

CORE STANDARDS FOR SAU 16 TEACHERS

I. Planning and Preparation

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>1. The teacher plans and prepares lessons that meet the educational needs of students.</p>	<p>The teacher emphasizes a variety of modalities (learning styles) to enhance learning. Plans clearly emphasize student involvement in learning and show that students are responsible for their own learning.</p>	<p>The teacher's directed lessons help students learn. Lessons are well planned & successful. Varieties of modalities(learning styles) are emphasized to enhance learning.</p>	<p>The teacher understands & can articulate needs, but plans don't reflect the understanding of the students' needs. The teacher's plans attempted, but fell short of meeting the needs of the students.</p>	<p>The plan is disjointed and does not meet the needs of the students. The teacher doesn't understand the educational needs of the students.</p>
<p>2. The teacher plans and prepares lessons that are in accordance with the established curriculum.</p>	<p>The teacher plans and prepares lessons which are not only consistent with established curriculum but also integrates the curriculum with the "real world" and students' lives.</p>	<p>The teacher plans and prepares lessons, which are consistent with established curriculum and attempts to connect the curriculum with the "real world" and students' lives.</p>	<p>The teacher plans and prepares lessons that are consistent with established curriculum.</p>	<p>The teacher's lessons have no clear connection to the curriculum.</p>
<p>3 The teacher plans and prepares lessons that utilize a variety of resources demonstrating "openness to new ideas".</p>	<p>The teacher's plans demonstrate use of school & district resources. The teacher actively seeks to enhance instruction and meet student needs by using materials and information from a variety of sources such as: the curriculum frameworks, professional organizations and community.</p>	<p>The teacher's plans reflect the use of instructional materials and resources that are suitable to the instructional goals and needs of the students.</p>	<p>The teacher's plans display limited awareness of resources available through the school and district for instruction and student needs.</p>	<p>Instructional materials and resources are unsuitable to meet the instructional goals and needs of students; or are not evident.</p>

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>4. The teacher incorporates student assessment into planning and preparation of lessons.</p>	<p>The teacher's approach to assessment is congruent with goals. Goals are clearly stated and communicated with students. When appropriate, students participate with teacher in using results for planning. Teacher uses assessment results to plan follow-up with individual and group lessons.</p>	<p>The teacher's approach to assessment is suitable to goals. Goals are clearly stated and communicated to/with students. The teacher often uses assessment results to plan follow-up with individual and group lessons.</p>	<p>Some aspects of the approach to assessment are suitable. Criteria is developed, but is not clearly communicated. The results are used for whole group planning.</p>	<p>The approach to assessment lacks congruency with goals. Criteria are not clearly communicated. The results are used for minimal planning.</p>

II. CLASSROOM ENVIRONMENT

<p>1. The teacher models expected behavior.</p>	<p>The teacher models thoughtful and respectful behavior. As a result of this modeling, students treat both teacher and peers with similar regard.</p>	<p>The teacher usually demonstrates thoughtful and respectful behavior. As a result of this modeling, students generally treat peers with similar regard and exhibit respect toward the teacher.</p>	<p>The teacher's interaction with students is generally appropriate with occasional inconsistencies. As a result of this modeling, students sometimes exhibit respect for teacher and peers.</p>	<p>The teacher's interactions with students are often characterized by demeaning or condescending remarks that are destructive to the classroom atmosphere. (This does not imply that sarcasm always indicates unsatisfactory performance).</p>
<p>2. The teacher implements effective, fair, consistent discipline by validating, reinforcing and recognizing appropriate behavior.</p>	<p>Standards of conduct are clear and consistent in the classroom. The need for enforcing discipline is rare. Monitoring by teacher is subtle and preventative; students generally monitor their own behavior.</p>	<p>Standards of conduct are clear to all students. Teacher's response to misbehavior is appropriate and successful. Students often monitor their own behavior.</p>	<p>Standards of conduct have been established with most students understanding and abiding by them.</p>	<p>Standards of conduct may have been established, but behavior demonstrates lack of student understanding and/or inconsistent enforcement.</p>

