

Granite School District Effective Teaching Standards

Standard 1 – Learners and Learning Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:				
Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
Element 1: Personalizing Learning Designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning. Indicators include but not limited to: -Designing differentiated Tier 1 instruction that is scaffolded to build upon students' varied background knowledge. -Providing opportunities for students to self-select learning opportunities of interest or need from a menu of possible activities aligned to instructional goals. -Encouraging students to set and reflect on personal learning goals to deepen understanding, foster ownership, and increase motivation.	-Rarely uses differentiation or scaffolding. -Rarely uses opportunities for choice of activities aligned with goals. -Rarely gives encouragement for goal setting or reflection.	-Occasionally uses differentiation and scaffolding. -Occasionally provides activity choices aligned with goals. -Occasionally gives encouragement for goal setting and reflection.	-Consistently differentiates with effective scaffolding. -Consistently provides a menu of aligned activities for self-selection. -Consistently encourages goal setting and reflection, fostering ownership.	-Skillfully differentiates with adaptive scaffolding. -Skillfully offers diverse, aligned activities promoting self-directed learning. -Expertly cultivates a culture of goal setting and reflection, serving as a model for peers.

Continued - Standard 1 – Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 2: Building Relationships Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.</p> <p>Indicators include but not limited to: -Identifying individual students' strengths and learning needs.</p> <p>-Facilitating respectful teacher-student communication and interactions.</p> <p>-Ensuring respectful communication and interactions between students.</p>	<p>-Rarely recognizes individual students' strengths or learning needs.</p> <p>-Rarely shows respectful and authentic communication with students.</p> <p>-Rarely promotes respectful interactions between students.</p>	<p>-Occasionally identifies some students' strengths and learning needs, but inconsistently.</p> <p>-Occasionally attempts respectful communication; inconsistent or limited in authenticity.</p> <p>-Occasionally encourages respectful interactions, but with limited success.</p>	<p>-Consistently identifies and responds to individual students' strengths and learning needs.</p> <p>- Consistently facilitates respectful and authentic communication with students.</p> <p>-Consistently ensures and models respectful interactions between students.</p>	<p>-Skillfully identifies and integrates individual strengths and needs into learning experiences.</p> <p>-Skillfully cultivates a classroom culture of mutual respect and authentic partnership.</p> <p>-Skillfully empowers students to foster respectful relationships with peers independently.</p>

Continued - Standard 1 – Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 3: Respecting Learner Backgrounds and Perspectives Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.</p> <p>Indicators include but not limited to: -Creating a classroom environment where students feel safe, respected, and valued.</p> <p>-Identifying and addressing special conditions that are in need of differentiation (e.g., learning modalities, English language learners, gifted and talented, disability, etc.).</p> <p>-Providing opportunities for individual students to share thoughts, opinions, and points of view to enrich instructional activities.</p> <p>-Connecting student and community culture and traditions to instructional practices.</p>	<p>-Rarely creates a safe, respectful, and welcoming environment.</p> <p>-Rarely makes adjustments for special needs.</p> <p>-Rarely provides a platform for varied perspectives.</p> <p>-Rarely integrates student and community cultural and traditional elements into teaching practices.</p>	<p>-Inconsistently creates a safe, respectful, and welcoming environment.</p> <p>-Inconsistently makes adjustments for special needs.</p> <p>-Inconsistently provides a platform for varied perspectives.</p> <p>-Inconsistently integrates student and community cultural and traditional elements into teaching practices.</p>	<p>-Consistently creates a safe, respectful, and welcoming environment.</p> <p>-Consistently makes adjustments for special needs.</p> <p>-Consistently provides a platform for varied perspectives.</p> <p>-Consistently integrates student and community cultural and traditional elements into teaching practices.</p>	<p>-Skillfully fosters a respectful atmosphere that actively honors all students.</p> <p>-Skillfully adapts instruction to meet all students' needs.</p> <p>-Skillfully integrates varied perspectives to enrich instructional activities.</p> <p>-Skillfully integrates student and community cultural and traditional elements into teaching practices.</p>

