

Basic Skill Check Off Sheet

Domain II - Planning and Prep

- I have a copy of the district curriculum map and standards for each term
- I know where the Utah Core Standards are and I know the concepts students must learn
- Planning calendar for quarter to ensure required topics are prioritized
- Learning goals, targets and proficiency scales developed for standards for the term
- I have copies of the common formative assessments developed by my department or I will get with the department to develop them
- I have looked at student data and I know the reading levels of my students and which students are ELL with their language level, special education with accommodations and who has 504's and medical issues and I plan and prepare for the needs of diverse learners
- I know how to use the student profile
- I know how to use School City to use for benchmark testing, assessments, and data
- I know the appropriate curriculum and materials to use in planning
- I have collaborated with my colleagues in planning instruction, common assessments, using resources and providing support for improved student learning.
- I know how to use the required technology tools – gradebook, educator handbook, school city, chrome books, student log ins, portal, canvas, etc.
- Uses data to plan interventions that meet individual needs
- Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports

Domain III – Learning Environment

Classroom Culture

- Respectful, positive student-teacher relationships are evident
- Students demonstrate mutual respect
- Evidence of celebrating student success
- Gets to know students' interests and backgrounds and incorporates findings into curriculum
- Ability to reach reluctant learners – knows how to motivate students

Classroom Appearance

- Organized, neat and uncluttered
- Learning goals/objectives/agenda posted
- Visuals supporting learning on display
- Rules/Rewards/Consequences/Procedures Posted or are evident

Classroom Management

- Safe and Orderly environment
- Routine and procedures are evident
- Evidence that students understand behavioral expectations
- Positive behavior is reinforced
- Negative behavior is addressed through re-directing
- Teacher circulates throughout the classroom
- Teacher manages/monitors many activities simultaneously
- Teacher manages proactively and calmly and is aware of what is going on in the room
- Teacher displays energy and enthusiasm
- Time is used effectively and efficiently – smooth transitions
- Teacher uses Big 8 Strategies
- Teacher uses a variety of engagement strategies
- Consequences for meeting and or violating standards clearly and consistently followed
- Enforces rules and imposes consequences consistently and fairly
- Manages non-instructional duties (e.g., taking attendance, distributing materials with minimal disruption to classroom learning)

- Monitors student understanding of learning targets, student attention, student engagement, expectations, rules, procedures and relationships with students
- Handles disciplinary matters in classroom keeping referrals to building administration to a minimum

Time Management

Begins class quickly and purposefully, with assignments, activities, materials and supplies ready for students when they arrive
 Plans enough activities to engage students throughout class period
 Keeps transitions between activities brief and smooth

Domain I – Instruction and Assessment

Use of Lesson Design Template

- Outline, Agenda, Organization Present – Evidence of planning
- Effective use of Starter
- Hook - Uses prior knowledge to connect new knowledge skills and understanding
- Objectives posted - Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets – students know what they are learning and why
- Introduces students to key vocabulary terms needed to know, to understand and to learn the content successfully. Engages students in regular content-based writing that helps clarify thinking and deepens understanding
- Identifies critical junctures in the learning sequence Establishes targets that student's must achieve at each juncture uses a variety of formative assessment activities to help students assess their progress toward targets
- Refers to targets and learning scales throughout lesson
- Ability to provide effective, explicit instruction that challenges, motivates and interests our students. - I do, We do, You do – chunks information

I Do It - review prior learning,

- Explain why today's learning is important
- Provides examples/non examples to explain concepts
- Presents information based on level of difficulty and gives clear steps on how to do tasks
- Uses effective questioning to check for understanding of whole class
- Uses Guided notes and Multiple ways for students to take notes
- Uses modeling and think-aloud to help students to understand the thinking skills, processes, and procedures they'll need to master.
- Helps students assemble big ideas and important details through note making, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation
- Differentiates Instructional Content

We Do It – ask the students how to do what they are learning

- Uses teacher-directed practice following initial demonstration and includes supervision and guidance as students perform new tasks
- Encourages active participation of all students
- Ask students to explain their thinking
- Uses effective signals during lessons e.g. prompts, cues. Provides individual/group practice with feedback
- Reteach if necessary

You Do It – Let students perform independently

- Keeps seatwork activities production through active supervision and assistance
- Incorporates a variety of practice activities – not just worksheets

- Adapts/Modifies instruction to meet the needs of students
- Functions as a facilitator and coach rather than primarily a lecturer
- Plan how to address the categories of error in the next lesson.

Delivery

- Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)
- Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable
- Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning
- Incorporates reading, writing, speaking and listening strategies into lesson
- Provides clear and descriptive feedback to help students to refine their use of key skills and/or deepen comprehension and demonstrates encouragement
- Uses effective questioning strategies
- Uses effective research based instructional strategies
- Spot checks student work to determine progress
- Uses accommodations/interventions for ELL, resource and 504 students
- Sustain Students' Attention and smooth transitions
- Student-to-Student Interaction
- Plans for re teaching and enrichment
- Reviews content and closes lesson
- Reflects on lesson after it is over to improve lesson
- Instructional pacing is appropriate
- Gains and maintains attention of students during instruction at 80% or better
- Technology resources used and technology equipment used by teacher to enhance lesson – (computer, document camera, projector, audio, smartboard, chrome books etc.)

Assessment

- Aligns summative assessments with learning goals, targets and scoring rubrics that reliably measure student mastery.
 - Use of rubrics
 - Differentiates assessment tasks so that students can show what they know in different ways
 - System for students to track progress - Helping students review learning goals and targets, assess their level of achievement, and “close the gap” when goals are unmet
 - Maintains records to monitor/evaluate progress of students
 - Helping students reflect on their own learning process to identify future goals and what they'd like to improve
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- **Domain IV – Professionalism**
 - Self-assesses and works to improve his or her own classroom practice. Develops and implements a Professional-growth plan.
 - Working with colleagues to improve practice throughout the building as part of a professional learning community

- Help maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution)
- Becomes aware of and adheres to legal responsibilities and current educational policies of the school, district, and state.
- Seeking out professional development and continuous learning opportunities.
- Maintain professional appearance and behavior
- Has a mentor or is a mentee
- Grades updated weekly
- Has information and lesson plans set up for substitutes
- Responds to feedback appropriately and modifies teaching as needed