personnel
	Participating in meetings to develop school goals and sharing what is learned with other staff	
<b>Distinguished:</b>		
<b>Collaborates with colleagues to improve the quality of learning in the school</b>	Leading PLC discussions	
	Serving as chairperson of a PLC, curriculum or other committee	
	Effectively using and sharing researched best practices with others	Effectively using and sharing researched best practices with others
	Working collaboratively with fellow subject teachers as well as special ed teachers to create lessons	Working collaboratively with fellow subject teachers and special ed teachers to create lessons
	Identifying instructional problems on grade/team/departmental level	
	Suggesting solutions to problems across grade level/team/department	Suggesting solutions to problems across grade level/team/department
	Identifying instructional problems that transcend grade level/team/departments	Identifying instructional problems that transcend grade level/team/departments

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	Suggesting instructional improvements across grade level/team/departments	
<b>Assumes a leadership role in implementing school improvement plan thought the building</b>	Leading staff development at school	Leading staff development at school
	Taking a leadership role in helping all teachers meet local school professional development plan and school goals	
<b>Standard 1: Teachers Demonstrate Leadership</b>		
<b>Element C: Teachers lead the teaching profession</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Developing:</b>	
<b>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues</b>	Participating in work group meetings	
	Reviewing upcoming professional development activities	
	Talking regularly with at least one trusted peer	Talking regularly with at least one trusted peer
	Attending PTA meetings	Attending meetings with colleagues
	Attending PLC meetings	
	Joining Professional Teaching Organization	Joining professional teaching organizations
	<b>Proficient:</b>	
<b>Improvement of the profession through professional growth</b>	Attending professional development appropriate to subject/grade	Attending professional development appropriate to subject/grade
	Starting new research-based initiatives	
	Using knowledge and skills acquired from professional development	Using knowledge and skills acquired from professional development
	Identifying her/his strengths and weaknesses in order to set professional growth plans	Identifying her/his strengths and weaknesses in order to set professional growth plans
	Maintaining membership in professional organizations	
	Seeking professional growth through pursuit of graduate degree	Seeking professional growth through pursuit of graduate degree
<b>Establishment of positive working relationships</b>	Being willing to ask peers for help	Being willing to ask peers for help
	Sharing effective practice with peers	Sharing effective practice with peers
	Sharing in work group tasks	
	Volunteering to help peers when appropriate	Volunteering to help peers when appropriate
	Following the chain of command when problems arise	
	Utilizing school and/or district resources such as media specialists, counselors, CST, ESL teachers, etc.	Utilizing school and/or district resources such as media specialists, counselors, CST, ESL teachers, etc.
	Positively participating in PLC meetings	Positively participating in PLC meetings

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<b>School's decision-making processes as required</b>	Participating in work group, faculty, or school goal setting meetings	Participating in work group, faculty, or school goal setting meetings
	Suggesting solutions for campus dilemmas	Suggesting solutions for campus dilemmas
	Positively participates in school goal setting meetings	
	<b>Accomplished:</b>	
<b>Promotes positive working relationships through professional growth activities and collaboration</b>	Asking peers who attend professional development to share what they learned	
	Sharing new concepts and skills acquired through professional development	Sharing new concepts and skills acquired through professional development
	Team-teaching with a peer	Team-teaching with a peer
	Serving as a morale-builder throughout the school and district	Serving as a morale-builder throughout the school and district
	Working in PLC's in a positive manner to promote collaboration and professional growth	
	Planning collaboratively with fellow teachers	Planning collaboratively with fellow teachers
	Planning collaboratively with CST	Planning collaboratively with CST/Guidance
	Providing and/or promoting professional growth activities for all staff	Providing and/or promoting professional growth activities for all staff
	<b>Distinguished:</b>	
<b>Seeks opportunities to lead professional growth activities and decision-making processes</b>	Completing training via a train-the-trainer model	Completing training via a train-the-trainer model
	Leading grade level/team/department meetings	Lead team/grade level meetings, faculty meetings, curriculum/department meetings
	Leading school goal setting meetings or improvement projects	
	Volunteering to present new skills/concepts to the faculty	Volunteering to present new skills/concepts to the faculty
	Leading professional development activities at the school, district, state, or national level	Leading professional development activities at the school, district, state, or national level
	Holding a leadership position in a professional organization	Holding a leadership position in a professional organization
	Participating on a state or district committee	Participating on a state or district committee
<b>Standard 1: Teachers Demonstrate Leadership</b>		
<b>Element D: Teachers advocate for schools and students</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Developing:</b>	
<b>Knows about the policies and practices</b>	Attending professional development activities locally	Attending professional development activities locally
	Reading the appropriate sections of the NJCCCS	Reading the appropriate sections of the NJCCCS
	Studying professional journals appropriate to the subject taught	Studying professional journals appropriate to the subject taught

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<b>affecting student learning</b>	Attending IEP meetings for students with disabilities	Attending IEP meetings for students with disabilities
	Having copies of student and staff handbooks easily available	Having copies of student and staff handbooks easily available
	Identifying policies & procedures that effect student-learning	Identifying policies & procedures that effect student-learning
	<b>Proficient:</b>	
<b>Supports positive change in policies and practices affecting student learning</b>	Asking peers about new skills peers are using	Asking peers about new skills peers are using
	Observing peers who use new techniques and skills	Observing peers who use new techniques and skills
	Using new skills and knowledge effectively in class	Using new skills and knowledge effectively in class
	Making decisions based on fact such as research, data, or student needs as opposed to making decisions based merely on pre-conceived notions	Making 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	Positively implements new policies and procedures
	Reminds & encourages colleagues to follow new policies & procedures	Reminds & encourages colleagues to follow new policies & procedures
	<b>Accomplished:</b>	
<b>Participates in developing policies and practices to improve student learning</b>	Identifying specific issues the faculty needs to address	Identifying specific issues the faculty needs to address
	Proposing possible improvements for instructional dilemmas	Proposing possible improvements for instructional dilemmas
	Serving on policy committees	Serving on policy committees
		Actively participates in team meetings
	<b>Distinguished:</b>	
<b>Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education</b>	Encouraging peers to use new practices or policies	Encouraging peers to use new practices or policies
	Promoting new initiatives/policies to peers, students, or parents	Promoting new initiatives/policies to peers, students, or parents
	Identifying the need for a change in policy or procedure, helping to write, implement and assess changes	Identifying the need for a change in policy or procedure, helping to write, implement and assess changes
		Encouraging students to use new practices or policies
<b>Standard 1: Teachers Demonstrate Leadership</b>		
<b>Element E: Teachers demonstrate high ethical standards</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Developing:</b>	
<b>Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for New Jersey Educators</i> and the district's <i>Professional Conduct Policy</i></b>	Reading the Code of Ethics	Reading the Code of Ethics
	Understanding and able to state reasons why a code of conduct and ethics is important for teachers	Understanding and able to state reasons why a code of conduct and ethics is important for teachers
	Maintaining confidentiality	Maintaining confidentiality

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	<b>Proficient:</b>	
<b>Demonstrates ethical behavior through adherence to the <i>New Jersey Educators and the district's Professional Conduct Policy</i></b>	Adjusting techniques and procedures to resolve ethical problems	
	Advocating to students regarding ethical standards	Advocating to students regarding ethical standards
	Asking peers about apparent ethical dilemmas	Asking peers about apparent ethical dilemmas
	Modeling proper ethical behavior to others	Modeling proper ethical behavior to others
	Maintaining a confidential & respectful attitude with colleagues	Maintaining a confidential & respectful attitude with colleagues
	Maintaining appropriate relationships w/ students	Maintaining appropriate relationships w/ students
	<b>Accomplished:</b>	
<b>Knows and upholds the <i>Code of Ethics for New Jersey Educators and the district's Professional Conduct Policy</i></b>	Confronting peers who flaunt ethical standards	Confronting peers who flaunt ethical standards
	Explaining ethical issues to students	Explaining ethical issues to students
	Sharing innovative approaches for resolving potential conflicts of interest	Sharing innovative approaches for resolving potential conflicts of interest
	Reports violations of code of ethics and standards for professional conduct	Reports violations of code of ethics and standards for professional conduct
	<b>Distinguished:</b>	
<b>Models the tenets of the <i>Code of Ethics for New Jersey Educators and the district's Professional Conduct Policy</i></b>	Discussing ethical issues with teachers from other work groups	Discussing ethical issues with teachers from other work groups
	Explaining ethical standards to students and parents	Explaining ethical standards to students and parents
	Initiating discussions with administrators regarding ethical dilemmas that affect the local school community	Initiating discussions with administrators regarding ethical dilemmas that affect the local school community
	Initiating discussions about ethics at work group meetings	Initiating discussions about ethics at work group meetings
	Teaching and reminding others of the elements of the code of ethics and standards for professional conduct	Teaching and reminding others of the elements of the code of ethics and standards for professional conduct



## 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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
<b>Appreciates and understands the need to establish nurturing relationships</b>	Avoiding communicating with parents	Avoiding communicating with parents
	Failing to nurture students	Failing to nurture students
	Allowing students to humiliate other students	Allowing students to humiliate other students
	Playing favorites among students in class	Playing favorites among students in class
	Allowing negative behavior to disrupt classroom environment	Allowing negative behavior to disrupt classroom environment
	Failing to include some students in activities	Failing to include some students in activities
	Failing to show respect to students	Failing to show respect to students
	Showing hostility to students	Showing hostility to students
	Allowing students to be disrespectful towards each other	Allowing students to be disrespectful towards each other
	Using discipline as a way to demean and belittle students	Using discipline as a way to demean and belittle students
	<b>Developing:</b>	
<b>Appreciates and understands the need to establish nurturing relationships</b>	Talks about the need for positive relationships with students	Talks about the need for positive relationships with students
	Communicating student successes to parents	Communicating student successes to parents
	Rewarding good behavior	Rewarding good behavior
	Encouraging all students to participate	Encouraging all students to participate
	Modeling good manners and respect for students	Modeling good manners and respect for students
	Establishing respectful classroom procedures	Establishing respectful classroom procedures
	Explaining to students what teacher expects of them	Explaining to students what teacher expects of them
		Sharing resources with peers
		Stopping inappropriate behavior
		Posting policies and procedures
	Explaining to students what students may expect of other students	
	<b>Proficient:</b>	
<b>Appreciates and understands the need to establish nurturing relationships</b>	Treats and addresses students with kindness and respect	Addresses students with kindness and respect
	Students are happy and well adjusted in classroom environment	Students are happy and well adjusted in classroom environment
	Emphasizing successful team achievements	Emphasizing successful team achievements

