# USBE 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 1: Personalizing Learning**<br>Designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.<br><br>**Indicators include but not limited to:**<br>- Demonstrating proficiency in explicit and inquiry instruction.<br>- Selecting instructional strategies & methods that are developmentally and contextually appropriate. | -Does not, or rarely provide explicit or inquiry-based instruction when necessary.<br><br>-Selects strategies and methods that are inappropriate to meet the needs of learners. | -Provides explicit or inquiry-based instruction inconsistently.<br><br>-Selects strategies and methods that are developmentally and contextually appropriate occasionally. | -Demonstrates proficiency in explicit and inquiry-based instruction.<br><br>-Selects strategies and methods that are developmentally and contextually appropriate. | -Differentiates explicitly and inquiry-based instruction and uses an extensive repertoire of strategies and materials.<br><br>-Selects and articulates a rationale for why specific strategies and methods are developmentally and contextually appropriate.<br><br>-Varies assigned work and time limits to meet the needs of individual students. |
| **Element 2: Building Relationships**<br>Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.<br><br>**Indicators include but not limited to:**<br>- Displaying enthusiastic, positive demeanor;<br>- Modeling and encouraging positive interaction;<br>- Eliciting confidence and respect;<br>- Praising strengths and constructively addressing weaknesses;<br>- Actively listening; | -Does not, or very rarely, display an enthusiastic, positive demeanor.<br><br>-Does not, or very rarely, model or encourage positive interactions.<br><br>-Does not, or very rarely, elicit confidence or respect.<br><br>-Does not, or very rarely, praise strengths and fails to address weaknesses.<br><br>-Does not, or very rarely, actively listen. | -Displays an enthusiastic, positive demeanor sporadically.<br><br>-Models and encourages positive interactions inconsistently.<br><br>-Elicits confidence or respect occasionally.<br><br>-Praises students and addresses some weaknesses irregularly.<br><br>-Listens actively on occasion. | -Displays an enthusiastic, positive demeanor.<br><br>-Models and encourages positive interaction.<br><br>-Elicits confidence and respect.<br><br>-Praises strengths and constructively addresses weaknesses.<br><br>-Listens actively. | -Encourages and models an enthusiastic, positive demeanor.<br><br>-Models and encourages positive interaction with and between students.<br><br>-Elicits and models confidence and respect.<br><br>-Facilitates students' self-reflection and growth.<br><br>-Models active listening for others. |

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 3: Respecting Learner Backgrounds and Perspectives**<br>Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.<br><br>**Indicators include but not limited to:**<br>- Connecting to cultural perspectives (e.g., gender, ethnicity, etc.).<br>- Identifying special conditions that are in need of differentiation (e.g., learning preferences, English language learners, gifted and talented, disability, etc.).<br>- Designing and implementing a variety of differentiated instructional strategies;<br>- Using available resources to inform and support the design and implementation of accommodations. | -Does not, or very rarely, connect activities and assignments to cultural perspectives.<br><br>-Is not, or very rarely, aware of students' needs and does not, or very rarely, provide differentiation (e.g., learning preferences, English language learners, gifted and talented, disability, etc.).<br><br>-Does not, or very rarely, design nor implement a variety of differentiated instructional strategies.<br><br>-Does not, or very rarely, use available materials and resources to support individual accommodations. | -Connects activities and assignments to cultural perspectives periodically.<br><br>-Is aware of students' needs and occasionally provides differentiation (e.g., learning preferences, English language learners, gifted and talented, disability, etc.).<br><br>-Designs and implements a variety of differentiated instructional strategies.<br><br>-Uses available materials and resources to support individual accommodations inconsistently. | -Connects activities and assignments to cultural perspectives periodically.<br><br>-Identifies special conditions that are in need of differentiation (e.g., learning preferences, English language learners, gifted and talented, disability, etc.).<br><br>-Designs and implements a variety of differentiated instructional strategies.<br><br>-Uses available resources to inform and support the design and implementation of accommodations. | -Facilitates activities and coursework that engage all students and are appropriate to age and cultural background.<br><br>-Anticipates special conditions that are in need of differentiation (e.g., learning preferences, English language learners, gifted and talented, disability, etc.).<br><br>-Anticipates and implements a variety of differentiated instructional strategies.<br><br>-Develops additional resources to inform and support the design and implementation of accommodations. |