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>3. The teacher maintains a positive classroom environment that keeps students on task, and articulates student responsibility.</p>	<p>Instructional environment clearly articulates student responsibility; as a result, students are productively engaged at all times.</p>	<p>Instructional environment articulates student responsibility; therefore most students are productively engaged all of the time. Teacher effectively redirects students' attention when appropriate.</p>	<p>Instructional environment sometimes articulates student responsibility, resulting in student distraction/inattention when teacher is not directly involved.</p>	<p>Students are not productively engaged in learning. Considerable instructional time is lost in non-instructional duties.</p>
<p>4. The teacher clearly values and builds a respectful classroom community through cooperation and communication.</p>	<p>Teacher inspires a respectful classroom community by nurturing cooperation and communication. Classroom environment demonstrates that students have internalized mutual respect.</p>	<p>Interactions between teacher and students demonstrate a generally cooperative, communicative, and respectful learning environment. Classroom environment demonstrates that most students have internalized mutual respect.</p>	<p>Interactions between teacher and students indicate some inconsistency in cooperation and communication within the classroom. Classroom environment demonstrates that some students have internalized mutual respect.</p>	<p>Interactions between teacher and students indicate a lack of cooperation, communication and respect.</p>
<p>5. The teacher displays student work that supports the curriculum objectives.</p>	<p>The teacher creates effective and organized displays of student work that can be used as teaching tools. The displays are current and clearly support curriculum objectives.</p>	<p>The teacher creates effective and organized displays of student work which are current and support curriculum objectives.</p>	<p>The teacher creates displays that are not always current and sometimes support curriculum objectives.</p>	<p>The teacher has no displays, or his/her displays in no way support curriculum objectives.</p>

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>6. The teacher organizes and allocates available materials, technology and physical space to support active engagement of students.</p>	<p>Both teachers and students use physical resources optimally, and ensure that all learning is equally accessible to all students.</p>	<p>The teacher uses physical resources skillfully, and all learning is equally accessible to all students.</p>	<p>The teacher uses physical resources adequately, and at least essential learning is accessible to all students.</p>	<p>The teacher uses physical resources poorly, or learning is not accessible to some students.</p>
<p>7. The teacher contributes to the overall school environment.</p>	<p>The teacher takes obvious pride in his/her work and initiates improvements in it. The teacher makes substantial contributions to the school environment both in and outside the classroom. Teacher assumes a leadership role in at least some aspect of school life.</p>	<p>The teacher takes pride in his/her work and initiates some improvements in it. The teacher makes some contribution to the school environment both in and outside the classroom.</p>	<p>The teacher takes pride in his/her work but initiates minimal improvement in it. The teacher makes minimal contributions to the school environment both in and outside the classroom.</p>	<p>The teacher shows limited pride in his/her work, does not initiate improvement, and doesn't contribute outside the classroom.</p>
<p>8. The teacher ensures a psychologically and physically safe and inviting learning environment for all students.</p>	<p>The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. Students monitor their own and peers' behavior, treating one another with respect.</p>	<p>The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. All students treat one another with respect.</p>	<p>The classroom is safe, and the teacher is generally aware of most student behavior. Most students treat each other with respect.</p>	<p>The classroom is unsafe, and the student behavior is not monitored effectively. Mutual respect is not evident.</p>

III. INSTRUCTION

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>1. The teacher demonstrates effective communication skills using language appropriate to students.</p>	<p>The teacher uses standard spoken and written language. Directions and procedures are clear to students and teacher anticipates student misunderstanding. Teacher's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson.</p>	<p>The teacher uses standard spoken and written language. Directions and procedures are clear to students and contain an appropriate level of detail. The teacher is generally aware of student misunderstanding.</p>	<p>The teacher uses standard written and spoken language, but it is sometimes inappropriate for students' ages or background. The teacher is sometimes unaware of student misunderstanding.</p>	<p>The teacher's written and spoken language is often incorrect. Directions are vague and confusing to students. Grammar and vocabulary may be inappropriate.</p>
<p>2. The teacher uses appropriate praise and correction.</p>	<p>The teacher uses appropriate praise and correction to motivate the students. Feedback is timely and of high quality.</p>	<p>The teacher's feedback is consistent, helpful, and delivered in a timely manner.</p>	<p>The teacher is inconsistent in praise and correction. Feedback is not always timely.</p>	<p>The teacher's feedback is limited, not timely, may be inappropriate, and may be of poor quality.</p>
<p>3. The teacher uses instructional strategies for the diverse needs of students.</p>	<p>Instructional materials are well crafted, and resources are organized to meet the diverse needs of the students. Pacing of the lesson is appropriate and students are actively engaged.</p>	<p>Instructional materials and resources are suitable for the diverse needs of the students. The pace of the lessons is consistent, and students are engaged.</p>	<p>Instructional materials and resources are suitable for most students. The pace of the lesson is sometimes uneven, and not all students are engaged.</p>	<p>Instructional materials and resources are unsuitable and do not engage the students. The pacing is inappropriate.</p>