<b>Establishes an inviting, inclusive, flexible, and supportive learning environment</b>	Establishes procedures and processes to assure that all students take risks	Establishes procedures and processes to assure that all students take risks
	Establishing respectful classroom procedures	Establishing respectful classroom procedures
	Modeling reasonable flexibility to accommodate differences	Modeling reasonable flexibility to accommodate differences
	Rewarding students who support peers	Rewarding students who support peers
	Accepting student work products that reflect a different ethnic background or religious affiliation	Accepting student work products that reflect a different ethnic background or religious affiliation
	Including all students in class activities	Including all students in class activities
	Requiring students to treat each other with respect and modeling that behavior	Requiring students to treat each other with respect and modeling that behavior
		Establishing effective class rules
		Attending school-related activities to support students
		Treating all students with respect
		Using interventions to limit and positively impact referrals and missed days for students
		Modeling reasonable flexibility when making assignments
		Establishes a positive environment
	<b>Accomplished:</b>	
<b>Maintains a positive and nurturing learning environment</b>	Utilizing a positive behavior management system	Utilizing a positive behavior management system
	Consistently promoting and fostering a positive environment throughout the year	Consistently promoting and fostering a positive environment throughout the year
	Asking for student feedback about classroom climate	Asking for student feedback about classroom climate
	Consistently applying respectful classroom procedures	Consistently applying respectful classroom procedures
	Modeling nurturing in class	Modeling nurturing in class
	Modeling optimism	Modeling optimism
	Enforcing classroom rules fairly and consistently	Enforcing classroom rules fairly and consistently
	Rewarding success	Rewarding success
	Selecting materials, activities, and strategies that engage and motivate students' success	Selecting materials, activities, and strategies that engage and motivate students' success
	Selecting materials and activities that include the contributions of other cultures	Selecting materials and activities that include the contributions of other cultures
	Using various forms of sustaining feedback so students experience success	Using various forms of sustaining feedback so students experience success
	<b>Distinguished:</b>	

<b>Encourages and advises others to provide a nurturing and positive learning environment for all students</b>	Modeling effective behavior management strategies that have worked for students for colleagues	Modeling effective behavior management strategies for colleagues
	Discussing effective techniques with inclusion personnel	Discussing effective techniques with inclusion personnel
	Showing special success with certain techniques or skills	
	Tactfully confronting peers who use negative techniques to humiliate students	Tactfully confronting peers who use negative techniques to humiliate students
	Creating student groups that reflect diversity	Creating student groups that reflect diversity
	Giving all students a chance to learn or succeed	Giving all students a chance to lead or succeed
	Taking a leadership role in PLCs, grade level teams, school committees	Taking a leadership role in PLCs, grade level teams, school committees
	Requiring students to treat each other with respect	Requiring students to treat each other with respect
		Conducts staff development on district approved positive student behavior management plans
		Praising peers who show special success with certain techniques or skills

**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**

	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Acknowledging that diverse cultures impact the world</b>	Allowing negative statements in class about a person/group based on race, ethnicity, or culture	Allowing negative statements in class about a person/group based on race, ethnicity, or culture
	Failing to use instructional materials that reflect diversity	Failing to use instructional materials that reflect diversity
	Using racist terms or statements which could be construed as racist	Using racist terms or statements which could be construed as racist
	Failing to refer to any group of people	Failing to refer to any group of people
<b>Demonstrates awareness of the diversity of students in the classroom</b>	Consistently ignoring certain students	Consistently ignoring certain students
	Showing insensitivity to classroom diversity	Showing insensitivity to classroom diversity
	<b>Developing:</b>	
	Brings up issues of diverse cultures in PLC or staff meetings	Brings up issues of diverse cultures in PLC or staff meetings
	Mentioning ESL cultures in this community	Mentioning ESL cultures in this community
	Mentioning events in other countries or cultures	Mentioning events in other countries or cultures
	Mentioning various cultures in this country	Mentioning various cultures in this country

<b>Acknowledging that diverse cultures impact the world</b>	Recognizing the values and traditions of all students	Recognizing the values and traditions of all students
	Posting or displaying artifacts that celebrate different cultures	Posting or displaying artifacts that celebrate different cultures
	Mentioning cultural events or holidays celebrated by various cultures	Mentioning cultural events or holidays celebrated by various cultures
	Drawing current events from diverse parts of the world	Drawing current events from diverse parts of the world
	Recognizing the contributions of diverse cultures (posting or displaying artifacts that celebrate different cultures)	Recognizing the contributions of diverse cultures (posting or displaying artifacts that celebrate different cultures)
	Selecting materials that reflect diverse cultures	Selecting materials that reflect diverse cultures
<b>Demonstrates awareness of the diversity of students in the classroom</b>	Can state various types of diversity represented by the students in the classroom	
	Encouraging every student to participate in class discussion (or be an active listener)	Encouraging every student to participate in class discussion (or be an active listener)
	Grouping students heterogeneously when appropriate	Grouping students heterogeneously when appropriate
	Using multiple criteria to group students in several ways	Using multiple criteria to group students in several ways
	<b>Proficient:</b>	
<b>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues</b>	Lesson plans reflect acknowledgement of various diverse cultures	Lesson plans reflect acknowledgement of various diverse cultures
	Classroom reflects the diverse cultures of the classroom	Classroom is decorated with posters and student work that reflects the diverse cultures of the classroom
	Explaining how cultures interact to shape world events	Explaining how cultures interact to shape world events
	Using current world events to illustrate how other cultures affect the US	Using current world events to illustrate how other cultures affect the US
	Consistently including other countries and cultures in class discussions	Consistently including other countries and cultures in class discussions
	Displaying student work that reflects diverse cultures	Displaying student work that reflects diverse cultures
	Using instructional materials that reflect diverse cultures and their history	Using instructional materials that reflect diverse cultures and their history
<b>Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes</b>	Accepting student work products that reflect their background	Accepting student work products that reflect their background
	Being sensitive to activities that a student's background may prohibit	Being sensitive to activities that a student's background may prohibit
	Recognizing the values and traditions of all students	Recognizing and accepting the values and traditions of all students
		Displaying work that reflects diverse cultures on bulletin boards
		Promoting tolerance/acceptance in the classroom

	<b>Accomplished:</b>	
<b>Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures</b>	Seeks outside sources that focus on diversity to supplement the curriculum	Seeks outside sources that focus on diversity to supplement the curriculum
	Using alternatives to typical stereotypes on a consistent basis	Using alternatives to typical stereotypes on a consistent basis
	Using examples of different gender, race, ethnicity, and disabilities in various roles	Using examples of different gender, race, ethnicity, and disabilities in various roles
	Consistently using varying role models in class discussions	Consistently using varying role models in class discussions
	Ensuring that both genders and all ethnic groups' opinions are included in class	Ensuring that both genders and all ethnic groups' opinions are included in class
	Selecting materials that reflect the successes of diverse cultures	Selecting materials that reflect the successes of diverse cultures
	Selecting materials that show people in non-stereotypical roles	Selecting materials that show people in non-stereotypical roles
<b>Consistently incorporates different points of view in instruction</b>	Leads class seminars that discuss issues of race, class, and gender by discussing how people are the same and different	Leads class seminars that discuss issues of race, class, and gender by discussing how people are the same and different
	Presenting opposing points of view without value judgment	Presenting opposing points of view without value judgment
	Using materials from diverse points of view	Using materials from diverse points of view
	Allowing students to make some choices in their assignments	Allowing students to make some choices in their assignments
	<b>Distinguished:</b>	
<b>Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum</b>	Conducts staff development on diversity awareness as appropriate	Conducts staff development on diversity awareness
	Imbedding details about global issues and events in classroom discussion	Imbedding details about global issues and events in classroom discussion
	Including information about other cultures and backgrounds in lessons	Initiating and leads a diversity day/night at the school
	Encouraging students to become experts on other cultures	Encouraging students to become experts on other cultures
	Making assignments that require in-depth study of various cultures	Making assignments that require in-depth study of various cultures
	Using materials from diverse cultures	Using materials from diverse cultures
	Using guest speakers who reflect diverse cultures	Using guest speakers who reflect diverse cultures

<b>Capitalizes on diversity as an asset in the classroom</b>	Encouraging students to share information about other cultures during classroom discussion	Encouraging students to share information about other cultures during classroom discussion
	Encouraging students to explore their own family origins	
	Recognizing, valuing, and celebrating unique characteristics of students	
	Using students from diverse cultures to share their experiences and culture	Using students from diverse cultures to share their experiences and culture

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

**Element C: Teachers treat students as individuals**

	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Holds high expectations of students</b>	Failing to engage every student on a regular basis	Failing to engage every student on a regular basis
	Failing to hold all students to high standards	Failing to hold all students to high standards
	Failing to involve some students in activities	Failing to involve some students in activities
	Failing to require higher order thinking skills	Failing to require higher order thinking skills
	Failing to use rigorous instructional materials	Failing to use rigorous instructional materials
	Identifying and relating to students by stereotypes	Identifying and relating to students by stereotypes
	<b>Developing:</b>	
<b>Holds high expectations of students</b>	Establishes procedures allowing students to correct mistakes	Using procedures allowing students to correct mistakes
	Planning lessons that challenge all students	Planning lessons that challenge all students
	Requiring students to give their best efforts on every assignment	Requiring students to give their best efforts on every assignment
	Encouraging and praising individual achievement for each student	
	Giving honest and constructive feedback to students and parents	Giving honest and constructive feedback to students
	Selecting instructional materials that are rigorous	Selecting instructional materials that are rigorous
	Posting class academic and behavior goals on wall	Posting class academic and behavior goals on wall
	Student products reflect all students are given the same assignment & directions for completion	Student products reflect all students are given the same assignment & directions for completion
	Requiring that students treat each other with respect	
	<b>Proficient:</b>	
	Allowing students extra time to complete assignments	Allowing students extra time to complete assignments
	Demonstrates how success requires determination	Explaining how success requires determination

<b>Communicates high expectations for all students</b>	Posting rubrics on assignments that encourage all students to achieve mastery and using rubrics for grading	Posting rubrics on assignments that encourage all students to achieve mastery and using rubrics for grading
	Encouraging students to take more rigorous courses/activities	Encouraging students to take more rigorous courses
	Returning work that is not up to expectations until it meets standards	Returning work that isn't up to expectations until it meets standards
	Telling students that you will not accept anything less than their best	Telling students that you won't accept anything less than their best
	Following the school's policy for make-up work	Following the school's policy for make-up work
	Planning teaching strategies that require students to use higher order thinking skills	Assigning work to all students that is at least a grade level and requires higher order thinking skills
	Differentiating instruction at times	
	Varying student assignments in style and academic level and assure students believe they can achieve them	Varying student assignments in style and academic level and assure students believe they can achieve them
		Creating rubrics to help students measure their progress
	<b>Accomplished:</b>	
<b>Encourages and values contributions of students, regardless of background or ability</b>	Establishing procedures for group work that rewards contributions from each student (individual accountability)	Establishing procedures for group work that rewards contributions from each student (individual accountability)
	Calling on every student in class	Calling on every student in class
	Assigning work to all students that is at least at grade level and requires higher order thinking skills	
	Displaying work from every student	Displaying work from every student
	Tailoring questions to students so they can experience success	Tailoring questions to students so they can experience success
	Pre-teaching lessons so all students can make positive contributions to whole class lesson	Pre-teaching lessons so all students can make positive contributions to whole class lesson
	<b>Distinguished:</b>	
<b>Helps students hold high expectations for themselves and</b>	Using classroom procedures that reward consistent effort and critical thinking	Using classroom procedures that reward critical thinking and global awareness
	Insisting that students strive to do their best work	Insisting that students strive to do their best work
	Modeling how to sustain high expectations for one's self	Modeling how to sustain high expectations for one's self
	Giving students honest and constructive feedback	Giving students honest and constructive feedback
	Rejecting work that is not at the highest level the student can produce	Rejecting work that isn't at the highest level the student can produce
	Providing challenging, rigorous work for all students	Providing challenging, rigorous work for all students

their peers	Helping students create events and projects and partner with community events	Helping students create events and projects and partner with community events
	Encouraging peer mediation in class disputes	Encouraging peer mediation in class disputes
	Using student created rubrics in class	Using student created rubrics in class
	Requiring students to treat each other with respect	Requiring students to treat each other with respect
		Students maintain 'dream journals' where they record their aspirations and future goals