Continued - Standard 1 – Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 4: Fostering Student Self-Awareness Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.</p> <p>Indicators include but not limited to: -Providing instruction, scaffolds, and opportunities for students to engage in the feedback process.</p> <p>-Using multiple lines of evidence to monitor and evaluate student learning (e.g. class participation, performance, tests, projects, work samples, portfolios, student self-evaluation, etc.).</p> <p>-Using tools and activities that allow students to track their learning progress over time.</p> <p>-Discussing progress and performance with students individually or in groups to maximize teacher-student feedback.</p>	<p>-Rarely provides instruction or opportunities for students to engage in feedback.</p> <p>-Rarely uses limited evidence to evaluate student learning.</p> <p>-Rarely uses tools for students to track learning progress.</p> <p>-Rarely discusses progress with students individually or in groups.</p>	<p>-Occasionally provides instruction and limited scaffolds for engaging in the feedback process.</p> <p>-Occasionally uses some evidence to monitor learning but lacks consistency.</p> <p>-Occasionally introduces basic tools for tracking progress but inconsistently used.</p> <p>-Occasionally discusses progress with students, mostly in groups.</p>	<p>-Consistently provides instruction and scaffolds for effective student engagement in feedback.</p> <p>-Consistently uses multiple lines of evidence to evaluate learning.</p> <p>-Consistently employs tools for students to consistently track their progress.</p> <p>-Consistently discusses progress with students individually and in groups.</p>	<p>-Skillfully integrates instruction and scaffolds for active student engagement in feedback.</p> <p>-Skillfully uses varied evidence to comprehensively evaluate learning.</p> <p>-Skillfully utilizes advanced tools for students to actively track and reflect on their learning.</p> <p>-Skillfully engages in ongoing, meaningful discussions with students about their progress individually and in groups.</p>

Standard 2 – Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 1: Content Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria.</p> <p>Indicators include but not limited to: -Using the prescribed standards from the Utah State Core Curriculum, Board of Education goals, and Granite School District curriculum guidelines to define instructional content.</p> <p>-Using materials adopted by Granite School District.</p> <p>-Crafting relevant and meaningful learning intentions and success criteria, aligned to state core standards.</p>	<p>-Rarely aligns instructional content with Utah State Core Curriculum, Board of Education goals, or Granite School District guidelines.</p> <p>-Rarely uses or implements materials adopted by Granite School District.</p> <p>-Rarely crafts relevant learning intentions and success criteria, resulting in misalignment with state core standards.</p>	<p>-Occasionally aligns instructional content with the prescribed standards and guidelines, but inconsistencies are evident.</p> <p>-Occasionally uses materials adopted by Granite School District.</p> <p>-Occasionally crafts learning intentions and success criteria that are somewhat aligned with state core standards, though they may lack depth or clarity.</p>	<p>-Consistently aligns instructional content with Utah State Core Curriculum, Board of Education goals, and Granite School District guidelines.</p> <p>-Consistently uses materials adopted by Granite School District, ensuring consistency and quality.</p> <p>-Consistently crafts clear, relevant, and meaningful learning intentions and success criteria, well-aligned with state core standards.</p>	<p>-Skillfully aligns instructional content with all applicable standards and guidelines, enhancing educational outcomes.</p> <p>-Skillfully utilizes Granite School District materials innovatively, maximizing their potential for student learning.</p> <p>-Skillfully develops learning intentions and success criteria that not only align with but also extend beyond state core standards to inspire deeper student understanding.</p>

Continued Standard 2 – Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 2: Learning Progression Demonstrating a comprehensive understanding of where students have been, where they are now, and where they are going using strategically sequenced learning experiences aligned within and across grade levels.</p> <p>Indicators include but not limited to: -Designing and implementing differentiated instructional strategies to help students become proficient in state standards.</p> <p>-Utilizing Granite’s curriculum maps, pacing guides, proficiency scales, and other resources to design lessons.</p> <p>-Developing learning progressions to identify an anticipated trajectory of learning over a specified learning period.</p> <p>-Demonstrating how knowledge of students’ prior learning is informing current instructional planning.</p>	<p>-Rarely designs or differentiates instructional strategies, resulting in minimal student proficiency in state standards.</p> <p>-Rarely uses Granite’s curriculum maps, pacing guides, or proficiency scales, leading to poorly structured lessons.</p> <p>-Rarely develops learning progressions, resulting in a lack of clear learning trajectories over time.</p> <p>-Shows little to no consideration of students’ prior learning in current instructional planning.</p>	<p>-Occasionally designs and implements some differentiated strategies, but effectiveness in achieving state standards is inconsistent.</p> <p>-Occasionally uses curriculum maps and pacing guides, but lesson design lacks coherence and alignment.</p> <p>-Develops basic learning progressions, though they may not clearly define the learning trajectory.</p> <p>-Considers students’ prior learning to some extent, but does not use it to significantly inform current instructional planning.</p>	<p>-Consistently designs and implements differentiated instructional strategies that effectively support student proficiency in state standards.</p> <p>-Consistently utilizes curriculum maps, pacing guides, and proficiency scales to design coherent and aligned lessons.</p> <p>-Consistently develops clear learning progressions that outline expected learning trajectories over the specified period.</p> <p>-Consistently demonstrates a thorough understanding of students’ prior learning, which significantly informs current instructional planning.</p>	<p>-Skillfully designs and implements innovative differentiated strategies that maximize student proficiency in state standards, addressing diverse learning needs.</p> <p>-Skillfully integrates curriculum maps, pacing guides, and proficiency scales into lesson design, enhancing lesson quality and alignment.</p> <p>-Skillfully crafts detailed and insightful learning progressions that clearly articulate and support advanced learning trajectories.</p> <p>-Exemplifies the use of deep knowledge of students’ prior learning to inform and enhance instructional planning, leading to highly effective teaching outcomes.</p>

