

## STANDARD 1: Engaging and Supporting ALL Students in Learning

Possible Indicators	<ul style="list-style-type: none"> <li>• Student profiles, surveys, and interviews are used to ensure that student interest and prior knowledge are leveraged</li> <li>• Provides students some opportunity to present personal experiences/observations that are relevant to the lesson</li> <li>• Demonstrates sufficient knowledge of students to be able to meaningfully connect the subject matter of the lesson to real life of the students</li> <li>• Students are actively working rather than watching the teacher doing the work</li> <li>• Instructions, assignments, course outlines, and lesson plans demonstrate effective use of written and oral communication</li> <li>• Learning tasks require high level thinking and invite students to explain their thinking in a variety of ways</li> <li>• Teacher is observed questioning in order to push students toward high order thinking (all 4 levels of Depth of Knowledge)</li> <li>• Adjusts instruction in response to evidence collected during a lesson.</li> <li>• Students use self-assessment, established criteria, peer reviews, and teacher feedback to reflect on their learning</li> <li>• Positive student survey responses about being engaged in class</li> <li>• Technology and internet are utilized to meet the needs of all students</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• Students are working on an extended writing piece. The teacher has provided criteria for success and students can check their own work as they complete their writing. In addition, the teacher meets with students as others work independently, to give feedback on their progress.</li> <li>• The teacher examines previous years' cumulative folders to ascertain the background information and proficiency levels of groups of students in the class.</li> <li>• The teacher plans his/her lesson with three different follow up activities, designed to differentiate learning modalities of the students in the class. Each activity has the same outcome, but a different processing structure, like: a computation problem with writing a justification, making a model, and small group re-teaching.</li> <li>• A student asks, "How many different ways can we solve this problem?"</li> <li>• After posing a question, the teacher asks every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.</li> </ul>

## Standard 2: Creating and Maintaining Effective Environments for Student Learning

<p>Possible Indicators</p>	<ul style="list-style-type: none"> <li>• Students and teachers use respectful talk, active listening, and turn taking procedures</li> <li>• Social development and behaviors are taught explicitly using resources that are available</li> <li>• Classroom artifacts and practices demonstrate collaborative learning –examples are: cooperative learning structures, project based learning, student work samples, and classroom arrangement</li> <li>• Student behavioral referrals are infrequent and appropriate</li> <li>• Improvement in student outcomes in non-cognitive factors (work ethic, growth mindset, perseverance, teamwork, conflict resolution, empathy)</li> <li>• Increase in the percentage of students with satisfactory attendance</li> <li>• Student work is effectively displayed and teaching artifacts are evident (charts, word walls, expectation statements, access to media, norms and standards of behavior, classroom routines)</li> <li>• Room and seating arrangement in classroom supports all students in learning</li> <li>• Tiered levels (RTI) of support are consistently provided based on student need</li> <li>• High expectations for learning and participation are communicated through both verbal and nonverbal behaviors</li> <li>• Systems have been built that reduce variability while increasing equity and access within the classroom</li> <li>• Instructional decisions, such as student grouping for intervention, are based on assessment data</li> <li>• Student school climate survey indicates teacher encourages students through positive support for effective effort and work</li> <li>• Parent survey indicates teacher has conversations with them about their child's academic and social emotional performance.</li> <li>• Implementation of an accountability system (norms and expectations are visible and students can articulate them)</li> <li>• Students carry out transitions and routines smoothly and without incident</li> <li>• Time is prioritized based on desired learning outcomes and diversity of student learning needs</li> <li>• Provide structure and communicate a system of care</li> <li>• Incorporate the contributions of diverse communication into the curriculum</li> </ul>
<p>Possible Example</p>	<ul style="list-style-type: none"> <li>• Desks are moved into different configurations to accommodate classroom activities, such as group work or class discussions.</li> <li>• The teacher reads “The First 20 Days” by Fisher and Frey and teaches 20 cooperative learning structures during the first 20 days of school that will be used throughout the school year.</li> <li>• The teacher leads students in creating a social contract. They revisit this throughout the year and pick areas of focus when it is needed. In addition, daily expectations are set when the teacher uses CHAMPs that establish how students: conduct conversation, receive help, complete activities, move, and participate in activities.</li> <li>• As School Climate Surveys are returned, the teacher reviews both classroom and school results to determine if students feel connected and have enough positive behavior supports. If they don’t, the teacher creates a plan to address these factors in creating a positive class climate.</li> <li>• The teacher wants to create a classroom of high expectations. The teacher includes students in designing an effort and motivation rubric. It is posted in class and is used by students for each assignment, both individually and as a class.</li> </ul>

## STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

<p>Possible Indicators</p>	<ul style="list-style-type: none"> <li>• Utilizes the Common Core State Standards, curriculum frameworks, and district Scope and Sequence</li> <li>• Teach to the appropriate grade level standards each quarter, as identified in the FUSD Scope and Sequence</li> <li>• Pre and post tests are administered and effectively used</li> <li>• Records reflect student needs, profiles, and strategies to address, including: RTI, IEP, CELDT levels</li> <li>• Development of units, modules, and daily lessons are aligned to the Common Core State Standards</li> <li>• Daily learning objectives are communicated and can be articulated by students</li> <li>• Observations and data indicate students complete rigorous work (integrated standards, depth of knowledge on all 4 levels and common core calibrated work at grade level)</li> <li>• Student work and writing samples reflect understanding of the content (Unit culminating tasks demonstrate student mastery of content and writing strategies)</li> <li>• Technology and internet are utilized to meet the needs of all students</li> <li>• Understand text complexity by using texts sets with students, including: grade level and leveled texts at appropriate lexile levels</li> <li>• CELDT and other district English Language Development tests results inform instructional practice</li> <li>• Selects materials, resources, and technologies that support subject matter instruction for English Learners and students with disabilities</li> <li>• Differentiation and access for English Learners and students with disabilities is evident</li> <li>• Systems are in place that ensure that units, lessons, and tasks align to the common core scope and sequence and prepare students to be college ready</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>• The teacher is developing a unit of study. They use the FUSD Scope and Sequence to identify the Big Idea and an Essential Question. When selecting a text set, they use two of the selected texts, but have found additional texts that they would like to add to their set, based on student lexile level and different content areas. The teacher has designed lessons on pre-requisite skills leading to the Common Core State Standard.</li> <li>• During a lesson on metaphors and similes, the teacher uses a variety of resources to explain the concept. Some of these include: music, video, baseline curriculum, and technology.</li> <li>• A teacher asks students to write an essay in the style of Hemmingway. Students have to explain which aspects of his writing they have used and why they were appropriate to their essay.</li> <li>• A teacher is not sure what a student work sample for their grade level looks like. They utilize Appendix C in the Common Core State Standards to identify what appropriate writing looks like for their grade level.</li> <li>• Students are asked to determine which math tools would be appropriate to solve a math problem. Their choices include: a graphing calculator, a protractor, and a spreadsheet.</li> </ul>

# STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Possible Indicators</p>	<ul style="list-style-type: none"> <li>• Utilizes records that reflect student needs, profiles, and strategies to plan instruction</li> <li>• Adjusts student groupings in response to evidence collected during a lesson</li> <li>• Utilizes collected artifacts of student work that reflect academic growth and proficiency in order to plan lessons</li> <li>• Aligns classroom goals to site and district goals</li> <li>• Daily learning objectives are planned, communicated, and articulated by teacher and students using academic language</li> <li>• Observations and artifacts indicate articulation of learning expectations to students. Examples include: posting or stating objectives, criteria for success, evidence of feedback, exemplars of work</li> <li>• Unit plans, modules, daily lesson, and course plans reflect use of Common Core State Standards, curriculum materials, and Scope and Sequence</li> <li>• Formal and informal information about students is utilized by the teacher for instructional planning</li> <li>• Units, lessons and performance tasks are cognitively challenging</li> <li>• Re-teach calendar consistently reflects instructional planning informed by assessment results</li> <li>• Technology and other learning resources are designed for use during lessons, modules, and units</li> <li>• The Cycle of Continuous Improvement (CCI process ) for planning based on assessment is evident</li> <li>• A tiered system of supports (RTI) meets all students' needs</li> <li>• The teacher intervenes early to accelerate growth and to avoid the need for remediation</li> <li>• Students are given multiple and diverse opportunities to work, share and learn together</li> <li>• Students are engaged with the resources and materials</li> <li>• Lessons reflect accommodations for English Learners and students with disabilities (IEP goals, ELD standards)             <ul style="list-style-type: none"> <li>○ Assessment results, guide instructional planning decisions Examples include: DRP/BAS test results, Pre-and post-tests, Benchmark assessments</li> </ul> </li> <li>• Students are able to articulate what they are expected to learn</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Possible Examples</p>	<ul style="list-style-type: none"> <li>• The teacher administers a short questionnaire to the students in his/her class. Using their responses, the teacher will plan and organize students into different groups for the next morning's project.</li> <li>• With his team, the teacher plans a unit of study that includes lessons that accommodate prerequisite skills. The team decides to use a concept map in their instruction, so that students can repeatedly link these lessons with the overarching ideas within the unit.</li> <li>• The teacher reviews his/her objectives for the week. He/she checks to see if there is alignment with the activities and assessments that she used. Based on his/her assessment data, the teacher determines what modifications he/she needs to make to truly assess students at the same level he/she is asking them to think.</li> <li>• The teacher reviews lesson plans with her Accountable Community. He/she asks the team to give feedback on pacing, structure, and the matching of instructional strategies to the content.</li> <li>• Every 2 weeks, the teacher reviews common formative assessments with his team. Using the data, the team adjusts their instructional calendar for their units, modules, and lessons. The teacher uses the calendar to plan daily lessons that fit within the unit.</li> </ul>