## 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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
Recognizes that students have a variety of learning needs	Relying on whole group instruction all the time	Relying on whole group instruction all the time
	Failing to differentiate instruction	Failing to differentiate instruction
Is knowledgeable of effective practices for students with special needs	Failing to modify lessons for special needs students	Failing to modify lessons for special needs students
	Failing to follow IEP's	Failing to follow IEP's
	Failing to involve inclusion teachers in instruction	Failing to involve inclusion teachers in instruction
	Segregating special needs students from the rest of the class	Segregating special needs students from the rest of the class
	Ignoring students with special needs	Ignoring students with special needs
	<b>Developing:</b>	
Recognizing that students have a variety of learning needs	Using a variety of instructional materials available	
	Encouraging students to use instructional aids	Encouraging students to use instructional aids
	Circulating regularly to monitor student performance	Circulating regularly to monitor student performance
	Grouping and regrouping students based on specific learning needs	Grouping and regrouping students based on specific learning needs
	Using a variety of teaching strategies	
	Working with individual students during whole class/group instruction	Working with individual students during whole class/group instruction
Is knowledgeable of effective practices for students with special needs	Providing copies of teacher notes to special needs students	Using heterogeneous groups
	Following IEP modifications	Following IEP modifications
	Using teaching strategies and materials appropriate for students with special needs	Using teaching strategies and materials appropriate for students with special needs
	Demonstrating knowledge about IEP's and 504 plans	Demonstrating knowledge about IEP's and 504 plans



	Attends staff development related to the needs of classified students	Attends staff development related to the needs of classified students
	<b>Proficient:</b>	
<b>Collaborates with specialists who can support the special learning needs of students</b>	Communicating with support services personnel about student progress	
	Ensuring that special needs students leave for resource personnel on schedule	Ensuring that special needs students leave for resource personnel on schedule
	Having a specialist observe the class	Having a specialist observe the class
	Using materials and teaching strategies supplied by and in collaboration with specialists	Using materials and teaching strategies supplied by and in collaboration with specialists
	Working with the inclusion teacher in the classroom	
	Co-teaching with an inclusion teacher as appropriate	
	Collaborating with inclusion personnel	Collaborating with inclusion personnel
<b>Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs</b>	Adapting lessons for students with special needs	Co-teaching with an inclusion teacher
	Using a variety of instructional modes...visual, auditory, tactile, etc.	Using a variety of instructional modes...visual, auditory, tactile, etc.
	Modifying instruction to comply with IEP's	Modifying instruction to comply with IEP's
	Using strategies that address a variety of learning styles	
	Using teaching strategies/materials from the student's IEP	Using teaching strategies/materials from the student's IEP
	Effectively differentiates instruction for various learning styles and intelligences	Effectively differentiates instruction for various learning styles and intelligences
	Using heterogeneous groups	
	<b>Accomplished:</b>	
<b>Understands the roles of and collaborates with a full range of support specialists to help meet the needs of all students</b>	Inviting support services personnel to observe students in class	Inviting support services personnel to observe students in class
	Using materials provided by support specialists in the classroom	Ensuring appropriate use of instructional aids
	Sending students to resource personnel on schedule	
	Participates in Student Support Team	Participates in Student Support Team
<b>Effectively engages special needs students in learning activities and</b>	Engaging special needs students in activities where they have reasonable chance for success	Assessing students' strengths and weaknesses using a variety of strategies
	Differentiating instruction to a greater degree than specified in the IEP	Differentiating instruction to a greater degree than specified in IEP
	Ensuring appropriate use of instructional aids	
	Including special needs students in learning activities	

<b>ensures their unique learning needs are met</b>	Providing special needs students opportunities to lead activities	Providing special needs students opportunities to lead activities
	Works across grade level to meet all of the student's needs	Works across grade level to meet all of the student's needs
	Teacher encourages special needs students to remain actively engaged in rigorous & relevant activities	Special needs students are always actively engaged in rigorous & relevant activities
	<b>Distinguished:</b>	
<b>Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs</b>	Consulting regularly with support service personnel	Consulting regularly with support service personnel
	Researching community resources for special needs students	Researching community resources for special needs students
	Consulting with subsequent teachers of special needs students	Collaborating seamlessly with inclusion personnel
	Inviting specialists to observe class	Inviting specialists to observe class
	Consulting with previous teachers of special needs students	Consulting with previous and subsequent teachers of special needs student
<b>Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students</b>	Assessing student progress regularly and adapting instruction accordingly	Assessing student progress regularly and adapting instruction accordingly
	Teacher's classroom is a model classroom for inclusion instruction	Teacher's classroom is a model for inclusion instruction
	Assessing students' strengths and weaknesses using a variety of strategies	Inviting specialists to observe class
	Sharing successful lesson modifications with peers	Sharing successful lesson modifications with peers
	Using pretests to assess students' current level of performance	Using pretests to assess students' current level of performance
	Sharing effective teaching strategies with colleagues	Sharing effective teaching strategies with colleagues
		Provides professional development to other staff on effective differentiation

## 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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
	Skipping or mishandling meetings with concerned parents	Skipping or mishandling meetings with concerned parents
	Publically criticizing students, colleagues, administrators, or parents	Publically criticizing students, colleagues, administrators, or parents

<b>Responds to family and community concerns</b>	Failing to attend PTA meetings, student performances, and athletic events	Failing to attend PTA meetings, student performances, and athletic events
	Failing to interact with the community in an ethical, open, honest manner	Failing to interact with the community in an ethical, open, honest manner
	Failing to meet with parents	Failing to meet with parents
	Failing to reach out to parents	Failing to reach out to parents
	Failing to respond to phone calls/emails promptly or at all	Failing to respond to phone calls/emails promptly or at all
	Failing to show respect and civility to parents	Failing to show respect and civility to parents
	Providing inadequate, little, or no feedback to parents	Providing inadequate, little, or no feedback to parents
	<b>Developing:</b>	
<b>Responds to family and community concerns</b>	Maintaining open communication with parents through website, email, voicemail, and homework posted on website	Maintaining open communication with parents through website, email, voicemail, and homework posted on website
	Addressing community problems that intrude into the classroom	Addressing community problems that intrude into the classroom
	Contacting parents about problems and achievements at school	Contacting parents about problems and achievements at school
	Attending meetings with parents	Attending meetings with parents
	Responding promptly and effectively to phone calls/emails	Responding promptly and effectively to phone calls/emails
	Providing regular progress reports	Providing regular progress reports
	Maintaining a parent/teacher communication log	Maintaining a parent/teacher communication log
	<b>Proficient:</b>	
<b>Communicates and collaborates with the home and community for the benefit of students</b>	Maintaining open communication with parents through website, email, voicemail, and homework posted on website	Providing feedback to parents via outlines of work to be completed, progress reports, etc.
	Exploring the local community for resources to help students	Exploring the local community for resources to help students
	Initiating meetings with parents to address student problems	Initiating meetings with parents to address student problems
	Calling/emailing parents about student progress	Calling/emailing parents about student progress
	Providing feedback to parents	Sending home weekly progress reports as needed
	Creating monthly newsletter to inform parents of class/school events	Creating newsletters to inform parents of class/school events
	Informing parents of special events	
	<b>Accomplished:</b>	

<b>Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them</b>	Maintaining open communication with parents through website, email, voicemail, and homework posted on website	
	Identifying roadblocks to parent/community involvement in school	Identifying roadblocks to parent/community involvement in school
	Suggesting new, innovative solutions using community resources	Suggesting new, innovative solutions using community resources
	Actively seeking out parents who do not contact school	Actively seeking out parents who do not contact school
	Communicating with ESL parents	Communicating with ESL parents in home language
	Holding meetings with parents at times/places convenient to parents	Holding meetings with parents at times/places convenient to parents
	Making school phone number, email address, etc. available to parents	
	Providing feedback in parents' native language	Providing feedback in parents' native language
	Participating in community events	Participating in community events
	Collaborating with counselors, CST, and/or social workers to aid struggling families	Collaborating with counselors, CST, and/or social workers to aid struggling families
	<b>Distinguished:</b>	
<b>Promotes trust and understanding throughout the school community</b>	Maintaining open communication with parents through website, email, voicemail, and homework posted on website	
	Praising effective colleagues to students, faculty, and parents	Praising effective colleagues to students, faculty, and parents
	Attending PTA meetings, student performances, athletic events	
	Recognizing exemplary student behavior	Recognizing exemplary student behavior
	Modeling ethical, open, and honest behavior in all interactions with school and community	Modeling ethical, open, and honest behavior in all interactions with school and community
	Safeguarding confidential information	Safeguarding confidential information
	Speaking respectfully of students, colleagues, administrators, and parents	Speaking well of students, colleagues, administrators, and parents
	Initiates service learning opportunities in his/her classroom	Initiates service learning opportunities in his/her classroom
	Participates in school events after school hours	Participates in school events after school hours

## Standard 3: Teachers know the content they teach

### Element A: Teachers align their instruction with the New Jersey Core Curriculum Content Standards.

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
<b>Demonstrates an awareness of the New Jersey Core Curriculum Content Standards and references them in preparation of lesson plans</b> • Elementary: Begins to integrate strategies within the content areas	Failing to utilize the NJCCCS	Failing to utilize the NJCCCS
	Setting instruction requiring low level content and few thinking skills	Setting instruction requiring low level content and few thinking skills
	Failing to modify instruction based on student needs	Failing to modify instruction based on student needs
	Failing to incorporate literacy strategies	Failing to incorporate literacy strategies
	Failing to use multiple sources for instruction	Failing to use multiple sources for instruction
	<b>Developing:</b>	
<b>Demonstrates an awareness of the New Jersey Core Curriculum Content Standards and references them in preparation of lesson plans</b>	Demonstrating an interest in the CCSS and in learning more about it through proactive measures	Demonstrating an interest in the CCSS and in learning more about it through proactive measures
	Demonstrating improvement in the skills for creating lesson plans that are clear, logical and 'sequential aligned' with the CCCS and NJCCCS	Demonstrating improvement in the skills for creating lesson plans that are clear, logical and 'sequential aligned' with the CCCS and NJCCCS
	Maintaining and referring to a printout of the copy of the District Course of Study from Atlas in the classroom on Atlas - if not working in Atlas	Maintaining and referring to a printout of the copy of the District Course of Study from Atlas in the classroom on Atlas - if not working in Atlas
	Citing CCSS and NJCCCS in hard copy lesson plans	
• Elementary: Begins to integrate strategies within the content areas • Secondary: Recognizes the importance of integrating literacy strategies within the content areas	Planning lessons throughout the curriculum that integrate CCSS-aligned literacy skills or activities	Planning lessons throughout the curriculum that integrate CCSS-aligned literacy skills or activities
	Modeling and explicitly teaching and demonstrating comprehension skills	Modeling and explicitly teaching and demonstrating comprehension skills
	Displaying posters of content area literacy skills	Displaying posters of content area literacy skills
	Having students state new information in their own words	Having students state new information in their own words
	<b>Proficient:</b>	
<b>Understands the New Jersey Core Curriculum Content Standards, uses them in preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant</b>	Making learning goals and objectives clear and explicit to students	Making learning goals and objectives clear and explicit to students
	Using the NJCCCS and CCCS as the foundation of lesson planning & develops the lesson w/ rigor and relevance	Using the NJCCCS and CCCS as the foundation of lesson planning & develops the lesson w/ rigor and relevance
	Applying the NJCCCS effectively by incorporating 21st century tools	Applying the NJCCCS effectively by incorporating 21st century tools
	Utilizing district writing rubric standards for written work in all subject areas	