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 4: Fostering Student Self-Awareness**<br>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.<br><br>**Indicators include but not limited to:**<br>- Demonstrating flexibility and responsiveness to assessment evidence.<br>- Providing timely and constructive feedback to learners.<br>- Using multiple lines of evidence to monitor and evaluate student learning (e.g. class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc.). | -Does not, or very rarely, demonstrate flexibility and responsiveness to assessment evidence.<br><br>-Does not, or very rarely, provide feedback to learners.<br><br>-Does not, or very rarely, evaluate student progress. | -Demonstrates flexibility and responsiveness to assessment evidence haphazardly.<br><br>-Provides feedback to learners on an irregular basis.<br><br>-Evaluates student progress occasionally. | -Demonstrates flexibility and responsiveness to assessment evidence.<br><br>-Provides timely and constructive feedback to learners.<br><br>-Evaluates student progress through class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc. | -Uses assessment results to drive instruction.<br><br>-Proactively anticipates needed information and provides it to students and parents in a timely manner.<br><br>-Uses a wide variety of assessment tools to monitor student learning. |

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 1: Content**<br>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.<br><br>**Indicators include but not limited to:**<br>- Using the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content;<br>- Consistently using materials adopted by Granite School District;<br>- Using adopted materials in accordance with district guidelines. | -Does not, or very rarely, use the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content.<br><br>-Does not, or very rarely, use materials adopted by Granite School District.<br><br>-Does not, or very rarely, use adopted materials in accordance with district guidelines. | -Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content some of the time.<br><br>-Uses materials adopted by Granite School District occasionally.<br><br>-Uses adopted materials in accordance with district guidelines sporadically. | -Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content.<br><br>-Consistently uses materials adopted by Granite School District.<br><br>-Uses adopted materials in accordance with district guidelines. | -Uses approved state and district guidelines and standards as the foundation for key concepts and underlying themes within and across the curriculum.<br><br>-Actively uses and models core curriculum and district approved materials.<br><br>-Uses adopted materials and adds supplementary materials, in accordance with district guidelines, in response to individual student needs. |

# 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 2: Learning Progression**<br>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.<br><br>**Indicators include but not limited to:**<br>-Utilizing a variety of instructional materials and methods for teaching the concepts and skills in the standards.<br>-Utilizing Granite's curriculum maps, pacing guides and other curricular resources to design lessons.<br>-Accessing Granite's deconstructed standards to plan lessons that are appropriately sequenced.<br>-Creating lesson plans that demonstrate sequenced concepts and skills within a standard needed for students to reach proficiency. | -Does not, or very rarely, utilize a variety of instructional materials and methods for teaching the concepts and skills in the standards.<br><br>-Does not, or very rarely, utilize Granite's curriculum maps, pacing guides and other curricular resources to design lessons.<br><br>-Does not, or very rarely, access Granite's deconstructed standards to plan lessons that are appropriately sequenced.<br><br>- Teacher does not have lesson plans that demonstrate sequenced concepts and skills within a standard needed for students to reach proficiency. | -Sporadically utilizes a variety of instructional materials and methods for teaching the concepts and skills in the standards.<br><br>-Sporadically utilizes Granite's curriculum maps, pacing guides, and other curricular resources to design lessons.<br><br>-Sporadically accesses Granite's deconstructed standards to plan lessons that are appropriately sequenced.<br><br>-Teacher has lesson plans but they do not explicitly show the sequenced concepts and skills needed for students to reach proficiency. | -Utilizes a variety of instructional materials and methods for teaching the concepts and skills in the standards.<br><br>-Regularly utilizes Granite's curriculum maps, pacing guides, and other curricular resources to design lessons.<br><br>-Regularly accesses Granite's deconstructed standards to plan lessons that are appropriately sequenced.<br><br>-Teacher has lesson plans that demonstrate sequenced concepts and skills within a standard needed for students to reach proficiency. | -Uses a wide range of instructional materials and methods for teaching the concepts and skills in the standards in response to student needs.<br><br>-Utilizes Granite's curriculum maps, pacing guides, and other curricular resources to facilitate vertical & horizontal alignment of lessons (both as a grade level/department and as an individual).<br><br>-Accesses Granite's deconstructed standards to plan lessons that are appropriately concepts and sequenced (both as a grade level/department and as an individual).<br><br>-Teacher and team have created lesson plans that demonstrate sequenced skills within a standard needed for students to reach proficiency. |