Continued Standard 2 – Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 3: Instructional Planning Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency.</p> <p>Indicators include but not limited to: -Designing learning that models explicit and inquiry based instruction.</p> <p>-Embedding opportunities within instructional activities for student choice in relation to how to demonstrate proficiency in learning intentions.</p> <p>-Using student data measures to design lessons, select instructional strategies, materials, and provide opportunities for review and practice.</p> <p>-Incorporating formative assessment to monitor student progress and adjust instruction, both in planning and through collaboration with peers.</p>	<p>-Rarely designs learning experiences that incorporate explicit or inquiry-based instruction.</p> <p>-Provides limited or no opportunities for student choice in demonstrating proficiency, leading to a one-size-fits-all approach.</p> <p>-Fails to use student data to inform lesson design, instructional strategies, or materials, resulting in ineffective instruction.</p> <p>-Does not incorporate formative assessments, missing opportunities to monitor student progress or adjust instruction.</p>	<p>-Occasionally designs learning experiences that include elements of explicit or inquiry-based instruction, but application is inconsistent.</p> <p>-Occasionally embeds opportunities for student choice in demonstrating proficiency, though these are limited or not well-integrated.</p> <p>-Occasionally uses student data to inform lesson design and instructional choices, but the impact on student learning is inconsistent.</p> <p>-Incorporates formative assessments sporadically, with limited adjustments to instruction based on results.</p>	<p>-Consistently designs learning experiences that effectively integrate explicit and inquiry-based instruction.</p> <p>-Consistently embeds opportunities for student choice in demonstrating proficiency, enhancing engagement and ownership of learning.</p> <p>-Uses student data measures to design lessons, select appropriate instructional strategies, and provide targeted opportunities for review and practice.</p> <p>-Incorporates formative assessments to effectively monitor student progress and adjust instruction as needed.</p>	<p>-Skillfully designs and implements learning experiences that blend explicit and inquiry-based instruction, fostering deep understanding.</p> <p>-Skillfully embeds diverse opportunities for student choice in demonstrating proficiency.</p> <p>-Strategically uses comprehensive student data to design highly effective lessons, select innovative instructional strategies, and provide review and practice opportunities.</p> <p>-Skillfully incorporates formative assessments, continuously monitoring progress and making real-time instructional adjustments.</p>

Continued Standard 2 – Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 4: Engagement Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.</p> <p>Indicators include but not limited to:</p> <ul style="list-style-type: none"> -Maximizing time on task by actively engaging students through focused, efficient, and purposeful instructional activities. -Designing opportunities for students to regularly read, write, speak, and listen within each lesson. -Designing opportunities for students to choose between multiple learning tasks, including hands-on tasks, collaborative projects, critical thinking, and problem-solving exercises. -Creating student groupings and tasks that support full student participation. 	<ul style="list-style-type: none"> -Rarely provides instructional activities that are focused, efficient, and purposeful, resulting in significant off-task behavior. -Rarely designs lessons that incorporate regular opportunities for reading, writing, speaking, and listening. -Rarely designs options for students to choose between different learning tasks. -Rarely creates effective student groupings or tasks. 	<ul style="list-style-type: none"> -Occasionally engages students through focused and purposeful activities, but time on task is inconsistent. -Occasionally designs lessons that include opportunities for reading, writing, speaking, and listening, though not consistently across lessons. -Occasionally offers some choices for learning tasks, but these are limited or not well-integrated into the lesson structure. -Occasionally creates student groupings and tasks that encourage participation, though success varies. 	<ul style="list-style-type: none"> -Consistently maximizes time on task by engaging students through focused, efficient, and purposeful instructional activities. -Consistently designs lessons that integrate opportunities for students to read, write, speak, and listen, enhancing comprehensive literacy skills. -Consistently offers students a choice of learning tasks, including hands-on tasks, collaborative projects, and critical thinking, and problem solving exercises, fostering active learning. -Consistently creates effective student groupings and tasks that support full participation and collaboration. 	<ul style="list-style-type: none"> -Skillfully engages students, ensuring maximum time on task through exceptionally focused, efficient, and purposeful instructional activities. -Skillfully designs lessons with rich opportunities for reading, writing, speaking, and listening, deeply embedding literacy across all activities. -Skillfully provides diverse and meaningful learning tasks, encouraging students to engage deeply with content through varied approaches. -Skillfully crafts dynamic student groupings and tasks that promote enthusiastic participation, peer learning, and a collaborative classroom environment.