<ul style="list-style-type: none"> <li>• <b>Elementary: Integrates effective literacy instruction throughout the curriculum</b></li> <li>• <b>Secondary: Incorporate a wide variety of literacy skills within content areas to enhance learning</b></li> </ul>	Giving students prompt and effective feedback to help improve literacy skills (“Effective” is key)	Giving students prompt and effective feedback to help improve literacy skills (“Effective” is key)
	Asking for main idea, fact/opinion, point of view	Asking for main idea, fact/opinion, point of view
	Monitoring comprehension of written, spoken and read text	Monitoring comprehension of written, spoken and read text
	Relating learning activities to real life applications	Relating learning activities to real life applications
	Teaches literacy skills as applicable across subjects	Teaches literacy skills across subjects
	Presenting lessons that require students to use higher order thinking skills	Presenting lessons that require students to use higher order thinking skills
	Referring to displayed posters of content area literacy skills during lesson	Referring to displayed posters of content area literacy skills during lesson
	Using strategies that draw on students’ prior knowledge	Using strategies that draw on students’ prior knowledge
	Presenting content in diagrams, charts and maps	Presenting content in diagrams, charts and maps
		Updating lesson plans and curriculum according to changes in standards
	Requiring students to support conclusions	
	<b>Accomplished:</b>	
<ul style="list-style-type: none"> <li>• <b>Develops and applies strategies based on the New Jersey Core Curriculum Content Standards and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant</b></li> </ul>	Framing essential learning skills around the NJCCCS and CCSS	Framing essential learning skills around the NJCCCS and CCSS
	Using resources recognized by professional organizations	
	Framing essential learning skills around the WIDA standards for ELL students	
	Providing opportunities for reasoning, logic, analysis, and synthesis when planning lessons	
	Using sources that represents multiple points of view	Using sources that represents multiple points of view
	Including higher order thinking skills in activities	Including higher order thinking skills in activities
	Explicitly aligning assessments to learning goals in the NJCCCS and CCSS	Explicitly aligning assessments to learning goals in the NJCCCS and CCSS
<ul style="list-style-type: none"> <li>• <b>Elementary: Evaluates and reflects upon the effectiveness of literacy instruction</b></li> <li>• <b>Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas</b></li> </ul>	Using available data to assess, drive, and direct literacy instruction	Using all available data to assess, drive, and direct literacy instruction
	Evaluating reading, writing, listening, speaking and other presentation skills	Evaluating reading, writing, listening, speaking and other presentation skills
	Evaluating student work products for comprehension	Evaluating student work products for comprehension
	Developing and using evaluation rubrics for content area and integrated literacy skills	Developing and using evaluation rubrics for content area and integrated literacy skills
	Providing students and parents with formative and summative assessments	

		Relating learning activities to real life application
		Evaluating students literacy skills in all content areas
	<b>Distinguished:</b>	
<b>Assists colleagues in applying such strategies in their classrooms</b>	Developing and sharing teaching strategies and materials with colleagues in grade, team, or department meetings	Sharing teaching strategies and materials with colleagues
	Helping colleagues with lesson planning on Atlas to align instruction with NJCCCS and CCSS	Sharing strategies in grade, team, or department meetings
	Being recognized as a leader by colleagues, by being sought out for support and advice about content delivery, lesson planning, instructional strategies, and or standards-aligned assessment methods	Being recognized as a leader by colleagues, by being sought out for support and advice about content delivery, lesson planning, instructional strategies, and or standards-aligned assessment methods
	Serving as a mentor to new teachers, and focusing on support with content and standards alignment	Serving as a mentor to new teachers, and focusing on support with content and standards alignment
	Leading PLCs, peer to peer workshops, and/or lesson study sessions on standards-aligned instruction and or assessment	Leading PLCs, peer to peer workshops, and/or lesson study sessions on standards-aligned instruction and or assessment
<ul style="list-style-type: none"> <li>• <b>Elementary: Makes necessary changes to instructional practice to improve student learning</b></li> <li>• <b>Secondary: Makes necessary changes to instructional practices to improve student learning</b></li> </ul>	Adapting teaching strategies based on informational data gathered about different learning styles of students in the class	Adapting teaching strategies based on informational data gathered about different learning styles of students in the class
	Utilizing formative assessments and data with the goal of self-evaluation and adapting of instructional strategies.	Utilizing formative assessments and data with the goal of self-evaluation and adapting of instructional strategies.
	Regrouping students for re-teaching based on data indicating the parts of instruction not mastered	Regrouping students for re-teaching based on data indicating the parts of instruction not mastered
	Customizing and developing lessons with related literacy focused activities that address diversity noted in a given group of students	Customizing and developing lessons with related literacy focused activities that address diversity noted in a given group of students
<b>Standard 3: Teachers know the content they teach</b>		
<b>Element B: Teachers know the content appropriate to their teaching specialty</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Demonstrates a basic level of content knowledge in the teaching specialty to which assigned</b>	Providing inaccurate information to students	Providing inaccurate information to students
	Presenting outdated instructional materials	Presenting outdated instructional materials
	Failing to demonstrate basic content knowledge	Failing to demonstrate basic content knowledge
	<b>Developing:</b>	
	Knowing the content that supports the NJCCCS and CCSS	Knowing the content that supports the NJCCCS and CCSS

<b>Demonstrates a basic level of content knowledge in the teaching specialty to which assigned</b>	Drawing content from recognized sources	Drawing content from recognized sources
	Presenting information that is accurate	Presenting information that is accurate
	Explaining learning goals, instructional procedures and content accurately	Explaining learning goals, instructional procedures and content accurately
	Attending professional development related to content area	Attending professional development related to content area
	<b>Proficient:</b>	
<b>Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned</b>	Teaching content in a variety of ways	Teaching content in a variety of ways
	Answering general student questions about topic being taught	Answering general student questions about topic being taught
	Using multiple resources to give accurate responses to student questions	Using multiple resources to give accurate responses to student questions
	Organizing curricular materials to facilitate instruction around the essential understandings of central themes	Organizing curricular materials to facilitate instruction around the essential understandings of central themes
	Pacing instruction to optimize effective learning in a logical sequence to build understanding	Pacing instruction for a logical sequence to build understanding
	Using multiple questioning techniques for student inquiry to assess students formally and informally to modify instruction	Using multiple questioning techniques for student inquiry
	Asking students questions that indicate deep conceptual understanding of the content being taught	Assessing students formally and informally to modify instruction
	Deliberately teaching so as to preempt common misconceptions about the content being taught	Deliberately teaching so as to preempt common misconceptions about the content being taught
	Seeking an advanced degree in content area	Seeking an advanced degree in content area
	<b>Accomplished:</b>	
<b>Applies knowledge of subject beyond the content in assigned teaching specialty.</b>	Disaggregating data to create purposeful lessons and assignments	Disaggregating data to create purposeful lessons and assignments
	Demonstrating and promoting enthusiasm and passion for the content being taught	Demonstrating and promoting enthusiasm and passion for the content being taught
<b>Motivates students to investigate the content area to expand their knowledge and satisfy their natural</b>	Offering students the opportunity to do research in the content area	
	Adjusting lessons to accommodate student interests	Adjusts lessons to accommodate student interests
	Motivating students to investigate the content area to expand their knowledge	Motivating students to investigate the content area to expand their knowledge
	Engaging students in activities that use 21st century skills	Engaging students in activities that use 21st century skills



knowledge and satisfy their natural curiosity.		Meeting with colleagues to discuss pacing instruction to optimize effective learning
		Using multiple questioning techniques for student inquiry
		Integrating the content of subject areas with other disciplines
		Use content for application problems
	<b>Distinguished:</b>	
Extends knowledge of subject beyond content in their teaching specialty and sparks students curiosity for learning beyond the required course work	Developing lessons where students take responsibility for their own learning and researching topics related to the content	Developing lessons where students take responsibility for their own learning and researching topics related to the content
	Integrating the content of subject areas with other disciplines	Integrating the content of subject areas with other disciplines
		Assisting colleagues with developing more in-depth lessons (represents the range of teacher development)
	Providing simulated learning experiences using relevant activities	Providing simulated learning experiences using relevant activities
	Assisting colleagues with developing lessons	Creating and teaching an interdisciplinary unit with teachers from other subject areas

### Standard 3: Teachers know the content they teach

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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
Understands the links between grade/subject and the NJCCCS	Failing to link present learning to future lessons	Failing to link present learning to future lessons
	Failing to link present learning to past lessons	Failing to link present learning to past lessons
	Failing to link subject/grade to the NJCCCS and CCSS	Failing to link subject/grade to the NJCCCS and CCSS
Displays global awareness	Failing to reference global issues	Failing to reference global issues
	Failing to note links between this subject and other content areas	Failing to note links between this subject and other content areas
	<b>Developing:</b>	
Understands the links between grade/subject and the NJCCCS	Familiar with grade level/content area benchmarks for beginning and end of year	Explaining to students how completing assigned work helps them understand the NJCCCS
		Posting objectives that tie instruction to NJCCCS
	Integrating instruction across disciplines at times	Integrating instruction across disciplines
	Using current events to enhance instruction	Using current events to enhance instruction

<b>Displays global awareness</b>	Framing instruction with a world view in mind	Framing instruction with a world view in mind
	Evidence of community and world connections seen in the classroom	Evidence of community and world connections seen in the classroom
		Linking present learning to past and future lessons
	<b>Proficient:</b>	
<b>Demonstrates knowledge of links between grade/subject and the NJCCCS</b>	Using variety of sources and instructional strategies to address NJCCCS	Using variety of sources and instructional strategies to address NJCCCS
	Explaining how current learning relates to previous lessons and also to future lessons	Explaining how current learning relates to previous lessons and also to future lessons
	Locating and using multiple resources to expand subject	Locating and using multiple resources to expand subject
<b>Promotes global awareness and its relevance to the subjects</b>	Relating learning to global events	Relating learning to global events
	Expressing the diverse viewpoints of different cultures, religions and lifestyles	
	Leading quality discussions on diverse viewpoints of different cultures, religions and lifestyles	
	Using guest speakers to address specific areas of the curriculum	
	Demonstrating sensitivity to differences in ability, social and cultural backgrounds	Demonstrating sensitivity to differences in ability, social and cultural backgrounds
	Making learning relevant to students' lives	Making learning relevant to students' lives
	Incorporating current events into instruction	
	<b>Accomplished:</b>	
<b>Demonstrates knowledge of links and vertical assignment of the grade or subject area and the NJCCCS</b>	Using pre-testing to assess past learning	
	Planning integrated instruction across disciplines	Planning integrated instruction across disciplines
	Working with colleagues in other grades or subjects to develop lesson content and instructional strategies	Working with colleagues in other grades or subjects to develop lesson content and instructional strategies
	Participating in across grade level vertical alignment planning as feasible	
		Locating and using multiple resources to expand subject
	Addressing global issues	Addressing global issues regularly
<b>Integrates global awareness activities throughout lesson plans and instructional practices</b>	Using current events <b>when applicable</b>	Using current events regularly
	Using on-line sources to address global issues	
	Eliciting critical thinking and problem solving to relate lesson to global issues	
	Using simulations incorporating global events	
	Lesson planning reflects deliberate connection to global information and impact	Lesson planning reflects deliberate connection to global information and impact