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<p>4. The teacher uses assessment data to modify instruction.</p>	<p>The teacher uses a variety of assessment tools to meet the individual needs of most students. The teacher will use the assessment data to individualize instruction.</p>	<p>The teacher uses a variety of assessment tools to meet the individual needs of the students. The teacher will use the assessment data to individualize instruction.</p>	<p>The teacher uses a limited number of assessment tools to meet the needs of the students. The teacher uses assessment data on an inconsistent basis to modify instruction.</p>	<p>The teacher does not use assessment data to modify instruction.</p>
<p>5. The teacher uses models to clarify expectations for student work.</p>	<p>The teacher has on hand a wide variety of examples of student work. A range of materials is displayed so that the students have a clear understanding of the expectations for performance. These expectations are clearly communicated to parents, support staff, and administration.</p>	<p>The teacher shares several examples of student work. The students have an understanding of the expectations for performance.</p>	<p>The teacher shares some examples of student work on an inconsistent basis. Students gain little understanding of the expectations for performance because teacher communication is inadequate.</p>	<p>The teacher does not share examples of student work and materials. The students have no understanding of the expectations for performance.</p>
<p>6. The teacher's enthusiasm engages students in their learning.</p>	<p>The teacher engages students in learning by demonstrating excitement through multiple modalities of instruction. Instruction observed addresses all learning styles. Students are observed being active listeners, participants, and self-directed learners.</p>	<p>The majority of students are engaged in learning. Instruction observed addresses most learning styles of students.</p>	<p>Some students are engaged in learning. Minimal learning styles are addressed. The teacher shows some level of enthusiasm.</p>	<p>The teacher demonstrates little or no enthusiasm. Little commitment or investment to students' learning is shown.</p>

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>7. The teacher demonstrates content area knowledge necessary to support curriculum.</p>	<p>The teacher is proactive in serving the students, seeking out resources as necessary. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.</p>	<p>The teacher utilizes resources to serve the students. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.</p>	<p>The teacher's attempts to serve students are inconsistent. Representation of content is inconsistent in quality. Some is done skillfully while other portions are difficult to follow.</p>	<p>Representation of content is inappropriate or unclear. The teacher is unable to meet the needs of the students through the curriculum.</p>
<p>8. The teacher uses various methods of assessment to provide timely and meaningful feedback to students.</p>	<p>All students make prompt use of their feedback for their learning. Feedback is consistently provided in a timely manner. Feedback is equitable, constructive, and provided in a variety of ways. Feedback individualizes instruction. Teacher demonstrates flexibility by utilizing feedback to make adjustments during the lesson.</p>	<p>Feedback is consistently provided in a timely manner. Feedback is equitable, constructive, and provided in a variety of ways. Feedback individualizes instruction.</p>	<p>Feedback is provided inconsistently and not necessarily in a timely manner. The teacher does not use assessment results to improve instruction.</p>	<p>Little or no feedback is provided to students. Assessment results have little or no impact on instruction.</p>
<p>9. The teacher promotes reading and writing across the curriculum.</p>	<p>The teacher models and provides consistent reading and writing opportunities across the curriculum. The teacher provides a variety of applications that extend students' understanding of the importance of reading and writing beyond the classroom.</p>	<p>The teacher models and provides consistent reading and writing opportunities across the curriculum.</p>	<p>The teacher provides some reading and writing opportunities across the curriculum.</p>	<p>The teacher does not provide opportunities for children to read and write across the curriculum.</p>

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<p>10. The teacher adapts instruction to unexpected changes.</p>	<p>The teacher effectively and consistently seizes the 'teachable moment' as an opportunity to enhance learning. The teacher adjusts instruction successfully to accommodate students' questions, interests and needs.</p>	<p>The teacher successfully accommodates students' questions, interests and needs by making adjustments to a lesson and the adjustment occurs smoothly.</p>	<p>The teacher attempts to accommodate students' questions, interests and needs by making minor adjustments to a lesson.</p>	<p>The teacher does not accommodate students' questions, interests and needs by making adjustments to a lesson.</p>
<p>11. The teacher matches available technology to the educational needs of students.</p>	<p>The teacher demonstrates knowledge of available technology and actively seeks other technological resources to meet the needs of the students. Teacher motivates and facilitates students' independent use of technology.</p>	<p>The teacher demonstrates knowledge of available technology by applying its use to meet the needs of the students.</p>	<p>The teacher demonstrates some knowledge of available technology. The teacher is inconsistent in using technology to meet the needs of the students.</p>	<p>The teacher is unaware of available technology resources. Teacher does not attempt to meet students' needs by accessing technology.</p>
<p>12. The teacher integrates content areas.</p>	<p>The teacher identifies connections across content areas. The teacher demonstrates use of personnel and resources, and consistently integrates the content areas. The teacher motivates students to actively identify and understand connections.</p>	<p>The teacher identifies connections across content areas. Teacher accesses personnel and resources and consistently integrates the content areas.</p>	<p>The teacher identifies some connections across content areas. The teacher inconsistently integrates the content areas.</p>	<p>The teacher does not identify connections across the content areas. The teacher does not integrate content areas.</p>

