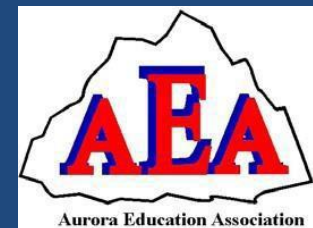# TEACHER QUALITY STANDARDS 1-5 "LOOK FOR" DOCUMENTS

"Look For" documents to support observers and coaches in accurately identifying evidence of professional practices and assist classroom teachers in reflecting upon their teaching and planning for implementation of specific instructional practices.

Overview for Intent and Use of these "Look For" Documents:

While the technical nature of these "Look For" documents may give the impression that evaluation is a scientific process that relies solely on objective data, evaluations ultimately rely on the perception and professional judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and bias. The most technically impressive evaluation system will fail if the human aspects of the system are neglected.

These "Look For" documents are directed towards techniques to improve individual judgment and minimize error and bias. Even comprehensive training does not eliminate errors, bias, or guarantee fairness in any system. As a District there are processes and safeguards in place to support individuals who find themselves in situations that are outside the norm. Training does provide the opportunity to minimize error and bias and open dialogue between the human aspects of evaluation; the educator, the students, and the evaluator. These "Look For" documents coupled with the continued implementation of the evaluation system are designed to provide as much information as possible about ways to make fair, reliable and credible judgments.

It is essential that evaluators have adequate training to exercise judgment in a way that is fair and unbiased. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods so they can make appropriate decisions about their implications. It is equally essential for educators to understand the principles on which the State Model Evaluation System Rubric is centered:

> *"The focus of the **Basic** rating is on the foundational elements of teaching. The educator rated as Basic is typically performing at a foundational level and does not meet state Quality Standards. Every educator is expected to perform Basic professional practices in their day-to-day work."*
> *"The focus of **Partially Proficient** and **Proficient** levels is what educators do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels."*
> *"The focus of **Accomplished** and **Exemplary** ratings shifts to the outcomes of the educator's practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under Basic, Partially Proficient and Proficient rating levels."*

It is important to remember that the State Model Evaluation Rubric is designed to evaluate educators rigorously and within a larger supportive system. It is acceptable to be rated basic, partially proficient, proficient, accomplished, and/or exemplary for different portions of the rubric for educators in different stages of their career, different contexts of their classrooms and teaching assignments. The overarching belief is that the evaluation process is in place to support and expand effective professional practices so that everyone gets better at their jobs.

Intent:

The intent of this guide is to promote a widespread understanding of the Rubric for Evaluating Colorado Teachers. Our desire is that the "Look For" documents will support observers and coaches in accurately identifying evidence of professional practices and will assist classroom teachers in reflecting on their teaching and planning for implementation of specific practices in their instruction.

The examples, along with the definitions, can support the development of a common language among District employees as they analyze, reflect on, and plan instruction. These "Look For" documents do not provide a classroom example for every grade level and content area. Rather, the documents describe how practices might be addressed. Educators should exercise discretion with the resources and examples here and apply them only as appropriate for their content and students.

The following guiding principles were developed for using these "Look For" documents:

- **This is NOT a checklist.** The "Look For" documents were not intended to be used as an exhaustive checklist. The "Look For" documents are examples of what practice could look like at the classroom level. Educators are not expected to demonstrate all of the practices in a single classroom observation to be considered proficient. The intent of evaluation is that it is a *year-long evaluation* versus episodic evaluation. Evaluation ratings are based on the preponderance of evidence collected indicating whether a practice may or may not be happening effectively and/or consistently.

- **Evaluation is about student behaviors as much as it is about teacher behaviors.** The nature of the State Model Evaluation Rubric is that it runs the course from foundational teacher behaviors to observable independent student behaviors. With this in mind, observations should encompass the examined teacher behaviors as well as make pointed effort to listen to, interact and discuss with students to provide evaluators the opportunity to get at "the student" behaviors of the accomplished and exemplary levels.

- **Not all teachers are the same.** There are varied roles of educators within the district and varied classroom set ups and contexts. Such variety creates multiple ways to "see" professional practices in action. There is no "right" practice to "have to see" or "right" strategies to "have to do" at each or all levels and all contexts. Most important to the fidelity of the evaluation system are the collaborative conversations between evaluators and educators in building understanding of unique contexts within classrooms, contents and schools. It is always recommended that site/grade level/department level discussions take place to add, refine, and/or clarify "Look For" items. This upfront work, though it may take time, goes a long way in generating shared expectations of performance and can clear up misunderstandings before they happen.