## 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

| Elements | Not Effective | Emerging Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **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. **Indicators include but not limited to:** - Using student data measures to design lessons, select instructional strategies, materials, and provide opportunities for review and practice. -Participating in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings, etc.) | -Does not, or very rarely, utilize student data to design lessons, and select instructional strategies, materials, and opportunities for review and practice. a variety of instructional materials and methods for skill development. -Does not, or very rarely, participate in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). | -Sporadically utilizes student data to design lessons, and select instructional strategies, materials, and opportunities for review and practice. a variety of instructional materials and methods for skill development. -Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings) intermittently. | -Utilizes student data to design lessons, and select instructional strategies, materials, and opportunities for review and practice. a variety of instructional materials and methods for skill development. -Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). | -Utilizes student data and lesson design to select a wide range of instructional materials and methods to modify strategies for skill development in response to student needs. -Takes an active leadership role in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). |
| **Element 4: Engagement** Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies. **Indicators include but not limited to:** - Maximizing student time on task. - Establishing performance outcomes. - Using differentiated instructional strategies. - Assigning work and setting time limits, allowing sufficient time for proficiency. | -Does not, or very rarely, maximize student time on task. -Does not, or very rarely, establish performance outcomes. -Does not, or very rarely, use differentiated instructional strategies. -Allows insufficient time to complete assignments. | -Maximizes student time on task occasionally. -Establishes only superficial performance outcomes. -Uses differentiated instructional strategies periodically. -Gives appropriate time limits to complete assignments sporadically. | -Maximizes student time on task. -Establishes performance outcomes -Uses differentiated instructional strategies. -Assign work and set time limits, allowing sufficient time for proficiency. | -Supports students in maximizing their own time on task behavior. -Uses student input to establish performance outcomes. -Incorporates differentiated instructional strategies in response to student needs. -Varies assigned work and time limits to meet the needs of individual students. |

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 1: Instructional Strategies**<br>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.<br><br>**Indicators include but not limited to:**<br>-- Using a variety of teaching strategies to promote problem-solving activities and task completion.<br>- Focusing on quality work and high expectations.<br>- Providing opportunities for guided practice, student collaboration and independent performance;<br>- Using a variety of strategies for application and review of concepts and skills.<br>-Using a variety of strategies for enrichment and extension. | -Does not, or very rarely uses a variety of teaching strategies.<br><br>-Does not, or very rarely, focus on quality work and high expectations.<br><br>-Does not, or very rarely, provide opportunities for guided practice, student collaboration and independent performance.<br><br>-Does not, or very rarely uses a variety of strategies for application and review of concepts and skills.<br><br>-Does not, or very rarely uses a variety of strategies for enrichment and extension. | -Uses a variety of teaching strategies occasionally.<br><br>-Focuses on quality work and high expectations periodically.<br><br>-Provides intermittent opportunities for guided practice, student collaboration and independent performance.<br><br>-Uses a limited variety of strategies for application and review of concepts and skills.<br><br>-Uses limited a variety of strategies for enrichment and extension. | -Uses a variety of teaching strategies to promote problem solving activities and task completion.<br><br>-Focuses on quality work and high expectations.<br><br>-Provides opportunities for guided practice, student collaboration and independent performance<br><br>-Uses a variety of strategies for application and review of concepts and skills.<br><br>-Uses a variety of strategies for enrichment and extension. | -Uses a wide variety of teaching strategies and facilitates problem solving activities and task completion based on student need.<br><br>-Assists students to focus on quality work and setting high expectations.<br><br>-Offers multiple options for guided practice, student collaboration and independent performance.<br><br>-Uses multiple strategies for application and review of concepts and skills in response to student needs.<br><br>-Uses a variety of strategies for enrichment and extension in response to individual student needs. |