IV. PROFESSIONAL RESPONSIBILITIES

Standard

Exemplary

Effective

Basic

Unsatisfactory

**1.
The teacher communicates effectively with parents, colleagues, and community.**

The teacher provides frequent information to parents about instruction and student progress, and teacher initiates parent contact and responds to parents' concerns in a timely manner.

The teacher provides regular information to parents about instruction and student progress, and responds to parents' concerns in a timely manner.

The teacher adheres to required procedures for communicating with and responding to parent concerns.

The teacher fails to respond to parent concerns.

B. The teacher plans, designs and evaluates teaching materials and teaching practices with colleagues.

The teacher often engages in Discussions with colleagues about teaching practice.

The teacher sometimes engages in respectful discussions with colleagues about teaching practice.

The teacher rarely or never engages in discussions with colleagues about teaching practice.

**2.
The teacher possesses knowledge of and adheres to federal, state, district and local school guidelines**

The teacher knows and understands federal, state, district and local school guidelines and adheres to them.

The teacher actively seeks knowledge of federal, state, district and local school guidelines and adheres to them.

The teacher is minimally aware of federal, state, district and local school guidelines when needed.

The teacher is unaware of guidelines.

StandardExemplaryEffectiveBasicUnsatisfactory

<p>3. The teacher evaluates and improves proficiency through self-assessment and participation in on-going professional development.</p>	<p>Teacher continually and skillfully self evaluates and seeks out opportunities for professional development to improve proficiency.</p>	<p>Teacher frequently self evaluates and often seeks out opportunities for professional development to improve proficiency.</p>	<p>Teacher sometimes self evaluates and occasionally seeks out opportunities for professional development.</p>	<p>Teacher fails to self evaluate and does not seek out opportunities for professional development.</p>
<p>4. The teacher understands the culture, mission and demographics of the school.</p>	<p>The teacher has a clear understanding of the culture, mission, and demographics of the school and uses that understanding in an exemplary fashion.</p>	<p>The teacher has an understanding of the culture, mission and demographics of the school and utilizes that understanding effectively.</p>	<p>The teacher accepts and understands the culture, mission and demographics of the school.</p>	<p>The teacher lacks clear understanding of the culture, mission and demographics and their impact on the school community.</p>
<p>5. The teacher keeps accurate instructional and non-instructional records.</p>	<p>The teacher employs a system that encourages the students to be responsible for their own records. The teacher maintains accurate student records.</p>	<p>The teacher maintains accurate student records and regularly informs students of their progress.</p>	<p>The teacher maintains accurate student records.</p>	<p>The teacher maintains inconsistent student records.</p>

Standard	<u>Exemplary</u>	<u>Effective</u>	<u>Basic</u>	<u>Unsatisfactory</u>
<p>6. The teacher participates in school and district projects and/or committees.</p>	<p>The teacher volunteers to participate in school or district projects/committees and makes a substantial contribution.</p>	<p>The teacher volunteers to participate in school or district projects/committees.</p>	<p>The teacher participates in school or district projects/committees.</p>	<p>The teacher fails to participate in school or district projects/committees</p>
<p>7. The teacher attends to professional responsibilities beyond the classroom.</p>	<p>The teacher anticipates professional responsibilities and completes them promptly and efficiently.</p>	<p>The teacher meets professional responsibilities in a timely fashion.</p>	<p>The teacher usually meets professional responsibilities. Occasional reminders may be necessary to ensure completion of these responsibilities.</p>	<p>The teacher fails to meet professional responsibilities.</p>
<p>8. The teacher works cooperatively and respectfully with colleagues.</p>	<p>Support and cooperation characterize the teacher's relationships with colleagues. Teacher takes the initiative in assuming leadership among the faculty.</p>	<p>Support and cooperation characterize the teacher's relationships with colleagues.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.</p>	<p>The teacher's relationships with colleagues are negative or self-serving.</p>