Standard 3 – Instructional Practice

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 1: Instructional Strategies Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse, and problem-solving and to scaffold learning experiences to meet the needs of all students.</p> <p>Indicators include but not limited to: -Using and teaching academic language that supports instructional content.</p> <p>-Using effective questioning strategies at varying depths of knowledge to elicit thinking and discourse.</p> <p>-Engaging students in authentic problem-solving and critical thinking.</p> <p>-Implementing activities that provide scaffolding and incorporate gradual release of responsibility to assist learners in demonstrating proficiency in content standards.</p> <p>-Displaying and communicating the learning intentions and success criteria associated with each lesson.</p> <p>-Facilitating opportunities for authentic student collaboration through reading, writing, speaking, and listening.</p>	<p>-Rarely uses or teaches relevant academic language.</p> <p>-Rarely stimulates thinking or discourse.</p> <p>-Rarely engages students in problem-solving and critical thinking.</p> <p>-Rarely utilizes scaffolding or gradual release.</p> <p>-Rarely displays or communicates learning intentions and success criteria.</p> <p>-Rarely provides opportunities for authentic collaboration.</p>	<p>-Occasionally supports content with academic language.</p> <p>-Occasionally uses basic questioning strategies to elicit some thinking and discourse.</p> <p>-Occasionally engages students in problem-solving and critical thinking.</p> <p>-Occasionally scaffolds with some use of gradual release.</p> <p>-Occasionally communicates learning intentions and success criteria.</p> <p>-Occasionally provides some opportunities for collaboration, but not fully integrated into activities.</p>	<p>-Consistently uses and teaches academic language to support content.</p> <p>-Consistently employs effective questioning strategies to stimulate thinking and discourse.</p> <p>-Consistently engages students in regular, authentic problem-solving and critical thinking activities.</p> <p>-Consistently implements scaffolding activities with gradual release of responsibility.</p> <p>-Consistently displays and communicates learning intentions and success criteria.</p> <p>-Consistently facilitates regular opportunities for authentic collaboration in reading, writing, speaking, and listening.</p>	<p>-Skillfully integrates academic language, enhancing comprehension and engagement.</p> <p>-Skillfully uses questioning to provoke deep thinking and sustained discourse.</p> <p>-Skillfully engages students in complex, authentic problem-solving and critical thinking.</p> <p>-Skillfully implements scaffolding with seamless gradual release, ensuring proficiency.</p> <p>-Skillfully communicates the learning intentions and success criteria throughout the lesson.</p> <p>-Skillfully creates a dynamic environment for authentic collaboration across all communication modes.</p>

Continued Standard 3 – Instructional Practice

Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 2: Assessment Practices Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.</p> <p>Indicators include but not limited to: -Using a pre-assessment to identify students' prior knowledge and experience with curricular topics. -Using asset-based formative assessment practices to inform in-the-moment instructional decisions. -Developing and/or planning for the use of instruments and strategies to regularly monitor student progress. -Crafting and using summative assessments aligned to clear learning intentions and success criteria and aligned to proficiency-based learning practices that assess and report student proficiency on specific standards. -Conducting one-on-one feedback sessions with students related to an instructional task. -Providing multiple opportunities for students to demonstrate learning allowing for revision and improvement. -Collaboratively reviewing data from common assessments and providing just-in-time supports, interventions, and extensions to support students accessing grade level content.</p>	<p>-Rarely uses pre-assessments to gauge prior knowledge.</p> <p>-Rarely uses assessment to inform instruction.</p> <p>-Rarely develops or plans strategies to monitor progress.</p> <p>-Rarely develops assessments that are aligned with learning intentions or standards.</p> <p>-Rarely conducts one-on-one feedback sessions with students.</p> <p>-Rarely provides opportunities for revision or improvement.</p> <p>-Rarely collaborates on assessment data or provides timely interventions.</p>	<p>-Occasionally uses pre-assessments and with limited effectiveness.</p> <p>-Occasionally uses assessment, with inconsistent impact on instruction.</p> <p>-Occasionally develops or plans strategies to monitor progress.</p> <p>-Occasionally develops assessments that are aligned with goals.</p> <p>-Occasionally conducts one-on-one feedback sessions.</p> <p>-Occasionally provides limited chances for students to revise and improve work.</p> <p>-Occasionally collaborates on data review but lacks timely support implementation.</p>	<p>-Consistently uses pre-assessments to identify prior knowledge.</p> <p>-Consistently uses assessment to guide instruction.</p> <p>-Consistently develops or plans strategies to monitor progress.</p> <p>-Consistently develops aligned assessments to track proficiency.</p> <p>-Consistently conducts meaningful one-on-one feedback sessions.</p> <p>-Consistently provides opportunities for revision and improvement.</p> <p>-Consistently collaboratively reviews data and implements timely support and interventions.</p>	<p>-Skillfully uses pre-assessment to inform and adjust instruction.</p> <p>-Skillfully uses assessment to make real-time instructional adjustments.</p> <p>-Skillfully develops and plans comprehensive strategies to monitor progress.</p> <p>-Skillfully develops highly aligned assessments for clear proficiency tracking.</p> <p>-Skillfully conducts impactful, personalized feedback sessions with students.</p> <p>-Skillfully provides multiple opportunities for revision, enhancing student learning.</p> <p>-Skillfully collaborates on data analysis, delivering precise and timely interventions and extensions.</p>