# 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **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.<br><br>**Indicators include but not limited to:**<br>- Using both formal and informal measures.<br>- Reflecting on and evaluating student performance for the purpose of improvement.<br>- Providing timely and constructive feedback for learners. | -Does not, or very rarely, use formal and informal measures.<br><br>-Does not, or very rarely, reflect on nor evaluate student performance.<br><br>-Does not, or very rarely, provide timely feedback or feedback is of poor quality. | -Uses formal or informal measures periodically.<br><br>-Reflects on and evaluates student performance for the purpose of improvement superficially.<br><br>-Provides timely and constructive feedback sporadically. | -Uses both formal and informal measures.<br><br>-Reflects on and evaluates student performance for the purpose of improvement.<br><br>-Provides timely and constructive feedback for learners. | -Uses a variety of formal and informal assessments.<br><br>-Evaluates student challenges on an ongoing basis for the purpose of specific instruction.<br><br>-Provides timely feedback that is related to students' individual needs.<br><br>-Makes provisions for students to use feedback in their learning. |
| **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.<br><br>**Indicators include but not limited to:**<br><br>-Using prior knowledge to connect new knowledge, skills and understanding.<br><br>- Teaching integrated content and skills for real-world application. | -Does not, or very rarely, use prior knowledge to connect new knowledge, skills, and understanding.<br><br>-Does not, or very rarely, teach integrated content and skills for real world application | -Uses prior knowledge to connect new knowledge skills and understanding.<br><br>-Teaches integrated content and skills for real world application. | -Facilitates access and use of prior knowledge to connect knowledge, skills and understanding.<br><br>-Facilitates the application of content and skills to real-world applications. | -Facilitates access and use of prior knowledge to extend knowledge, skills and understanding, fostering student autonomy and engagement<br><br>-Facilitates the application of content and skills to real-world applications fostering student autonomy and engagement. |

# 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 4: Innovation and Technology**<br>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.<br><br>**Indicators include but not limited to:**<br><br>- Using technology to authentically engage students in the learning process.<br><br>**-** Providing students opportunities to use technology to demonstrate their understanding of the learning objectives using multiple modalities.<br><br>- Differentiating instruction by using technology to create scaffolds or extensions in order to meet the needs of all learners.<br><br>- Facilitating opportunities for students to create original work using technology tools to develop or demonstrate a deeper understanding of the learning objective. | -Technology is rarely used or does not contribute to student engagement in the learning process.<br><br>-Use of technology by students is minimal or very limited in scope and variety.<br><br>-There is little to no differentiation, or technology is not effectively used to support diverse learning needs.<br><br>-Opportunities for students to create original work using technology are rare or superficial, showing minimal understanding of the objectives. | -Technology use in class shows an attempt to engage students, but it is not consistent or effective in all settings.<br><br>-Students use technology for demonstration purposes, but often in limited formats or modalities.<br><br>-Some differentiation is evident, but the use of technology to scaffold or extend learning is inconsistent.<br><br>-Students occasionally create original work using technology, but these opportunities are limited and may not fully demonstrate an understanding of learning objectives. | -Technology is used effectively to engage students, though some activities may still be traditional in nature.<br><br>-Students use technology to demonstrate understanding using multiple modalities, but with limited creativity or diversity.<br><br>-Instruction is differentiated using technology, providing adequate scaffolds and extensions, though not fully tailored to each learner.<br><br>-Students create original work using technology that meets learning objectives, though works may lack depth or sophistication. | -Technology is used in innovative ways that significantly enhance student engagement and involvement in learning activities.<br><br>-Students consistently use technology in diverse and creative ways to demonstrate a deep understanding of the content.<br><br>-Instruction is highly differentiated with technology, offering multiple pathways for learning that are well-suited to the needs of all students.<br><br>-Students are empowered to create original, sophisticated works using technology, demonstrating advanced understanding and application of the learning objectives. |