- **There are no absolutes.** There will always be aspects of vocabulary, phrasing of practices, actions of educators and student behaviors that are vague. It is the nature of working with human beings. When practices say "all" it is not intended to be 100% of students 100% of the time. This would be an unrealistic expectation. No one is 100% all of the time. What strategies were employed by the educator to engage students is more important they why there were five students out of thirty not engaged in the classroom activity. What strategies did the teacher use to illicit questioning is more important than there were two students in the lesson who didn't ask questions.

- **The evaluation system is not a portfolio of teacher created artifacts.** It is not the expectation that educators provide evidence to "prove" competency or performance of specific skills and strategies in substitute for observations, collaborative discussions and/or collaborative review of student work and data. Not everything must be "seen" to be marked on the educator rubrics. Many of the practices can be inferred from student behaviors, data collected, review of lesson plans, and informal outside of classroom interactions with the educator. However, the greatest effort should be made to "see" teacher and student behaviors in action. The rubrics are extensive and require that evaluators work to see these practices in classrooms and other informal settings. Artifacts and evidence provided can be discussed and does not require formal uploading to the Colorado Performance Management System (RANDA) The Colorado Department of Education also makes this note regarding evidence and artifacts:

  Artifacts and Evidence: are documents, materials, processes, strategies and other information that result from the normal and customary day-to-day work of any educator. To effectively address the requirements of the evaluation system, it is not necessary to collect the artifacts listed as examples for each standard prior to discussions between the evaluator and the educator being evaluated. In fact, educators and their evaluators may choose not to use any artifacts other than those specifically required by S.B. 10-191 (See CDE User Guide for specifics) so long as they agree on their rating levels. Artifacts other than those included

as examples may also be used. Artifacts are used only if either the educator being evaluated or the evaluator believes that additional evidence is required to confirm the accuracy of the self-assessment as compared to the evaluator's assessment of the educator's performance.

It is the recommendation of the work group that educators and evaluators collaborate about the types, quality, quantity and specific nature of the artifacts to review and/or upload.

Contents

QUALITY STANDARD 1: Content Knowledge

Teachers <u>demonstrate mastery</u> of and <u>pedagogical expertise</u> in the content they teach. The elementary teacher is an <u>expert</u> in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of <u>literacy and mathematics</u> and is an expert in his or her content endorsement area(s).

STANDARD 1—Vocabulary and Definitions

- <u>Demonstrate mastery</u> – Command expert skill or knowledge
- <u>Pedagogical expertise</u> –Knowledge of your content and effective, <u>equitable </u>developmentally appropriate instructional practices in your content area.
- <u>Expert</u> –A person who is continually refining the what, when, why and how to teach using knowledge and resources of effective teaching practice and experience.
- <u>Literacy</u> –An overarching goal in each content area to support how students read, write, think, research, listen, and/ or speak in that content.
- <u>Mathematics</u> –An overarching goal in each content area to support how students reason, analyze, critique and justify their learning in that content.

STANDARD 1-ELEMENT A:

Teachers provide instruction that is aligned with the Colorado Academic Standards; their <u>district's organized plan of instruction;</u> and the individual needs of their students.

Standard 1 Element A—Vocabulary and Definitions		

- District's organized plan of instruction- ICAP/individual learning plan, instructional models, planning and pacing guides <u>http://equityinlearning.aurorak12.org/teaching-learning/</u>, WIDA "Can Do", IEPs/ Continuum of Services, ALP/AGATE, Intervention Plan

Proficiency Level		Definitions-Clarifications	Potential "Look For"

1A Basic	**The teacher** uses lesson plans that reflect:
	• Opportunities to review prior learning.
	• Instructional objectives appropriate for students.
	• Connections to specific learning objectives and approved curriculum
			The Teacher May: use lesson plans (instructional plans) that include:
			• Opportunity to practice prior learning – questioning, summarizing, KWL, journaling strategies, verbal explanations
			  ○ Warm-up activity
			  ○ Anchor Charts (previous day's learning)
			  ○ Entrance/Exit Tickets
			• Set grade level goals using approved curriculum
			  ○ Goals are connected to the curriculum/standards
			• Provide activities that are based on learning objectives.

Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level		Definitions-Clarifications	Potential "Look For"
1A Partially Proficient	…& **The teacher**: implements lesson plans based on: • Student needs. • Colorado Academic Standards. • District's plan of instruction.		**The Teacher May**: Implement lesson plans (instructional plans) based on: • Student learning needs and strengths and considers next steps ○ Students' accommodations and modifications (IEP, 504, etc.) ○ Supporting/ considering different learning styles • Student accommodations and modifications are known ○ Visuals on walls, graphic organizers, proficient models, student exemplars, and/or digital access • Communicate the learning objective
Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**
1A Proficient	…& **The teacher**: • Collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	• Collaborates with other school staff-works cooperatively/effectively with other staff in the building, **or** across the district • Vertically and horizontally align –works with other staff within grade level and/or between grade levels to ensure consistency and continuity of the learning progression • Articulate…the approved curriculum- clear and distinct about learning progression and the placement of the content within the progression.	**The Teacher May:** • Actively participate in a PLC • Actively participate in team meetings • Actively participate in IEP meetings • Actively participate in district-level PL (i.e. late starts, EPR, district offered PD classes) • Collaborate with colleagues to plan units, assessments • Observe classrooms at their grade level and other grade levels.
Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**
1A Accomplished	…& **Students**: • Interact with the rigorous and challenging content. • Perform at a level consistent with or above expectations.	• Interact with the rigorous and challenging content– students are behaviorally, affectively, cognitively engaged in the lesson; (*See also QS 3 elements b and e*) • Above expectations– expectations are developmental and not age specific. Expectations are based on individual student learning trajectories	**Students May:** Actively engage in the lesson by: • Asking questions • Participating at their highest ability level • Offering informed opinions • Taking academic risks *(See also QS 3 elements b and e)*
Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**

| 1A Exemplary | ...& **Students**:
• Discuss strengths and next steps regarding their learning with their teacher(s). | • Discuss strengths and next steps– students may volunteer or be prompted to discuss their learning with the teacher. Students communicate their strengths and next steps as developmentally appropriate;
(See also QS 3 element b) | **Students May:**
• Identify strengths and next steps in their learning (prompted or spontaneous)
  o Tell teacher which skills they need to continue their learning
  o Have individual conferences/goal setting with teachers.
  o Self-assess their work and level of ability – on assessment, exit ticket, etc.
• Communicate with the teacher to get additional assistance
  o Verbal, digital, picture, sign (demonstrates the intention of seeking assistance in their learning), raise hand
  o Know when to seek assistance
(See also QS 3 element b)
*Teachers of nonverbal or cognitively impaired students should work with their evaluator to discuss the specific learning of their students in this section. |

STANDARD 1- ELEMENT B: ALL TEACHERS
Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Standard 1 Element B (ALL Teachers)—Vocabulary and Definitions

This section describes professional practices that should be demonstrated by ALL TEACHERS, regardless of grade level or subject taught.
• Demonstrates Knowledge: understands and demonstrates the processes and application of literacy content

Proficiency Level	Definitions-Clarifications	Potential "Look For"

1B ALL Teachers Basic	**The teacher**:
	• Integrates literacy connections into lessons regardless of content being taught.
		• Literacy Content: what is being delivered to the student through the lens of authentic literacy, processes of reading, making meaning
		• Literacy Skills: receptive and expressive language, listening, reading, writing, speaking in the content area
			The Teacher May:
			• Create lesson plans that are
			  o standards based,
			  o include elements of listening, speaking, reading and writing. (consider non-verbal communication)
			• Use the language of the content (i.e. vocabulary word walls, demonstrations)

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level	Definitions-Clarifications	Potential "Look For"
1B ALL Teachers Partially Proficient	….and **the teacher**: Makes <u>complex reading</u> accessible to students by: • Adjusting content to students' skill levels. • Integrating literacy skills and knowledge into lessons. • Providing relevant content that addresses students' interests.	• <u>Complex reading:</u> When provided material that takes into account prior knowledge, reading skills, cognitive abilities and the nature of the task and/or content students are able to access text	**The Teacher May**: • Know their students' skill levels and adjust content appropriately 　○ differentiate, 　○ make accommodations, 　○ make modifications • Provide students opportunities to practice listening, speaking, reading and writing within their content • Understand their students' 　○ backgrounds 　○ cultural contexts and relevancy 　○ chooses materials appropriate to students; 　○ allows for student choice when appropriate, 　○ uses variety of materials, • Communicate to students why skills and knowledge are relevant

	…and **the teacher**:
	Provides instructional support that enhances students:
	• Critical thinking and reasoning
	• <u>Information literacy</u>
	• Literacy skill development
		• <u>Information literacy</u>: recognizing when information is needed, necessary, and appropriate; Ability to evaluate that information and use it appropriately; Research skills at a level appropriate to the student's ability	**The Teacher May:**
			• Ask developmentally challenging open ended questions;
			• Link questions to relevant content,
			• Notice and names,
			• Conduct "think aloud"
			• Provide language supports,
			   o frameworks,
			   o anchor charts,
			   o graphic organizers,
			   o utilizes and creates an interactive word wall
			• Provide opportunities for students to make connections;
			   o structures time for discourse,
			   o listening, speaking, reading and writing in the content area
			• Create tasks/lessons that provides time for students to
			   o critique,
			   o evaluate,
			   o manipulate,
			   o reason,
			   o argue,
			   o question,
			   o research etc. at their appropriate skill level
			• Demonstrate evidence in lesson plans that addresses literacy skill development within the content area,
			• Demonstrate evidence in lesson plans of how they would be assessing literacy skills