## STANDARD 5: Assessing Students for Learning

Possible Indicators	<ul style="list-style-type: none"> <li>• Utilizes various assessment types suitable to the learning outcome</li> <li>• Collects evidence of student understanding</li> <li>• Relevant and multiple sources of data are used to determine student progress improvements –( i.e. IEP, RTI progress reports, discipline referrals, graduation rates, retention rates, student growth)</li> <li>• Assessment summary of individual student strengths and needs is evident</li> <li>• Use of assessment results to inform instructional planning, including differentiation. (Formative and summative assessments)</li> <li>• Accountable community agendas reflect analysis of common formative assessments by student groups and specific standards and strands</li> <li>• Students are allowed various performance opportunities</li> <li>• Students engage in goal setting with their teacher and individually</li> <li>• Students utilize an established set of criteria to monitor their own progress</li> <li>• Lesson plans, performance tasks, assessment tools are aligned with common core standards and student needs based on multiple sources of evidence (social emotional and academic)</li> <li>• Utilize routines, systems, and technology to track completion of assignments and monitor progress</li> <li>• Data is used strategically to forecast trends, align benchmarks with targets/goals and address long term gaps in student progress</li> <li>• Student meet learning outcomes of 1 year’s growth every year</li> <li>• The grading system emphasizes worthwhile objectives aligned to Common CORE standards</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>• The teacher encourages their students to set goals. He/she teaches the students about Depth of Knowledge and provides them with challenging verbs to set their goals.</li> <li>• After using a formative assessment the previous day, the teacher has planned a more challenging independent task for a group of students in his/her class. The teacher pulls six students to reinforce the previous day’s concept.</li> <li>• The math department meets weekly, bringing in student work to review with colleagues. The team looks at different ways that students solve a math problem and determine a plan for remediation and acceleration.</li> <li>• The teacher uses different components of ATLAS to both record and report information. The teacher keeps gradebook records and creates a link for students to access grades. Grades are updated weekly, so that parents can access accurate and timely information.</li> <li>• After reviewing the Smarter Balanced summative test, a grade level or content area team analyzes student growth. They use the information to set team goals, modify their individual instruction, and determine how to better use technology during the test.</li> </ul>

## STANDARD 6: Developing as a Professional Educator

Possible Indicators	<ul style="list-style-type: none"> <li>Engages in self -assessment and goal-setting which are informed by student needs, ideas, feedback and support of colleagues and students</li> <li>Shows evidence of continual refinement of the professional learning plan based on his/her students utilizing self-assessment, goals, multiple sources of data, and the teaching standards</li> <li>Engages in and leads learning experiences where diversity of perspectives are embraced</li> <li>Peer interactions result in improved practice</li> <li>Engaged in site and district networks for support and feedback – matrix or logs used to demonstrate</li> <li>Attends regularly Accountable Community, professional learning opportunities and virtual communities of practice</li> <li>Adherence to Accountable Community agendas, minutes, protocols and norms</li> <li>Sharing assignments and student work samples to assess level of rigor</li> <li>Frequently and culturally appropriate information is sent home regarding instructional program and student progress</li> <li>Multiple opportunities for classroom visits and involvement for parents/families</li> <li>Engages in extended day opportunities for students and parents/families</li> <li>Parent survey indicators they feel included and informed about their child’s growth and provided strategies/tools to support student learning</li> <li>Collaborates with the local community and uses community resources</li> <li>Serves as mentor or participates in mentor program</li> <li>Actively participating in and contributing to collegial activities related to improvement of teaching and learning, including virtual communities of practice</li> <li>Identification of his/her own opportunity for growth and deepen learning about cultures represented by students in the school</li> <li>Adhere to school policies and timelines (submit grades on time, take attendance daily, arrive and depart on time)</li> <li>Actively participate in data analysis and problem solving to improve student learning</li> <li>Recognizes value of interdependence and is willing to call on others for help and open minded and comfortable with paradox and ambiguity and will use creative approaches to problem solve</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>The teacher is working on a specific instructional strategy inviting colleagues to observe his/her classroom instruction and asks them to give feedback on the lesson. After the observation, he/she returns to the Accountable Community and starts by reflecting on what went well and what he/she would have completed differently. The teacher listens to colleagues’ feedback and incorporates in the next time he/she tries the strategy.</li> <li>The teacher has set SMART Goals, shared them with colleagues, and his/her administrator. He/she enters them into iACHIEVE and keeps records on how he/she is meeting his/her goals.</li> <li>Each student keeps a weekly reflection log on assignments and behavior. The teacher asks students to take the log home each week, discuss it with their parent or guardian, and get it signed. The teacher collects the logs when students return to school.</li> <li>The teacher has set a personal goal to support new and future teachers. The teacher decides to host a student teacher this semester. He/she has also decided to take the lead as the campus mentor for all new teachers on that campus and conducts monthly professional learning for the group.</li> <li>The teacher is trusted in their Accountable Community. The team shares information with him and knows that it will not be shared inappropriately or in a different context.</li> </ul>