## Standard 4 – Classroom Climate
Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

| Elements | Not Effective | Emerging Effective | Effective | Highly Effective |
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| **Element 1: Respectful Learning Environment**<br>Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.<br><br>**Indicators include but not limited to:**<br>- Facilitating a caring and motivating environment.<br>- Encouraging positive social interaction.<br>- Explaining reasons for disciplinary actions.<br>- Administering constructive discipline that does not demean the individual.<br>- Administering discipline that fits the infraction in a calm, professional demeanor.<br>- Using fair and consistent practices.<br>- Promoting cooperative and collaborative learning.<br>- Investigating and considering both sides of interpersonal conflict. | -Does not, or very rarely, facilitate a caring and motivating environment.<br><br>-Does not, or very rarely, encourage positive social interactions.<br><br>-Does not, or very rarely, administer constructive discipline that does not demean the individual.<br><br>-Does not, or very rarely, administer discipline that fits the infraction in a calm, professional demeanor.<br><br>-Does not, or very rarely, use fair and consistent practices.<br><br>-Does not, or very rarely, promote cooperative and collaborative learning.<br><br>-Does not, or very rarely, investigate and consider both sides of interpersonal conflict. | -Facilitates a caring and motivating environment at times.<br><br>-Encourages positive social interactions sometimes.<br><br>-Administers constructive discipline occasionally that does not demean the individual.<br><br>-Administers discipline that fits the infraction in a calm, professional demeanor inconsistently.<br><br>-Uses fair and consistent practices most of the time.<br><br>-Promotes cooperative and collaborative learning haphazardly.<br><br>-Investigates and considers both sides of interpersonal conflict inconsistently. | -Facilitates a caring and motivating environment.<br><br>-Encourages positive social interaction.<br><br>-Administers constructive discipline that does not demean the individual.<br><br>-Administers discipline that fits the infraction in a calm, professional demeanor.<br><br>-Uses fair and consistent practices.<br><br>-Promotes cooperative and collaborative learning.<br><br>-Investigates and considers both sides of interpersonal conflict. | -Fosters a safe, inclusive, and equitable learning environment.<br><br>-Facilitates student participation in creating and maintaining a climate of equity, caring, and respect.<br><br>-Facilitates an environment in which students take the initiative to creatively solve problems and address conflict.<br><br>-Assists others in establishing and utilizing fair and consistent practices.<br><br>-Assists students and educators in providing cooperative and collaborative learning.<br><br>-Facilitates student problem solving of interpersonal conflicts. |

## Continued Standard 4 – Classroom Climate

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

| Elements | Not Effective | Emerging Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 2: Classroom Safety**<br>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.<br><br>**Indicators include but not limited to:**<br>- Creating a safe environment for learning.<br>- Formulating rules and expectations collaboratively.<br>- Arranging and directing classroom and/or school procedures with minimum disruption.<br>- Supporting school and district policies and procedures.<br>- Maximizing the amount of class time spent on learning.<br>- Applying procedures and enforcing rules consistently and effectively.<br>- Responding to school crisis drills and situations.<br>-Participating in school-wide discipline plans.<br>-Supporting colleagues in proper discipline procedures | -Does not, or very rarely, create a safe environment for learning.<br><br>-Does not, or very rarely, formulate rules and expectations collaboratively.<br><br>-Does not, or very rarely, arrange and direct classroom and/or school procedures with minimum disruption.<br><br>-Does not, or very rarely, support school and district policies and procedures.<br><br>-Does not, or very rarely, maximize the amount of class time spent in learning.<br><br>-Does not, or very rarely, apply procedures and enforce rules consistently and effectively.<br><br>-Does not, or very rarely, respond to school crisis drills and situations.<br><br>-Does not, or very rarely, participate in school-wide discipline plans.<br><br>-Does not, or very rarely, support colleagues in proper discipline procedures. | -Creates a safe environment for learning sporadically.<br><br>-Formulates some rules and expectations collaboratively.<br><br>-Arranges and directs classroom and/or school procedures with minimum disruption sometimes.<br><br>-Supports school and district policies and procedures occasionally.<br><br>-Maximizes the amount of class time spent in learning sporadically.<br><br>-Applies procedures and enforces rules inconsistently and ineffectively.<br><br>-Responds to school crisis drills and situations.<br><br>-Participates in school-wide discipline plans at intervals.<br><br>-Supports colleagues in proper discipline procedures occasionally. | -Creates a safe environment for learning.<br><br>-Formulates rules and expectations collaboratively.<br><br>-Arranges and directs classroom and/or school procedures with minimum disruption.<br><br>-Supports school and district policies and procedures.<br><br>-Maximizes the amount of class time spent in learning.<br><br>-Applies procedures and enforces rules consistently and effectively.<br><br>-Responds appropriately to school crisis drills and situations.<br><br>-Participates in school-wide discipline plans.<br><br>-Supports colleagues in proper discipline procedures. | -Creates and assists others in creating a safe environment conducive to learning.<br><br>-Promotes and supports student leadership in setting expectations and rules in and outside the classroom.<br><br>-Assists all students in developing and internalizing equitable routines, procedures, and habits.<br><br>-Supports and assists others to support school district policies and procedures.<br><br>-Assists colleagues in maximizing the amount of class time spent in learning.<br><br>-Assists colleagues to consistently and effectively apply procedures and enforce rules.<br><br>-Responds and assists others to respond appropriately to school crisis drills and situations.<br><br>-Supports creation and effective implementation of discipline plans and procedures.<br><br>-Provides opportunities to collaborate with staff to support learning for all students. |