Continued Standard 3 – Instructional Practice

Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 3: Relevance Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.</p> <p>Indicators include but not limited to: -Providing multiple means of accessing content (e.g., video, print, audio, etc.). -Allowing students to demonstrate content proficiency through multiple modalities (e.g., essay, multimedia, demonstration, etc.). -Engaging all students in scaffolded, relevant learning that provides access to rigorous, grade-level content and integrates skills for real-world application. -Teaching integrated content and skills for real-world application, utilizing culturally relevant topics and phenomena in lessons.</p>	<p>-Rarely provides varied means of accessing content.</p> <p>-Rarely offers various modalities for demonstrating proficiency.</p> <p>-Rarely engages students in relevant or scaffolded learning.</p> <p>-Rarely integrates real-world applications or culturally relevant topics.</p>	<p>-Occasionally provides varied means of accessing content.</p> <p>-Occasionally offers various modalities for demonstrating proficiency.</p> <p>-Occasionally engages students in relevant or scaffolded learning.</p> <p>-Occasionally integrates real-world applications and some culturally relevant topics.</p>	<p>-Consistently provides diverse means of accessing content.</p> <p>-Consistently offers various modalities for demonstrating proficiency.</p> <p>- Consistently engages students in relevant or scaffolded learning.</p> <p>-Consistently integrates real-world applications and culturally relevant topics effectively.</p>	<p>-Skillfully provides multiple, diverse means of content access informed by student needs.</p> <p>-Skillfully offers a wide range of modalities for students to demonstrate proficiency.</p> <p>-Skillfully engages all students with relevant or scaffolded and rigorous learning experiences.</p> <p>-Skillfully integrates real-world applications and culturally relevant topics, enhancing learning relevance.</p>

Continued Standard 3 – Instructional Practice

Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 4: Innovation and Technology Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning, and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.</p> <p>Indicators include but not limited to: -Providing effective opportunities for students to engage with technology in ways that enhance learning. -Providing students opportunities to use technology to demonstrate their understanding of the learning intentions using multiple modalities. -Differentiating instruction by using technology to create scaffolds or extensions in order to meet the needs of all learners. -Facilitating opportunities for students to create original work using technology tools to develop or demonstrate a deeper understanding of the learning intentions.</p>	<p>-Rarely provides opportunities for students to meaningfully engage with technology.</p> <p>-Rarely provides opportunities for students to use technology to demonstrate understanding in different ways.</p> <p>-Rarely uses technology to differentiate instruction or meet diverse learner needs.</p> <p>-Rarely facilitates opportunities for students to use technology to create original work or deepen understanding.</p>	<p>-Occasionally provides opportunities for students to engage with technology meaningfully.</p> <p>-Occasionally provides opportunities for students to use technology to demonstrate understanding, but options are limited in modality or frequency.</p> <p>-Occasionally uses technology to differentiate instruction, though supports or extensions may be inconsistent or not fully effective.</p> <p>-Occasionally facilitates opportunities for students to create original work with technology.</p>	<p>-Consistently provides opportunities for students to engage with technology in ways that enhance and enrich learning.</p> <p>-Consistently provides opportunities for students to use technology to demonstrate understanding through multiple modalities.</p> <p>-Consistently uses technology to differentiate instruction, providing appropriate scaffolds or extensions to address diverse learning needs.</p> <p>-Consistently facilitates meaningful opportunities for students to use technology to create original work.</p>	<p>-Skillfully provides technology to deeply engage and enrich student learning.</p> <p>-Skillfully provides opportunities for students to use a wide range of technologies and modalities to demonstrate proficiency.</p> <p>-Skillfully uses technology to differentiate instruction, offering innovative scaffolds and extensions that ensure all learners are challenged and supported.</p> <p>-Skillfully facilitates and guides students to use technology to create original, high-quality work that demonstrates deep understanding of learning intentions.</p>