	<b>Distinguished:</b>	
<b>Collaborates with teachers from other grades or subject areas</b>	Creating lesson plans with specific references to the other grades/subject areas	Creating lesson plans with specific references to the other grades/subject areas
	Proactively planning and using team teaching in related lessons	Proactively planning and using team teaching in related lessons
	Sharing practical suggestions and plans for integrating curriculum in school goal planning meetings and getting involved in implementing suggested ideas	
	Planning and implementing staff development on integrating curriculum when feasible	
	Leading discussions among peers from other grade levels or subject areas as part of planned PLC work	Demonstrating and leading discussions among peers from other grade levels or subject areas as part of planned PLC work
	Volunteering for peer observations when feasible	
		Connecting CCCS to multiple grade levels
<b>Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school</b>	Developing ways to incorporate global awareness in grade/team meetings	Advancing ways to incorporate global awareness in grade/team meetings
	Creating and teaching an interdisciplinary unit with teachers from other subject areas	

### Standard 3: Teachers know the content they teach

#### Element D: Teachers make instruction relevant to students

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
<b>Identifies relationships between the NJCCCS and life in the 21st Century</b>	Failing to relate core content to 21st Century skills	Failing to relate core content to 21st Century skills
	Failing to relate NJCCCS objectives to 21st Century themes	Failing to relate NJCCCS objectives to 21st Century themes
	<b>Developing:</b>	
	Relating NJCCCS to real life situations	
	Using multimedia resources to enhance instruction	Using multimedia resources to enhance instruction
	Eliciting student input about how the subject relates to 21st century life	Eliciting student input about how the subject relates to 21st century life

<b>Identifies relationships between the NJCCCS and life in the 21st Century</b>	Promoting the understanding of local and global implications of civic decisions	Promoting the understanding of local and global implications of civic decisions
	Using different websites that link the NJCCCS to 21st century life	Using multimedia resources to enhance instruction
	Teaching students the value of working appropriately and productively with others	Teaching students the value of working appropriately and productively with others
		Incorporating basic word problems
	<b>Proficient:</b>	
<b>Identifies relationships between the core content and 21st century content</b>	Creating work for students that requires application of core content with 21st century content/skills	Creating work for students that requires application of core content with 21st century content/skills
	Relating core content to real life situations	Relating core content to real life situations
	Explaining lesson relevance	Explaining lesson relevance
	Having students share related current events	Having students share related current events
	Promoting participation in civic life by knowing how to stay informed in government issues	
	Makes learning relevant to students' lives	Makes learning relevant to students' lives
	Uses 21st century skills to learn core content	
	<b>Accomplished:</b>	
<b>Integrates core content and 21st century content throughout lesson plans and classroom instructional practices</b>	Evaluating student progress using written, oral and multi-media presentations	Evaluating student progress using written, oral and multi-media presentations
	Giving all students opportunities to be leaders in group work	
	Presenting instruction at higher order thinking skills levels	Presenting instruction at higher order thinking skills levels
	Setting high expectations for student achievement	Setting high expectations for student achievement
	Developing and implementing rubrics for scoring quality of open-ended debates	
	Engaging students in activities that explicitly require them to adapt to unusual situations	
	Engaging students in activity that requires students to use and develop people skills	
	Engaging students in group activities which value and require personal productivity	Engaging students in group activities which value and require personal productivity
	Giving individual students specific feedback on 21st Century skills	
	Having students use current technology to research and present analysis	Having students use current technology to research and present analysis

	Using classroom simulations to integrate content and develop ethical practices	Using classroom simulations to integrate content and develop ethical practices
	Using inquiry methods to get students to research real world 21st Century issues	Using inquiry methods to get students to research real world 21st Century issues
	Adapting relevant learning experiences that incorporate digital tools/resources	Adapting relevant learning experiences that incorporate digital tools/resources
	Lesson plans reflect deliberate use of 21st century material	
	Student products regularly reflect use of 21st century skills	
	Encouraging students to ask questions that advance the topic, satisfy personal curiosity, and relate to the broader world	Encouraging students to ask questions that advance the topic, satisfy personal curiosity, and relate to the broader world
	<b>Distinguished:</b>	
<b>Deepens students' understanding of 21st century skills and helps them make their own connections and develop new skills</b>	Demanding both personal and academic integrity	Demanding both personal and academic honesty
	Putting students in new situations that require new solutions	Putting students in new situations that require new solutions
	Requiring students to take responsibility for their own learning	Requiring students to take responsibility for their own learning
	Developing role-plays for researching and using higher order thinking skills	Developing role-plays for researching and using higher order thinking skills
	Having students defend decisions for open-ended real-world questions using evidence from research	Having students defend decisions for open-ended real-world questions using evidence from research.
	Developing rubrics for evaluating personal responsibility	
	Giving feedback on accountability, ethical decision making, leadership, people skills, personal productivity, personal responsibility, self-direction, social responsibility (Providing opportunities for students to self-select projects...)	Giving feedback on accountability, ethical decision making, leadership, people skills, personal productivity, personal responsibility, self-direction, social responsibility (Providing opportunities for students to self-select projects...)
	Having student teams compete to develop best realistic approach to solve problems	
	Having students use current technology to do research	
	Using student teams in simulations to decide controversial real-world issues (Having students defend decisions for open-ended real-world questions)	Using student teams in simulations to decide controversial real-world issues (Having students defend decisions for open-ended real-world questions)

## 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.**

	Elementary	Middle School
	<b>Developing:</b>	
<b>Understands developmental levels of students and recognizes the need to differentiate instruction</b>	Attending district provided workshops on differentiated instruction	Attending workshops on differentiated instruction
	<u>Differentiates instruction</u>	Indicating various learning styles/intelligences on lesson plans
	Teaching to the whole class exclusively, without modifications of any sort	Teaching lessons for multiple levels routinely
	Acknowledging that emotional, intellectual, and physical development affect learning with differentiating effects	Acknowledging that emotional, intellectual, and physical development affect learning with differentiating effects
	Engaging students in activities requiring higher-level thinking skills occasionally	Engaging students in activities requiring higher-level thinking skills occasionally
	Attempting to conduct instruction at differential levels occasionally	Conducting instruction at differential levels occasionally
	<b>Proficient:</b>	
<b>Understands developmental levels of students and appropriately differentiates instruction</b>	<u>Differentiates instruction</u>	Differentiating instruction according to students' levels and needs
	Sharing lesson plans with other teachers, including differentiated instructional strategies	Sharing lesson plans with other teachers, including differentiated instructional strategies
	Grouping students for activities as respective to levels and academic development	Grouping students for activities as respective to levels and academic development
	Engaging student in activities to develop higher level thinking skills	Engaging student in activities to develop higher level thinking skills
	Organizing instruction based on varying levels of student development	Teaching lessons for multiple levels routinely
	Informal/formally analyzes assessment data to meet-student needs	Analyzes assessment data
	Holds expectations that are appropriate for students level	Holds expectations that are appropriate for grade level
	Addressing various learning styles/intelligences during instruction	Addressing various learning styles/intelligences during instruction
<b>Accesses resources needed to address strengths and weaknesses of</b>	Using materials to meet students' needs	Regularly and effectively analyzes assessment data to remediate students

	<b>Accomplished:</b>	
<b>Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction</b>	<u>Differentiates instruction</u>	Differentiates lessons
	Facilitating student learning on differentiated levels	Challenge gifted and support struggling learners
	Offering students opportunities to extend and stretch their strengths and address their weaknesses within different learning styles/intelligences	Offering students opportunities to extend and stretch their strengths and address their weaknesses within different learning styles/intelligences
<b>Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses</b>	Making use of alternative resources to improve instruction	Making use of alternative resources to improve instruction
	Modifying instruction according to IEP's or 504 Plans and Modifying instruction using ESL individual plans and strategies	Modifying instruction according to IEP's or 504 Plans
		Modifying instruction using ESL individual plans and strategies
	<b>Distinguished:</b>	
<b>Encourages and guides colleagues to adapt instruction to align with students' developmental levels</b>	<u>Differentiates instruction</u>	Leading and conducting professional development on differentiated instructions
	Participating in district provided grade level/team meetings to discuss differentiating instruction plans when common planning time is provided	Participating in grade level/team meetings to discuss differentiating instruction plans
	Frequently sharing and collaborating with colleagues to assist in more effectively differentiating instruction	Frequently sharing and collaborating with colleagues to assist in more effectively differentiating instruction
	Acknowledging and internalizing the need to differentiate based on student population diversity	Acknowledging and internalizing the need to differentiate based on student population diversity
	Uses alternative resources during instruction	Cross curricular activities
		Reading and sharing current research on differentiation strategies
<b>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</b>		Offering expertise in differentials at school goal planning meeting
	Collaborate with team to plan differentiated lessons	
	Encourage team to apply new techniques	
<b>Standard 4: Teachers facilitate learning for their students</b>		
<b>Element B: Teachers plan instruction appropriate for their students</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Recognizes data sources important to planning instruction</b>	Planning perfunctorily, inadequately, or not at all	Planning perfunctorily, inadequately, or not at all

	<b>Developing:</b>	
<b>Recognizes data sources important to planning instruction</b>	Uses data to drive instruction	Uses disaggregated data to enhance instructions
	Planning for instruction	Planning for instruction
	Is aware of district-wide data	Interpreting student progress to redirect further instruction
	Attending professional development	Attending professional development
	Utilizing assessment data to plan for appropriate instruction	Utilizing assessment data to plan for appropriate instruction
	Refers to Atlas Rubicon lesson plans	Refers to Atlas Rubicon lesson plans
	Meeting regularly with colleagues to discuss lesson plans	Meeting regularly with mentor/colleagues/administrator to discuss lesson plans
	<b>Proficient:</b>	
<b>Uses a variety of data for short- and long-range planning instructions</b>	Uses data to drive instruction	Uses data to drive instruction
	Interpreting data, reflecting and modifying instruction as needed	Interpreting data, reflecting and modifying instruction
	Using end of course and end of grade data (state or locally developed assessments) to target specific objectives for emphasis	Using informal and formal assessments to drive instruction
	Utilizing feedback from other teachers as a source of data	Utilizing feedback from other teachers/colleagues as a source of data
	Collegial sharing of instructional strategies	Collegial sharing of instructional strategies
<b>Monitors and modifies instructional plans to enhance student learning</b>	Modifying lesson plans as needed to meet diverse student needs	Modifying lesson plans as needed to meet diverse student needs
	Using locally developed and commercial assessments to modify instruction	QSQ data to modify instruction
	<b>Accomplished:</b>	
<b>Monitors student performance and responds to individual learning needs in order to engage students in learning</b>	Ensuring that students are actively engaged in classroom activities that address a variety of learning styles (visual, auditory, tactile, kinesthetic)	Ensuring that students are actively engaged in classroom activities that address a variety of learning styles (visual, auditory, tactile, kinesthetic)
	Providing opportunities so that students are actively engaged in classroom activities	Ensuring that students are actively engaged in classroom activities
	Using data to modify instruction for individuals and small groups	Using data to modify instruction for individuals and small groups
	Using small temporary skills groups when appropriate to meet objectives	Using small temporary skills groups when appropriate to meet objectives