# Continued Standard 4 – Classroom Climate
Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

| Elements | Not Effective | Emerging Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 3: Classroom Organization**<br>Strategically organizing and structuring the physical classroom environment for optimal student learning.<br><br>**Indicators include but not limited to:**<br>- Organizing the physical environment to maximize learning and to accommodate individual differences/disabilities.<br>- Managing available resources to encourage and stimulate learning. | -Does not, or very rarely, organize the physical environment to maximize learning and to accommodate individual differences/disabilities.<br><br>-Does not, or very rarely, manage available resources to encourage and stimulate learning. | -Organizes the physical environment occasionally to maximize learning and to accommodate individual differences/disabilities.<br><br>-Manages available resources to encourage and stimulate learning at times. | -Organizes the physical environment to maximize learning and to accommodate individual differences/disabilities.<br><br>-Manages available resources to encourage and stimulate learning. | -Collaborates with others to organize the physical environment to maximize learning and to accommodate individual differences/disabilities.<br><br>-Collaborates with colleagues to identify additional resources to encourage and stimulate learning. |
| **Element 4: Growth-Oriented Classroom Climate**<br>Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.<br><br>**Indicators include but not limited to:**<br>- Setting and maintaining high expectations.<br>- Developing self-motivation and active engagement in learning.<br>- Recognizing the importance of peer relationships in establishing a climate of learning.<br>- Connecting curriculum and instruction to environments and contexts familiar to the learner. | -Does not, or very rarely, set and maintain high expectations.<br><br>-Does not, or very rarely, develop self-motivation and active engagement in learning.<br><br>-Does not, or very rarely, recognize the importance of peer relationships in establishing a climate of learning.<br><br>-Does not, or very rarely, connect curriculum and instruction to environments and contexts familiar to the learner. | -Sets and maintains high expectations some of the time.<br><br>-Develops self-motivation and active engagement in learning at times.<br><br>-Recognizes the importance of peer relationships in establishing a climate of learning sporadically.<br><br>-Connects curriculum and instruction with other environments and contexts familiar to the learner but not on a regular basis. | -Sets and maintains high expectations<br><br>-Develops self-motivation and active engagement in learning.<br><br>-Recognizes the importance of peer relationships in establishing a climate of learning.<br><br>-Connects curriculum and instruction to environments and contexts familiar to the learner. | -Encourages students to set personal goals with high expectations.<br><br>-Helps students to identify self-motivation and its connection to engagement in learning.<br><br>-Helps students build positive relationships that create a positive learning community.<br><br>-Provides opportunities for students to apply their knowledge in familiar environments and contexts. |