Standard 4 – Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 1: Respectful Learning Environment Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.</p> <p>Indicators include but not limited to: -Displaying enthusiastic, positive demeanor that elicits confidence and respect. -Facilitating a caring and motivating environment by modeling and encouraging positive interaction. -Teaching skills for respectfully engaging in academic conversation and exchanging ideas.</p>	<p>-Rarely displays an enthusiastic or positive demeanor, resulting in a classroom atmosphere lacking in confidence and respect.</p> <p>-Rarely facilitates a caring or motivating environment, with limited positive interactions among students.</p> <p>-Rarely teaches skills for respectfully engaging in academic conversation, leading to unproductive or disrespectful exchanges.</p>	<p>-Occasionally displays a positive demeanor, but lacks enthusiasm and ability to elicit confidence and respect.</p> <p>-Occasionally facilitates a caring and motivating environment, with some positive interactions occurring among students.</p> <p>-Occasionally teaches skills for respectful academic conversation, but lacks consistent application.</p>	<p>-Consistently displays an enthusiastic and positive demeanor, effectively eliciting confidence and respect from students.</p> <p>-Consistently facilitates a caring and motivating environment by modeling and encouraging positive interactions and mutual respect.</p> <p>-Consistently teaches skills for engaging in respectful academic conversations and exchanging ideas.</p>	<p>-Skillfully displays a consistently enthusiastic and positive demeanor, inspiring high levels of confidence and respect throughout the classroom.</p> <p>-Skillfully facilitates a warm, caring, and motivating environment, fostering a culture of positive interactions and mutual respect.</p> <p>-Skillfully teaches and reinforces skills for engaging in respectful academic conversations, encouraging thoughtful and productive exchanges.</p>

Continued Standard 4 – Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 2: Classroom Safety Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols.</p> <p>Indicators include but not limited to: -Addressing student behavior in accordance with established expectations, rules, and procedures. -Administering constructive discipline that does not demean the individual. -Creating, teaching and reviewing clear protocols and expectations for classroom behavior with students. -Following school-wide positive behavior and intervention plans.</p>	<p>-Rarely addresses student behavior, often neglecting established expectations, rules, and procedures.</p> <p>-Rarely administers constructive discipline that maintains a safe learning environment.</p> <p>-Rarely creates, teaches, or reviews clear protocols and expectations for classroom behavior with students.</p> <p>-Rarely follows school-wide positive behavior and intervention plans, leading to inconsistent application.</p>	<p>-Occasionally addresses student behavior in line with established expectations, but inconsistencies are evident.</p> <p>-Occasionally administers constructive discipline that maintains a safe learning environment.</p> <p>-Occasionally creates, teaches, or reviews protocols and expectations.</p> <p>-Occasionally follows school-wide positive behavior and intervention plans, but application is inconsistent.</p>	<p>-Consistently addresses student behavior according to established expectations, rules, and procedures, ensuring clarity and fairness.</p> <p>-Consistently administers constructive discipline that maintains a safe environment.</p> <p>-Consistently creates, teaches, and reviews clear protocols and expectations for classroom behavior with students.</p> <p>-Consistently follows school-wide positive behavior and intervention plans effectively, ensuring consistent implementation.</p>	<p>-Skillfully addresses student behavior, consistently upholding established expectations, rules, and procedures to maintain a safe and respectful environment.</p> <p>-Skillfully administers discipline in a highly constructive manner that supports individual growth and preserves dignity.</p> <p>-Skillfully creates, teaches, and reviews comprehensive protocols and expectations, fostering student ownership and understanding.</p> <p>-Exemplifies adherence to school-wide positive behavior and intervention plans, serving as a model for peers.</p>

Continued Standard 4 – Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 3: Classroom Organization Strategically organizing and structuring the physical classroom environment for optimal student learning.</p> <p>Indicators include but not limited to: - Maintaining a clean, effective, and orderly classroom to maximize learning.</p> <p>- Designing classroom learning space(s) that exhibit physical organization and support student collaboration.</p> <p>-Design classroom learning space(s) that accommodate differences/disabilities, and facilitate movement throughout the classroom.</p>	<p>-The classroom is often disorganized, cluttered, or unclean, detracting from the learning environment.</p> <p>-Rarely designs classroom learning spaces that are organized and support student collaboration.</p> <p>-Rarely designs classroom learning spaces that accommodate differences or disabilities, or facilitate easy movement, leading to a restrictive learning environment.</p>	<p>-Occasionally maintains a clean and orderly classroom but inconsistencies may disrupt the learning environment.</p> <p>-Occasionally designs classroom learning spaces that are organized and support student collaboration.</p> <p>-Occasionally designs classroom learning spaces that accommodate differences or disabilities, or facilitate easy movement.</p>	<p>-Consistently maintains a clean, effective, and orderly classroom, creating an optimal environment for learning.</p> <p>-Consistently designs classroom learning spaces that are organized and support student collaboration.</p> <p>-Consistently designs classroom learning spaces that accommodate differences or disabilities, or facilitate easy movement.</p>	<p>-Skillfully exemplifies a clean, highly effective, and orderly classroom that significantly enhances the learning environment.</p> <p>-Skillfully designs classroom learning spaces that are organized and support student collaboration.</p> <p>-Skillfully designs classroom learning spaces that accommodate differences or disabilities, or facilitate easy movement.</p>