	Monitoring trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child	Monitoring trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child
		Maintaining accurate record of students' mastery of objectives
	<b>Distinguished:</b>	
<b>Monitors students' performance and responds to cultural diversity and learning needs through the school improvement process</b>	Uses data to drive instruction	
	Focusing instruction to meet end of grade/end of course goals as prescribed by the school improvement plan	Aligning instruction to meet end of grade/end of course goals
	Modifying instruction appropriate for target groups identified in the school improvement plan	
	Supporting other teachers in the planning process	Supporting other teachers in the planning process
	Aligning instructional methods with current diversity based research	Planning always reflects and embraces cultural diversity and awareness
	Monitors and implements trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child	
	Meeting with mentors/colleagues/administration to discuss effective lesson plans	
	Reflect and embrace cultural diversity	
	Actively participates in curriculum development	
<b>Standard 4: Teachers facilitate learning for their students</b>		
<b>Element C: Teachers use a variety of instructional materials</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Demonstrates awareness of the variety of methods necessary to meet the needs of all students</b>	Lecturing to the whole class more than necessary, often assigning student to work individually in workbooks or at seatwork without providing feedback	Lecturing to the whole class more than necessary, often assigning student to work individually in workbooks or at seatwork without providing feedback
	<b>Developing:</b>	
<b>Demonstrates awareness of the variety of methods necessary to</b>	Using readily available technological tools to and manipulatives to supplement instruction	Using readily available technological tools to and manipulatives to supplement instruction
	Demonstrating awareness of students' differing learning styles through selection of methods and materials	Demonstrating awareness of students' differing learning styles through selection of methods and materials

variety of methods necessary to meet the needs of all students	Attending/accessing differentiation staff development provided by the district	Attending/accessing differentiation staff development
		Indicating various learning styles/intelligences on lesson plans
	<b>Proficient:</b>	
Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students	Effectively utilizing instructional strategies that create the environment for learning, help students develop understanding, extend and apply knowledge	Effectively utilizing instructional strategies that create the environment for learning, help students develop understanding, extend and apply knowledge
	Using different methods and materials when individualizing instruction	
	Activating prior knowledge in students	Activating prior knowledge in students (KWL chart, sentence stems, cueing and questioning, etc.)
	Designing activities and lessons based on learning styles	
	Engaging students in high level thinking activities	Engaging students in high level thinking activities
	Using cooperative learning activities and groups	Using cooperative learning activities and groups
	Using graphic organizers to enhance instruction	Using graphic organizers to enhance instruction (Concept Map, Venn Diagrams, Comparison Matrix, Timeline, etc.)
	Addressing multiple learning styles/intelligences during lesson	Addressing multiple learning styles/intelligences during lesson
	Using readily available technology	Planning lessons that reflect integration of technology and strategies that address various learning styles
	Using technology	
	Awareness of students' differing instructional needs	Awareness of students' differing instructional needs
	Incorporating technology into lessons	Incorporating technology into lessons
	Using different activities such as visual, auditory, etc.	Using different activities such as visual, auditory, etc.
	Materials are differentiated	
	Designing activities and lessons based on instructional needs	
	Planning lessons that reflect various student needs	
Asking questions at different levels	Asking questions at different levels	
	<b>Accomplished:</b>	
	Consistently modifying instruction to meet student needs	Consistently modifying instruction to meet student needs
	Requiring students to "think aloud" when explaining concepts	Requiring students to "think aloud" when explaining concepts
	Utilizing various instructional strategies that appeal to numerous learning styles/intelligences to insure student success	Utilizing various instructional strategies that appeal to numerous learning styles/intelligences to insure student success

<b>Ensures the success of all students through the selection and utilization of appropriate methods and materials</b>	Teaching students to use and apply metacognitive reading skills when reading/during academic pursuits	Teaching students to use and apply metacognitive reading skills when reading
	Designing lessons with varying activities for student needs	Designing lessons with varying activities for student needs
	Design different activities to meet the needs of diverse learners	Engaging students in high level lessons such as Socratic seminars and literacy circles
	Exploring new technology to appeal to numerous student needs	Exploring new technology to appeal to numerous student needs
	Focusing direct instruction to increase student scores on the end of course/end of year assessments	Focusing direct instruction to increase student scores on the end of course/end of year assessments
	Work cooperatively to problem solve	Work cooperatively to problem solve
	<b>Distinguished:</b>	
<b>Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies</b>	Exploring and implementing new technology into lessons consistently (interactive white boards, blackboard, blogs, wikis, Google docs)	Exploring and implementing new technology into lessons consistently (interactive white boards, blackboard, blogs, wikis, Google docs)
	Attending professional development conferences and sessions and sharing learned information with colleagues	Attending professional development conferences and sessions and sharing learned information with colleagues
		Leading professional development workshops
		Conducting professional development at the school site/district office concerning differentiation and student development
		Staying abreast of emerging information
		Shares emerging information with colleagues
		Turnkey professional development
		Professional membership within field
<b>Standard 4: Teachers facilitate learning for their students</b>		
<b>Element D: Teachers integrate and utilize technology in their instruction.</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Assesses effective types of technology to use for instruction</b>	The teacher is using technology ineffectively or not at all as a teaching tool( for example using the SmartBoard as a whiteboard).	The teacher is using technology ineffectively or not at all as a teaching tool( for example using the SmartBoard as a whiteboard).
	<b>Developing:</b>	
	The teacher begins to use technology tools to deliver curriculum content to students.	The teacher begins to use technology tools to deliver curriculum content to students.

<b>Assesses effective types of technology to use for instruction</b>	The teacher may be the only one using technology including using presentation software (e.g. Power Point, Smart Notebook) to deliver their lesson.	The teacher may be the only one using technology including using presentation software (e.g. Power Point, Smart Notebook) to deliver their lesson.
	Students may be watching an instructional video on a website or using a computer for the drill and practice of basic skills such as typing.	Students may be watching an instructional video on a website or using a computer for the drill and practice of basic skills such as typing.
	Students primarily work alone when using technology to complete assigned activities that are generally unrelated to the world beyond the classroom.	Students primarily work alone when using technology to complete assigned activities that are generally unrelated to the world beyond the classroom.
	<b>Proficient:</b>	
<b>Demonstrates knowledge of how to utilize technology instruction</b>	The teacher selects the technology tools and clearly integrates them into the lessons.	The teacher selects the technology tools and clearly integrates them into the lessons.
	The teacher controls the type of technology and how it is used.	The teacher controls the type of technology and how it is used.
	The teacher may be pacing the students thorough a project, making sure that they each complete each step in the same sequence with the same tools. For example, the teacher may lead the class step by step through the creation of a KWL chart to evaluate an activity.	The teacher may be pacing the students thorough a project, making sure that they each complete each step in the same sequence with the same tools. For example, the teacher may lead the class step by step through the creation of a KWL chart to evaluate an activity.
	The teacher is beginning to move the students toward a gradual release model to use technology independently.	The teacher is beginning to move the students toward a gradual release model to use technology independently.
	Students are independently beginning to use the technology that has been taught.	Students are independently beginning to use the technology that has been taught.
	<b>Accomplished:</b>	
<b>Integrates technology with instruction to maximize student learning</b>	The teacher provides the learning context in which the students can choose the appropriate technology tools to achieve the outcome.	The teacher provides the learning context in which the students can choose the appropriate technology tools to achieve the outcome.
	The teacher gives the students access to technology tools and guides them to appropriate resources. The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept.	The teacher gives the students access to technology tools and guides them to appropriate resources. The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept.
	Teacher uses technology tools for collaboration, to work with peers and experts irrespective of time zone or physical distances.	Teacher uses technology tools for collaboration, to work with peers and experts irrespective of time zone or physical distances.

	Students understand how to use many types of technology tools and are able to select appropriate tools for specific purposes and use them regularly.	Students understand how to use many types of technology tools and are able to select appropriate tools for specific purposes and use them regularly.
	Technology use for collaboration by students is regular and normal with students choosing the best tools to accomplish their work.	Technology use for collaboration by students is regular and normal with students choosing the best tools to accomplish their work.
	<b>Distinguished:</b>	
<b>Provides evidence of student engagement in higher level thinking skills through the integration of technology</b>	The teacher encourages the use of technology tools to facilitate higher order learning activities that may not have been possible without the use of technology.	The teacher encourages the use of technology tools to facilitate higher order learning activities that may not have been possible without the use of technology.
	The teacher seeks partnerships outside of the classroom to extend the use of collaborative activities, such as video chat or blogging that may not have been possible without the use of technology.	The teacher seeks partnerships outside of the classroom to extend the use of collaborative activities, such as video chat or blogging that may not have been possible without the use of technology.
	Teacher regularly takes a leadership role in promoting the professional growth of colleagues in the use of technology as a teaching tool by facilitating workshops and demonstration lessons, and sharing best practices through school or district PLCs.	Teacher regularly takes a leadership role in promoting the professional growth of colleagues in the use of technology as a teaching tool by facilitating workshops and demonstration lessons, and sharing best practices through school or district PLCs.
	Students are empowered to extend the use of technology tools and have greater ownership and responsibility for learning.	Students are empowered to extend the use of technology tools and have greater ownership and responsibility for learning.
	Student regularly use technology tools for collaboration, to work with peers and experts within the local and global community.	Student regularly use technology tools for collaboration, to work with peers and experts within the local and global community.
<b>Standard 4: Teachers facilitate learning for their students</b>		
<b>Element E: Teachers help students develop critical thinking and problem solving skills</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Understands the importance of developing students' critical-thinking and problem-solving skills</b>	Teaching primarily for rote learning at low levels of Bloom's Taxonomy	Teaching primarily for rote learning at low levels of Bloom's Taxonomy
	<b>Developing:</b>	

<b>Understands the importance of developing students' critical-thinking and problem-solving skills</b>	<u>Fosters student independence</u>	Explaining to students skills necessary for 21st Century issues
	Accesses/Attends district provided staff development on higher order thinking skills	Accesses/Attends district provided staff development on higher order thinking skills
	Displaying awareness of need to include higher order thinking skills in lesson	Displaying awareness of need to include higher order thinking skills in lesson
	Beginning to include higher order thinking skills in lesson	Beginning to include higher order thinking skills in lesson
	<b>Proficient:</b>	
<b>Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills</b>	<u>Fosters student independence</u>	Modeling problem solving techniques in class for students
	Using appropriate questions to guide students in critical thinking	Using appropriate questions to guide students in critical thinking
	Giving assignments that require students to use problem-solving skills	Giving assignments that require students to use problem-solving skills
	Attending district provided training on critical thinking or problem solving instruction	Attending district provided training on critical thinking or problem solving instruction
		Employing critical thinking in the classroom
	Routinely utilizing higher order questioning techniques when engaging students in dialogue	Routinely utilizing higher order questioning techniques when engaging students in dialogue
	<b>Accomplished:</b>	
<b>Teaches students the processes needed to think creatively and critically</b>	Encouraging students to think creatively and critically	Requiring students to think creatively and critically
	Planning lessons that continually incorporate numerous higher order thinking skills as well as critical thinking skills in questioning, activity, and assessment	Planning lessons that continually incorporate numerous higher order thinking skills as well as critical thinking skills in questioning, activity, and assessment
<b>Teaches students the processes needed to develop and test innovative ideas</b>	Requiring students to draw conclusions	Requiring students to draw conclusions
<b>Teaches students the processes needed to synthesize knowledge</b>	Provide opportunities to collaborate in order to process information collected during explorations	
<b>Teaches students the processes needed to draw conclusions</b>	Provide opportunities for students to reflect on situational outcomes	
<b>Teaches students the processes needed to exercise and communicate sound reasoning</b>	Engaging students in activities that require students to exercise and communicate sound reasoning	Engaging students in activities that require students to exercise and communicate sound reasoning
	Students use data to inform their decision-making processes	
<b>Teaches students the processes needed to understand connections</b>	Provide opportunities for students to link learning to real world issues	
<b>Teaches students the processes</b>	<u>Fosters student independence</u>	