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 1: Adherence to Laws, Rules and Policies**<br>Maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.<br><br>**Indicators include but not limited to:**<br>- Following educational codes of ethics as well as state, district, and school policies.<br>- Participating in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). | -Does not, or very rarely, follow educational codes of ethics nor state,district, and school policies.<br><br>-Does not, or very rarely, participate in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). | -Follows educational codes of ethics as well as state, district, and school policies infrequently.<br><br>-Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings) intermittently. | -Follows educational codes of ethics as well as state, district, and school policies.<br><br>-Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). | -Models ethical conduct and behavior as defined by state, district, and school policies.<br><br>-Takes an active leadership role in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings). |
| **Element 2: Continuous Professional Learning**<br>Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.<br><br>**Indicators include but not limited to:**<br>- Engaging in annual self-reflection and evaluation of personal educational practices.<br>- Seeking out opportunities for professional learning.<br>- Evaluating and refining educational practices on an ongoing basis.<br>- Staying current with advancements and developments within areas of responsibility.<br>-Having professional vision and setting goal accordingly;<br>-Facilitating a progressive and goal-oriented environment;<br>-Guiding and supporting new colleagues. | -Does not, or very rarely, engage in annual self-reflection and evaluation of personal educational practices.<br><br>-Does not, or very rarely, seek out opportunities for professional learning.<br><br>-Does not, or very rarely, evaluate and refine educational practices on an on-going basis.<br><br>-Does not, or very rarely, stay current with advancements and developments within areas of responsibility.<br><br>-Does not, or very rarely, have a professional vision and does not set goals.<br><br>-Does not, or very rarely, facilitate a progressive and goal-oriented environment.<br><br>-Does not, or very rarely, guide and support new colleagues. | -Engages in occasional self-reflection and evaluation of personal educational practices.<br><br>-Seeks out opportunities at times for professional learning.<br><br>-Evaluates and refines educational practices on a sporadic basis.<br><br>-Stays current with advancements and developments within areas of responsibility occasionally.<br><br>-Has an incomplete professional vision and only occasionally sets goals.<br><br>-Attempts to facilitate a progressive and goal-oriented environment.<br><br>-Guides and supports new colleagues on occasion. | -Engages in annual self-reflection and evaluation of personal educational practices.<br><br>-Seeks out opportunities for professional learning.<br><br>-Evaluates and refines educational practices on an on-going basis.<br><br>-Stays current with advancements and developments within areas of responsibility.<br><br>-Has a professional vision and sets goals accordingly.<br><br>-Facilitates a progressive and goal-oriented environment.<br><br>-Guides and supports new colleagues. | -Applies self-reflection and evaluation of personal educational practices for improvement.<br><br>-Attends and applies professional learning to personal and professional growth.<br><br>-Integrates self-analysis into daily practice.<br><br>-Stays current with advancements and developments within areas of responsibility. Shares knowledge with colleagues to improve educational practices.<br><br>-Communicates a professional vision and collaborative focus with others on setting goals.<br><br>-Facilitates and models a progressive and goal-oriented environment.<br><br>-Collaborates with colleagues to provide guidance and support for new colleagues. |

Updated 6/14/2024

## 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 3: Communication**<br>Using effective and responsible communication with students, families, and colleagues about student learning.<br><br>**Indicators include but not limited to:**<br>- Actively soliciting feedback from constituents.<br>- Modeling and encouraging positive behaviors.<br>- Using language that is developmentally appropriate for students.<br>- Writing clearly, legibly and coherently.<br>- Avoiding vulgar, profane, or crude language.<br>- Consulting with parents and other adults regarding the academic, social, physical, and emotional well-being of students;<br>- Working with other professionals to improve the overall learning environment;<br>- Establishing effective communications with students, parents, faculty, administration, staff, and community; | -Does not, or very rarely, solicit feedback from constituents.<br><br>-Does not, or very rarely, model and encourage positive behaviors.<br><br>-Uses vocabulary that is inappropriate, vague, or used incorrectly.<br><br>-Speaks inaudibly, or written language may contain many grammar and syntax errors.<br><br>-Uses vulgar, profane, or crude language.<br><br>-Does not, or very rarely, work with other professionals to improve the overall learning environment.<br><br>-Does not, or very rarely, establish effective communications with students, parents, faculty, administration, staff, and community. | -Solicits feedback from constituents on an infrequent basis.<br><br>-Models and encourages positive behaviors infrequently.<br><br>-Uses vocabulary that is developmentally appropriate for most students.<br><br>-Writes clearly, legibly, and coherently most of the time.<br><br>-Uses vulgar, profane, and crude language occasionally.<br><br>-Works occasionally with other professionals to improve the overall learning environment.<br><br>-Establishes some effective communications with students, parents, faculty, administration, staff, and community. | -Solicits feedback from constituents in an active manner.<br><br>-Models and encourages positive behaviors.<br><br>-Uses language that is developmentally appropriate for students.<br><br>-Writes clearly, legibly and coherently.<br><br>-Avoids vulgar, profane, or crude language.<br><br>-Works with other professionals to improve the overall learning environment.<br><br>-Establishes effective communications with students, parents, faculty, administration, staff, and community. | -Solicits feedback and provides feedback to others within and outside of the school.<br><br>-Seeks out opportunities to model and encourage positive behaviors.<br><br>-Uses vocabulary that enriches the lesson.<br><br>-Writes and speaks correctly and expressively.<br><br>-Does not use vulgar, profane, or crude language.<br><br>-Provides leadership for and contributes to the learning of educators in the school.<br><br>-Promotes opportunities for timely and effective communications with students, parents, faculty, administration, staff, and community. |