Continued Standard 4 – Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 4: Growth-Oriented Classroom Climate Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.</p> <p>Indicators include but not limited to: -Encouraging skills and dispositions that support a student's improvement and academic success.</p> <p>-Encouraging students to persevere through difficult learning tasks.</p> <p>-Facilitating student goal setting and tracking learning progress over time.</p> <p>-Creating a safe environment where students feel comfortable taking academic risks.</p>	<p>-Rarely encourages skills or dispositions that support student improvement and academic success.</p> <p>-Rarely encourages students to persevere through challenging learning tasks.</p> <p>-Rarely facilitates student goal setting or tracking of learning progress over time.</p> <p>-Rarely creates a safe environment where students feel comfortable taking academic risks.</p>	<p>-Occasionally encourages skills and dispositions that support improvement, but efforts are inconsistent and may not fully impact academic success.</p> <p>-Occasionally encourages perseverance through difficult tasks, but this is not consistently reinforced.</p> <p>-Occasionally facilitates student goal setting and tracking, but processes are not well-established or regularly monitored.</p> <p>-Occasionally creates efforts to create a safe environment for academic risks.</p>	<p>-Consistently encourages skills and dispositions that support student improvement and contribute to academic success.</p> <p>-Consistently encourages students to persevere through difficult learning tasks, fostering resilience.</p> <p>-Consistently facilitates effective student goal setting and tracking of learning progress, promoting self-reflection and ownership.</p> <p>-Consistently creates a consistently safe environment where students feel comfortable taking academic risks.</p>	<p>-Skillfully encourages and develops skills and dispositions that significantly enhance student improvement and academic success.</p> <p>-Skillfully creates students to persevere through challenging tasks.</p> <p>-Skillfully facilitates comprehensive goal setting and tracking, empowering students to take charge of their learning.</p> <p>-Skillfully cultivates an exceptionally safe and supportive environment where students actively embrace academic risks.</p>

Standard 5 – Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 1: Adherence to Laws, Rules and Policies Maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.</p> <p>Indicators include but not limited to: -Engaging in necessary activities for professional license renewal.</p> <p>-Demonstrating adherence to district and state ethical codes of conduct.</p> <p>-Complying with relevant school, district, and state laws, rules and policies governing the profession.</p> <p>-Implementing and integrating accommodations from IEPs and 504 plans.</p>	<p>-Inadequately engages with the basic requirements related to license renewal.</p> <p>-Inadequately adheres to the basic requirements related to district and state ethical codes of conduct.</p> <p>-Inadequately complies with the basic requirements related to laws, rules, and policies.</p> <p>-Inadequately implements the basic requirements related to accommodations from IEPs and 504 plans.</p>	<p>-Minimally engaged in the activities related to license renewal.</p> <p>-Minimally adheres to the basic requirements related to district and state ethical codes of conduct.</p> <p>-Minimally complies to the basic requirements related to laws, rules, and policies.</p> <p>-Minimally implements the basic requirements related to accommodations from IEP and 504 plans.</p>	<p>-Consistently engages in all activities related to license renewal.</p> <p>-Consistently adheres to district and state ethical codes of conduct.</p> <p>-Consistently complies with relevant laws, rules, and policies.</p> <p>-Consistently implements accommodations from IEPs and 504 plans.</p>	<p>-Skillfully engages in all necessary activities for license renewal.</p> <p>-Exemplifies adherence to district and state ethical codes of conduct.</p> <p>-Skillfully compliant with all relevant laws, rules, and policies.</p> <p>-Skillfully implements and integrates accommodations from IEPs and 504 plans.</p>