Teaches students the processes needed to make complex choices	Encouraging students to make complex choices and synthesize knowledge	Encouraging students to make complex choices and synthesize knowledge
Teaches students the processes needed to frame, analyze, and solve problems	Requiring students to frame, analyze, and solve problems	Requiring students to frame, analyze, and solve problems
	Provide opportunities to think creatively and analyze	
	Allow students to frame, analyze, and solve problems	Requiring students to develop and test new ideas
	<b>Distinguished:</b>	
Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices	Fosters student independence	
	Involving individual students in leading or presenting classroom discussions	Involving individual students in leading or presenting classroom discussions
	Routinely assigning students in teams for various activities	Routinely assigning students in teams for various activities
	Assigning teams of students to develop possible solutions to solve real life problems	Assigning teams of students to develop possible solutions to solve real life problems
	Participating in grade level/team meetings to discuss the development and application of critical thinking & problem solving skills	
	Mentor new or student teachers in teaching critical thinking and problem solving skills	

## Standard 4: Teachers facilitate learning for their students

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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
Provides opportunities for cooperation, collaboration, and leadership through student learning teams	Failing to use groups for any student activities	Failing to use groups for any student activities
	<b>Developing:</b>	
Provides opportunities for cooperation, collaboration, and leadership through student learning teams	Give students the chance to be a leader in a group or in the classroom	Using student leadership in classroom to enhance instruction
	Engaging students in group or paired activities	Engaging students in group or paired activities
	Has knowledge of cooperative groups	Has knowledge of cooperative groups
	<b>Proficient:</b>	
	Organizing student teams to provide leadership and diversity on each team	Organizing student teams to provide leadership and diversity on each team

<b>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership</b>	Organizing assignments that require teamwork (positive interdependence) to meet desired goals	Organizing assignments that require teamwork (positive interdependence) to meet desired goals
	Organizing assignments that require individual accountability for team members	Organizing assignments that require individual accountability for team members
	Helps students build leadership skills through teamwork	Helps students build leadership skills through teamwork
	Regularly engages students in groups or paired activities	Regularly utilizing teaming process in a purposeful manner
	Provides opportunities to practice routine leadership skills	
	Helps students build leadership skills through teamwork. Ex: Working together on a team in gym to win a game	
	<b>Accomplished:</b>	
<b>Encourages students to create and manage learning teams</b>	Developing and using rubrics that require student cooperation, collaboration, and leadership in teams	Developing and using rubrics that require student cooperation, collaboration, and leadership in teams
	Encouraging students to use established procedures to effectively create and manage their own learning teams	Encouraging students to use established procedures to effectively create and manage their own learning teams
	Establishing a group processing procedure to help students identify what went well and areas for improved cooperation and collaboration	Establishing a group processing procedure to help students identify what went well and areas for improved cooperation and collaboration
	Providing feedback to students on cooperation, collaboration, and leadership on their team work	Providing feedback to students on cooperation, collaboration, and leadership on their team work
	Uses student data to create specific grouping routinely	
	Frequently assigns each child within a group as leadership role	
	Creates teams that allow students to lead and work collaboratively with peers	
	Designs teams to meet the needs of different types of learners	
		<b>Distinguished:</b>
<b>Fosters the development of student leadership and teamwork skills to be used beyond the classroom</b>	Structuring assignments that permit/require students to participate in a variety of roles	Structuring assignments that permit students to autonomously assign roles to one another
	Structuring assignments to facilitate transfer of skills to another situation beyond the classroom	Structuring assignments to facilitate transfer of skills to another situation beyond the classroom such as blogs, wikis, and Google docs
	Creating a space for collaborative learning (examples: blogs, wikis, Google docs, or other similar venues)	Establishing Web 2.0 collaborative environments such as blogs, wikis, and Google docs
	Using technology to enhance cooperative groupwork	Conducts PD on effectively using learning teams
<b>Standard 4: Teachers facilitate learning for their students</b>		



<b>Element G: Teachers communicate effectively.</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Demonstrates the ability to effectively communicate with students</b>	Using profanity in the classroom	Using profanity in the classroom
	Using sarcasm to discipline students	Using sarcasm to discipline students
<b>Provides opportunities for student to articulate thoughts and ideas</b>	Antagonizing or belittling students	Antagonizing or belittling students
	<b>Developing:</b>	
<b>Demonstrates the ability to effectively communicate with students</b>	<u>Provide students with feedback</u>	
	Empathizing with students who lack good communication skills	Empathizing with students who lack good communication skills
	Treating all students with respect	Treating all students with respect
	Using visual and auditory communication techniques	Using visual and auditory communication techniques
	Using proper grammar when addressing students, parents, and fellow staff	Using proper grammar when addressing students, parents, and fellow staff
<b>Provides opportunities for students to articulate thoughts and ideas</b>	Allowing sufficient wait time for students to answer questions	
	Creating a classroom environment where all students' input is respected	Creating a classroom environment where all students' input is respected
	Instructing students on how to effectively communicate their concerns/ideas	
	<b>Proficient:</b>	
<b>Uses a variety of methods for communication with all students</b>	<u>Provide students with feedback</u>	Provide students with feedback
	Using a variety of whole class, small group, & individual projects	Using a variety of whole class, small group, & individual projects
<b>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively</b>	Incorporating student participation into lessons	Incorporating student participation into lessons
	Establishing a class climate of mutual respect	Establishing a class climate of mutual respect
	Encouraging student input through a variety of processes	Encouraging student input through a variety of processes
	Instructing students how to effectively communicate their concerns and ideas with adults and peers	Instructing students how to effectively communicate their concerns and ideas with adults and peers
	<b>Accomplished:</b>	
<b>Creates a variety of methods to communicate with all students</b>	<u>Provide students with feedback</u>	
	Employing visual, auditory, and tactile means of communication	Employing visual, auditory, and tactile means of communication
<b>Establishes classroom practices</b>	Involving all students actively in lessons	Involving all students actively in lessons

Establishes classroom practices which encourage all students to develop effective communication skills	Involving reluctant learners by using effective questioning strategies	Involving reluctant learners by using effective questioning strategies
	Routinely providing various differentiated opportunities for students to express their knowledge	Routinely providing various differentiated opportunities for students to express their knowledge
	<b>Distinguished:</b>	
Anticipates possible student misunderstanding and proactively develops teaching techniques to mitigate concerns	Provide students with feedback	
	Encouraging students' ownership for solving problems	Encouraging students' ownership for solving problems
	Creating a classroom atmosphere which allows students to work together intensively while maintaining respect for one another	Creating a classroom atmosphere which allows students to work together intensively while maintaining respect for one another
Establish school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills	Involving and encouraging students in extracurricular activities to help reinforce the values of cooperation and teamwork	Involving and encouraging students in extracurricular activities to help reinforce the values of cooperation and teamwork
	Encouraging colleagues to use various communication techniques	Encouraging colleagues to use various communication techniques
	Modeling communication skills for students	Modeling communication skills for students
		Planning alternative/remedial lesson plans and has them available in case of student's misunderstandings of objectives
		Leading staff development at school level or higher on literacy skills and effective communication

## Standard 4: Teachers facilitate learning for their students

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

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
Uses indicators to monitor and evaluate student progress	Grading every assignment the same way	Grading every assignment the same way
	<b>Developing:</b>	
Uses indicators to monitor and evaluate student progress	Focusing on appropriate indicators when monitoring/evaluating students	Focusing on appropriate indicators when monitoring/evaluating students
	Implements required district assessments	Implements required district assessments
	Awareness of district assessment tools	Awareness of district assessment tools

<b>Assesses students in the attainment of 21st Century knowledge, skills, and dispositions</b>	Showing awareness of 21st Century knowledge, skills, and dispositions	Showing awareness of 21st Century knowledge, skills, and dispositions
	<b>Proficient:</b>	
<b>Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction</b>	Using various means to evaluate students (oral, written, etc.)	Using various means to evaluate students (oral, written, etc.)
	Using formative/summative indicators and benchmarks to evaluate students' progress	Using formative/summative indicators and benchmarks to evaluate students' progress
	Establishing a protocol for students to conduct student led conferences/discussions	Helping students develop metacognitive thinking skills
	Implements multiple forms of assessments, such as oral, written, summative, and formative	Implements multiple forms of assessments, such as oral, written, summative, and formative
	Model peer and self assessment tools	Model peer and self assessment tools
	Discuss various assessment tools with colleagues	Discuss various assessment tools with colleagues
<b>Provides evidence that students attain 21st Century knowledge, skills, and dispositions</b>	Assessments engage students' knowledge of 21st Century knowledge, skills, and dispositions	Assessments engage students' knowledge of 21st Century knowledge, skills, and dispositions
	<b>Accomplished:</b>	
<b>Uses the information gained from the assessment activities to improve teaching practice and student learning</b>	Altering teaching strategies to meet student needs	Altering teaching strategies to meet student needs
	Altering assessment methods to meet changing student needs	Allowing students to develop assessment tools
	Making appropriate adjustments to instruction based on reflection and obstacles to learning	
	Uses multiple methods of assessment and utilizes the results to improve instruction through scaffolding, differentiation, etc.	Uses multiple methods of assessment and utilizes the results to improve instruction through scaffolding, differentiation, etc.
<b>Provides opportunities for students to assess themselves and others</b>	Ensuring that students understand class performance and how they can improve	Ensuring that students understand class performance and how they can improve
	Engaging students in peer evaluations	Engaging students in peer evaluations
	<b>Distinguished:</b>	
<b>Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning</b>	Provides opportunities for students to have peer conferencing that leads to self-reflections	Provides opportunities for students to have peer conferencing that leads to self-reflections
	Effectively utilize peer and self assessment tools	Effectively utilize peer and self assessment tools
<b>Encourages and guides colleagues to assess 21st Century skills, knowledge, and dispositions and to</b>	Modeling 21st Century skills for colleagues	Modeling 21st Century skills for colleagues
	Sharing with colleagues in best practices research	Leading colleagues in best practices research
	Serving as formal or informal mentor for other staff	Serving as formal or informal mentor for other staff