# 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 Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Element 4: Professional and Ethical Conduct**<br><br>Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.<br><br>**Indicators include but not limited to:**<br>- Maintaining professional appearance, dressing appropriately, and practicing cleanliness.<br>- Participating in problem-solving at the appropriate level.<br>- Utilizing consultation and preparation time for professional purposes.<br>- Accepting necessary job-related responsibilities including support of school programs and activities.<br>- Performing necessary record-keeping and reporting duties in a timely manner.<br>- Directing, observing, and providing feedback to educators, volunteers, and peer tutors.<br>- Maintaining confidentiality of records, releasing information only to those persons with legal access.<br>- Seeking and using support from ancillary staff.<br>- Developing positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff,and community; | -Does not, or very rarely, dress appropriately and does not practice cleanliness.<br><br>-Does not, or very rarely, solve problems at the appropriate level.<br><br>-Does not, or very rarely, utilize consultation and preparation time for professional purposes.<br><br>-Does not, or very rarely, accept necessary job related responsibilities including support of school programs and activities.<br><br>-Does not, or very rarely, perform necessary record keeping and reporting duties in a timely manner.<br><br>-Does not, or very rarely, direct, observe, and provide feedback to educator support professionals, volunteers, and peer tutors.<br><br>-Does not, or very rarely, maintain confidentiality of records, releasing information only to those persons with legal access to information.<br><br>-Does not, or very rarely, seek out and use support from ancillary staff.<br><br>-Does not, or very rarely, develop positive and cooperative relationships with educational communities, students,parents, faculty, administration, staff, and community. | -Dresses appropriately and practices cleanliness most of the time.<br><br>-Solves problems at the appropriate level occasionally.<br><br>-Utilizes consultation and preparation time for professional purposes at times.<br><br>-Accepts necessary job-related responsibilities including support of school programs and activities occasionally.<br><br>-Performs necessary record keeping and reporting duties in a timely manner on an intermittent basis.<br><br>-Directs, observes, and provides feedback to educator support professionals, volunteers, and peer tutors on a superficial level.<br><br>-Maintains confidentiality of records,most of the time, releasing information only to those persons with legal access to information.<br><br>-Seeks out and uses support from ancillary staff at times.<br><br>-Develops positive and cooperative relationships at times with educational communities, students, parents, faculty, administration, staff, and community. | -Dresses appropriately and practices cleanliness.<br><br>-Solves problems at the appropriate level.<br><br>-Utilizes consultation and preparation time for professional purposes.<br><br>-Accepts necessary job related responsibilities including support of school programs and activities.<br><br>-Performs necessary record keeping and reporting duties in a timely manner.<br><br>-Directs, observes, and provides feedback to educator support professionals, volunteers, and peer tutors.<br><br>-Maintains confidentiality of records,releasing information only to those persons with legal access to information.<br><br>-Seeks out and uses support from ancillary staff.<br><br>-Develops positive and cooperative relationships with educational communities, students, parents, faculty,administration, staff, and community. | -Sets an example to others in professional appearance and cleanliness.<br><br>-Works with others in solving problems at the appropriate level.<br><br>-Maximizes consultation and preparation time individually and with colleagues.<br><br>-Accepts job related responsibilities and seeks out additional opportunities to support school programs and activities.<br><br>-Maintains records that are accurate and timely, and uses applicable information to provide support for students.<br><br>-Supports others in growth through directing, observing, coaching and providing feedback to educator support professionals, volunteers, and peer tutors.<br><br>-Maintains and assists others in maintaining confidentiality of records,releasing information only to those persons with legal access to information.<br><br>-Collaborates with ancillary staff to plan for and support student needs.<br><br>-Develops and facilitates positive and cooperative relationships with educational communities, students, parents, faculty,administration, staff and community. |