Continued Standard 5 – Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 2: Continuous Professional Learning Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.</p> <p>Indicators include but not limited to: -Actively contributing and adding value to professional work groups (e.g., grade level/departmental PLCs, IEP, and 504 meetings, etc.) -Attending and actively participating in required professional learning experiences. -Willingly engaging in coaching relationships by actively seeking and valuing feedback to improve instructional practices. -Staying current with advancements and developments within areas of responsibility.</p>	<p>-Rarely contributes to or adds value to professional work groups.</p> <p>-Rarely participates in required learning experiences.</p> <p>-Rarely engages in coaching or seeking feedback.</p> <p>-Rarely updates knowledge or practices within areas of responsibility.</p>	<p>-Occasionally contributes to professional groups with limited impact.</p> <p>-Occasionally attends required learning experiences but is passively involved.</p> <p>-Occasionally engages in coaching and feedback opportunities.</p> <p>-Occasionally updates knowledge and practices in responsibilities.</p>	<p>-Consistently contributes to and enhances professional work groups.</p> <p>-Consistently attends and actively participates in learning experiences.</p> <p>-Consistently engages in coaching and values feedback for improvement.</p> <p>-Consistently updates knowledge and practices within areas of responsibility.</p>	<p>-Skillfully leads and significantly enhances the effectiveness of professional work groups.</p> <p>-Skillfully engages in and applies insights from learning experiences to practice.</p> <p>-Skillfully seeks, values, and implements feedback through coaching relationships to elevate instructional practices.</p> <p>-Continuously updates and integrates advanced knowledge and practices in areas of responsibility.</p>

Continued Standard 5 – Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

Elements	Not Effective	Emerging/ Minimally Effective	Effective	Highly Effective
<p>Element 3: Communication Using effective and responsible communication with students, families, and colleagues about student learning.</p> <p>Indicators include but not limited to:</p> <ul style="list-style-type: none"> -Actively soliciting feedback from constituents. -Demonstrating professional oral and written communication within the school community. -Respectfully communicating and interacting with students, families, colleagues, and supervisors. -Maintaining appropriate confidentiality associated with professional conversations. -Maintaining accurate and consistent daily attendance and grade records to ensure student safety and accountability. 	<ul style="list-style-type: none"> -Rarely seeks feedback from students, families, or colleagues. -Lacks professionalism in oral and written communication. -Rarely communicates respectfully with students, families, colleagues, and supervisors. -Rarely maintains confidentiality in professional conversations. -Rarely maintains consistent and accurate attendance and grade records. 	<ul style="list-style-type: none"> -Occasionally seeks feedback from constituents. -Occasionally shows professionalism in oral and written communication. -Occasionally communicates respectfully with students, families, colleagues, and supervisors. -Occasionally maintains confidentiality in professional conversations. -Occasionally maintains accurate and consistent attendance and grade records. 	<ul style="list-style-type: none"> -Consistently seeks and values feedback from students, families, and colleagues. -Consistently demonstrates professional oral and written communication. -Consistently communicates respectfully and effectively across the school community. -Consistently maintains confidentiality in professional conversations. -Consistently maintains accurate and consistent attendance and grade records. 	<ul style="list-style-type: none"> -Proactively seeks and integrates feedback to improve student learning and relationships. -Exemplifies professionalism in oral and written communication, serving as a model for peers. -Models respectful communication, fostering a positive school climate. -Maintains a high standard of confidentiality, building trust within the community. -Expertly maintains precise records, serving as a model for peers.

Continued Standard 5 – Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

Elements	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>Element 4: Professional and Ethical Conduct Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.</p> <p>Indicators include but not limited to: -Adhering to expectations for professionalism in accordance with school, district, and state policy (e.g. daily lesson plans, sub plans, master schedule, etc.). -Refraining from engaging in unethical behaviors. -Maintaining professional appearance, dressing appropriately, and practicing cleanliness. -Maintaining confidentiality of student records, releasing information only to those persons with legal access. -Demonstrating punctuality by consistently being on time, reflecting reliability and respect.</p>	<p>-Rarely adheres to professional expectations and policies.</p> <p>-Engages in unethical behaviors.</p> <p>-Rarely maintains a professional appearance.</p> <p>-Rarely maintains confidentiality of student records.</p> <p>-Frequently late for professional obligations.</p>	<p>-Inconsistently adheres to professional expectations and policies.</p> <p>-Inconsistently engages in behaviors that could be considered unethical.</p> <p>-Inconsistently maintains a professional appearance.</p> <p>-Inconsistently maintains confidentiality of student records.</p> <p>-Occasionally late for professional obligations.</p>	<p>-Consistently adheres to professional expectations and policies.</p> <p>-Consistently demonstrates ethical conduct consistently.</p> <p>-Consistently maintains a professional appearance.</p> <p>-Consistently maintains confidentiality of student records.</p> <p>-Consistently demonstrates punctuality for professional obligations.</p>	<p>-Exemplifies adherence to professional expectations, setting a standard for others.</p> <p>-Skillfully models ethical conduct, serving as a model for peers.</p> <p>-Skillfully presents a professional and appropriate appearance.</p> <p>-Exemplifies confidentiality of student records, serving as a model for peers.</p> <p>-Exemplifies punctuality for professional obligations, serving as a model for peers.</p>