**use the assessment information to**

Share assessment tools with colleagues through mentoring

## Standard 5: Teachers reflect on their practices

### Element A: Teachers analyze student learning

	Elementary	Middle School
	<b>Not Demonstrated:</b>	
<b>Recognizes the need to improve student learning in the classroom</b>	Failing to make any adjustments or improvements to help students learn	Failing to make any adjustments or improvements to help students learn
	Having test data in an unorganized and unusable fashion	Having test data in an unorganized and unusable fashion
	Failing to monitor student progress	Failing to monitor student progress
	Using little or few resources to strengthen instructional program	Using little or few resources to strengthen instructional program
	<b>Developing:</b>	
<b>Recognizes the need to improve student learning in the classroom</b>	Measuring & accurately recording student progress in a timely manner	Measuring & accurately recording student progress in a timely manner
	Monitoring student progress toward learning goals and objectives	Monitoring student progress toward learning goals and objectives
	Monitoring student progress through diagnostic evaluations	Monitoring student progress through diagnostic evaluations
	Being aware of state and local testing programs	Being aware of state and local testing programs
	Striving to help every student improve throughout the year	Striving to help every student improve throughout the year
	Knowing how to access testing data and determine composite scores	Knowing how to access testing data and determine composite scores
	Recognizing certain students have IEPs, 504s, etc.	Recognizing certain students have IEPs, 504s, etc.
	Being aware of diverse instructional strategies	Being aware of diverse instructional strategies
Verbalizing a concern for student performance	Verbalizing a concern for student performance	
	<b>Proficient:</b>	
	Ensuring all lessons are motivationally directed at making instruction meaningful	Ensuring all lessons are motivationally directed at making instruction meaningful
	Monitoring student progress toward meeting/exceeding performance expectations	Monitoring student progress toward meeting/exceeding performance expectations
	Preparing and presenting lessons that challenge learners to be all they can be	Preparing and presenting lessons that challenge learners to be all they can be
	Providing clear performance expectations to students	Providing clear performance expectations to students
	Utilizing a variety of media and resources to strengthen instructional delivery	

<b>Provides ideas about what can be done to improve student learning in their classroom</b>	Devising ways to improve instruction	
	Planning lessons which align directly with the current Curriculum Content Standards	Planning lessons which align directly with the current Curriculum Content Standards
	Individualizing instruction to meet the needs of his/her students	
	Using data to drive instruction	Using data to drive instruction
	Creating and utilizing student inventory/interest surveys to differentiate learning	
	Referring to previous end of grade/end of course assessment results to improve instruction	Referring to previous end of grade/end of course assessment results to improve instruction
	Attends professional development to improve instructional practice	Attends professional development to improve instructional practice
	<b>Accomplished:</b>	
<b>Thinks systematically &amp; critically about learning in their classroom: Why learning happens and what can be done to improve student achievements</b>	Ensuring students have a working knowledge of an instructional concept prior to leading into the next phase of instruction	Ensuring students have a working knowledge of an instructional concept prior to leading into the next phase of instruction
	Capitalizing on 'teachable moments' where learning is at a peak, and then pursues relevant experiences to foster growth	
	Demonstrating knowledge and acceptance of varying learning styles and abilities	Demonstrating knowledge and acceptance of varying learning styles and abilities
	Encouraging students to strive to excel academically as measured by test scores and classroom performance	Encouraging students to strive to excel academically as measured by test scores and classroom performance
	Individualizing instruction to meet the needs of his/her students occasionally	Individualizing instruction to meet the needs of his/her students occasionally
	Seeking new ways to improve instruction	Seeking new ways to improve instruction
	Consistently and systematically evaluating self as instructional facilitator of their best practices	
	Using current research to enhance instruction	
	Comparing school wide and classroom best practices to their own in order to evaluate effectiveness of their instruction	
	Seeking feedback from all stakeholders to increase teacher effectiveness	
Sharing best practices at the school level	Sharing best practices at the school level	
Considering the individual needs of each student through challenging, creative, and differentiated instructional strategies	Considering the individual needs of each student through challenging, creative, and differentiated instructional strategies	

	Routinely changing instructional methods & strategies based on data analysis	Routinely changing instructional methods & strategies based on data analysis
	<b>Distinguished:</b>	
<b>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.</b>	Analyzing instructional techniques throughout the year to determine successful strategies as measured by student success	Analyzing instructional techniques throughout the year to determine successful strategies as measured by student success
	Using various assessment procedures to develop instruction	
	Conducting applied research projects in classroom/grade level to evaluate results to adapt instructional practices	
	Presenting best practices at local, state, and national level	Presenting best practices at local, state, and national level
	Modeling teachers who reflect on every aspect of teaching and learning	Modeling teachers who reflect on every aspect of teaching and learning
	Analyzing many data sources, following with effective long-range lesson and curriculum planning in own classroom and throughout school	Analyzing many data sources, following with effective long-range lesson and curriculum planning in own classroom and throughout school
	ELL teacher uses results from ACCESS for ELLs to assist classroom teachers with diversifying instruction for ELL students	ELL teacher uses results from ACCESS for ELLs to assist classroom teachers with diversifying instruction for ELL students
<b>Standard 5: Teachers reflect on their practice</b>		
<b>Element B: Teachers link professional growth to their professional goals</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Understands the importance of professional development</b>	Failing to attend professional development sessions	Failing to attend professional development sessions
	Inconsistently implements concepts presented during professional development	Inconsistently implements concepts presented during professional development
	Demonstrating concern only for the classroom	Demonstrating concern only for the classroom
	<b>Developing:</b>	
<b>Understands the importance of</b>	Constantly pursuing relevant experiences to foster growth	Constantly pursuing relevant experiences to foster growth
	Seeking out professional development activities to foster growth	Seeking out professional development activities to foster growth
	Discussing with co-workers the importance and value of professional development activities	Discussing with co-workers the importance and value of professional development activities

<b>professional development</b>	Discussing with school administrators how recently completed professional development activities have fostered personal/professional growth	
	Creates a PDP with detailed professional development strategies to support growth	Creates a PDP with detailed professional development strategies to support growth
	<b>Proficient:</b>	
<b>Uses a variety of data for short- and long-range planning instructions</b>	Linking PDP to standards and growth	Linking PDP to standards and growth
	Attending, implementing, and sharing professional development information at department/grade level and staff meetings	Attending, implementing, and sharing professional development information at department/grade level and staff meetings
	Demonstrating concern for school achievement	Demonstrating concern for school achievement
	Seeking advanced degrees and/or certifications	Seeking advanced degrees and/or certifications
	<b>Accomplished:</b>	
<b>Participates in professional development activities aligned with goals and student needs</b>	Participating in professional development activities focusing on helping students think critically so as to gain deeper understanding of concepts	
	Participating in professional development activities that help the teacher develop creative instructional strategies to challenge students	Participating in professional development activities that help the teacher develop creative instructional strategies to challenge students
	Participating in professional development activities that enhance student achievement, growth, and performance	Participating in professional development activities that enhance student achievement, growth, and performance
	Demonstrating concern for student achievement at the district and state level	Demonstrating concern for student achievement at the district and state level
	Staying abreast of information at the state/national level	Staying abreast of information at the state/national level
	Linking PDP to standards, growth, and school wide needs	
	<b>Distinguished:</b>	
<b>Applies and implements knowledge and skills attained from professional development consistent with its intent.</b>	Designing lessons that include a variety of resources discovered at recent professional development activities	Designing lessons that include a variety of resources discovered at recent professional development activities
	Incorporating new ideas from professional development into lesson plans	Incorporating new ideas from professional development into lesson plans
	Attending professional development conferences and sessions and sharing learned information with colleagues	Attending professional development conferences and sessions and sharing learned information with colleagues
	Conducting professional development training for colleagues as needed	Conducting professional development training for colleagues as needed



	Participates in decision making for the community based on research, knowledge of community need, and community requisite	Participates in decision making for the community based on research, knowledge of community need, and community requisite
	Participating in decision making and research studies at the state and/or national level	Participating in decision making and research studies at the state and/or national level
<b>Standard 5: Teachers reflect on their practice</b>		
<b>Element C: Teachers function effectively in a complex, dynamic environment</b>		
	<b>Elementary</b>	<b>Middle School</b>
	<b>Not Demonstrated:</b>	
<b>Is knowledgeable of current research based approaches of teaching and learning</b>	Ignoring research based teaching methods	Ignoring research based teaching methods
	<b>Developing:</b>	
<b>Is knowledgeable of current research based approaches of teaching and learning</b>	Staying abreast of current curriculum research and instructional practices	Staying abreast of current curriculum research and instructional practices
	Meeting with colleagues and administrators to discuss recent research	Meeting with colleagues and administrators to discuss recent research
	Demonstrating basic knowledge and vocabulary, engaging in conversation about current initiatives/research practices	Demonstrating basic knowledge and vocabulary, engaging in conversation about current initiatives/research practices
	<b>Proficient:</b>	
<b>Considers and uses a variety of research-based approaches to improve teaching and learning.</b>	Constantly employing new techniques and strategies in daily lesson plans	Constantly employing new techniques and strategies in daily lesson plans
	Using multiple teaching styles during every lesson	Using multiple teaching styles during every lesson
	Applying the research and analyzing the outcome of research on student achievement in the school	
	Seeking to build/enhance a professional library or class resource in the school	
	Adapting to changing practices, new ideas, and initiatives	Adapting to changing practices, new ideas, and initiatives
	<b>Accomplished:</b>	
	Participating in multiple professional development activities related to the instructional/curriculum issue	Participating in multiple professional development activities related to the instructional/curriculum issue
	Utilizing a variety of instructional strategies to challenge students	Utilizing a variety of instructional strategies to challenge students

<p><b>Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.</b></p>	Experimenting with different techniques as specified by current research to improve instruction	Experimenting with different techniques as specified by current research to improve instruction
	Meeting with parents to discuss/explore ways to help students learns	Meeting with parents to discuss/explore ways to help students learns
	Communicating with classroom teachers, special services, administration, and parents when student is in need of support	Communicating with classroom teachers, special services, administration, and parents when student is in need of support
	Investigating and considering alternative research to impact student learning in the school	Investigating and considering alternative research to impact student learning in the school
	Demonstrating the ability to filter research practices at the school level	
	Demonstrating that he/she is a change agent – practicing, providing feedback, and affecting overall climate of the school	Demonstrating that he/she is a change agent – practicing, providing feedback, and affecting overall climate of the school
	Modifying instruction to meet student needs	Modifying instruction to meet student needs
	<b>Distinguished:</b>	
<p><b>Adapts professional practice based on data and evaluates impact on student learning.</b></p>	Completing and revising instruction based on evaluation and diagnosis of data/observations	Completing and revising instruction based on evaluation and diagnosis of data/observations
	Maintaining various methods of evaluation to record and monitor student progress	Maintaining various methods of evaluation to record and monitor student progress
	Sharing data used to make instructional decision with students, parents, colleagues, and administrators	Sharing data used to make instructional decision with students, parents, colleagues, and administrators
	Adapting research studies to meet the needs of student learning across the district and/or state	Adapting research studies to meet the needs of student learning across the district and/or state
	Understanding and initiating the need for research, and is the model as an innovator, implementer and evaluator, and then shares outcomes with school and district	Understanding and initiating the need for research, and is the model as an innovator, implementer and evaluator, and then shares outcomes with school and district
	Adapting professional development based on data and evaluates which impacts student learning	