1B ALL Teachers Proficient			
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
1B ALL Teachers Accomplished	…and **students**: Meets or exceeds expectations for: • <u>Oral communication.</u> • <u>Written communication.</u> • Critical thinking. • Problem solving skills. • Literacy skills.	• <u>Oral communication</u>: expressive language, whatever form that a student can express their understanding • <u>Written communication</u>: communicates using pre-writing skill development, intentional communication ** It is important to consider developmental and cognitive abilities*	**Students May:** • Explain, • Critique, • Manipulate, • Evaluate, • Reason, • Argue, • Question, • Research etc., at their appropriate skill level • Listen, read, write, speak, and communicate within the content area

Proficiency Level		Definitions-Clarifications	Potential "Look For"

1B ALL Teachers Exemplary	…and **students**:
	• <u>Apply</u> literacy skills to <u>understand complex materials</u>.
		• <u>Complex materials:</u> When provided material that takes into account prior knowledge, reading skills, cognitive abilities and the nature of the task and/or content students
		• <u>Apply/understanding complex materials:</u> use literacy skills at an independent level
		• <u>Materials:</u> pictures, art, texts, data, math problems, charts, graphs,
			Students May:
			• Apply their literacy skills to
			    ○ cross curricular content,
			    ○ accomplish tasks,
			    ○ create models etc.

STANDARD 1- ELEMENT B: ELEMENTARY TEACHERS

Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Standard 1 Element B (Elementary Teachers of Language Arts/Reading)—Vocabulary and Definitions

This section describes professional practices that should be demonstrated by <mark>ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.</mark>

Proficiency Level	Definitions-Clarifications	Potential "Look For"
1B Elementary English Language Arts Teachers Basic	**The teacher**: • Integrates literacy connections into lessons regardless of content being taught.	**The Teacher May:** • Model language of the content • Draw students' attention to the literacy skill components ○ Point out spelling, punctuation, decoding skills, etc. • Ask students to generate writing based on content • Ask students to read for meaning
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

1B Elementary English Language Arts Teachers Partially Proficient	…& **The teacher**: integrates literacy skills into lessons and assignments, including:
	• Phonological awareness.
	• Phonics.
	• Vocabulary.
	• Comprehension.
	• Fluency.
	• Writing.
	• Speaking.
	• Listening skills.
	Engages students in instruction that is:
	• Purposeful.
	• Explicit.
	• <u>Systematic.</u>
		• <u>Systematic</u>– learning is built from simple to complex, a carefully planned sequence of instruction (using pacing guides and/or other resources)	**The Teacher May**:
			• Draw students attention to the literacy skill components and how to use them to read and write
			  o Point out spelling, punctuation, decoding skills, etc.
			• Build lesson based on previously taught information
			• Plan instruction that
			  o Is standards-based,
			  o Is developmentally appropriate
			  o shares learning objective with students.

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	…& **The teacher**: provides literacy instruction that is:
	• Needs-based.
	• Intensive.
	• Of sufficient duration to accelerate learning.
		• Intensive: accelerates students skill development, highly focused,
		• sufficient duration: appropriately paced lessons, skills are addressed multiple times and in multiple ways that allows enough time for students to "learn" the necessary skills, teaching for mastery
			The Teacher May:
			Intensive:
			• Provide appropriately scaffolded literacy lessons (student is provided enough support to access the lesson, but still be challenged)
			• Meet with students based on their learning needs – individual or small group
			   o Use data to determine groupings, resources and approaches
			   o Explain why students are using observed resources
			   o Explain why an instructional approach was used
			• Model reading, writing, speaking, listening that students are expected to use.
			
			sufficient duration:
			• Adjust lesson time based on student needs
			• Use a variety of methods to check for students' depth of understanding before moving on
			• Over time, use a variety of instructional strategies such as:
			   o read alouds,
			   o guided reading,
			   o group writing conference,
			   o mini lesson/ launch
			• Consistently demonstrate and remind students that the skills they are learning are for a bigger purpose

1B Elementary English Language Arts Teachers Proficient			
Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**
1B Elementary English Language Arts Teachers Accomplished	…& **Students**: apply literacy skills (reading, writing, speaking and listening): • To new/unfamiliar material. • While communicating during unstructured time.	• Unstructured time: Time that is not teacher led; student directed time overseen by teacher. i.e.: Student independent work time, collaborative work time, work stations	**Students May:** • Work independently or collaboratively • Use content specific language* • Use resources in the room and/or digitally (anchor charts, notes, word walls, pictures, etc.) to enhance or correct their work* ***Evaluators are encouraged to engage with students to observe these facets.**

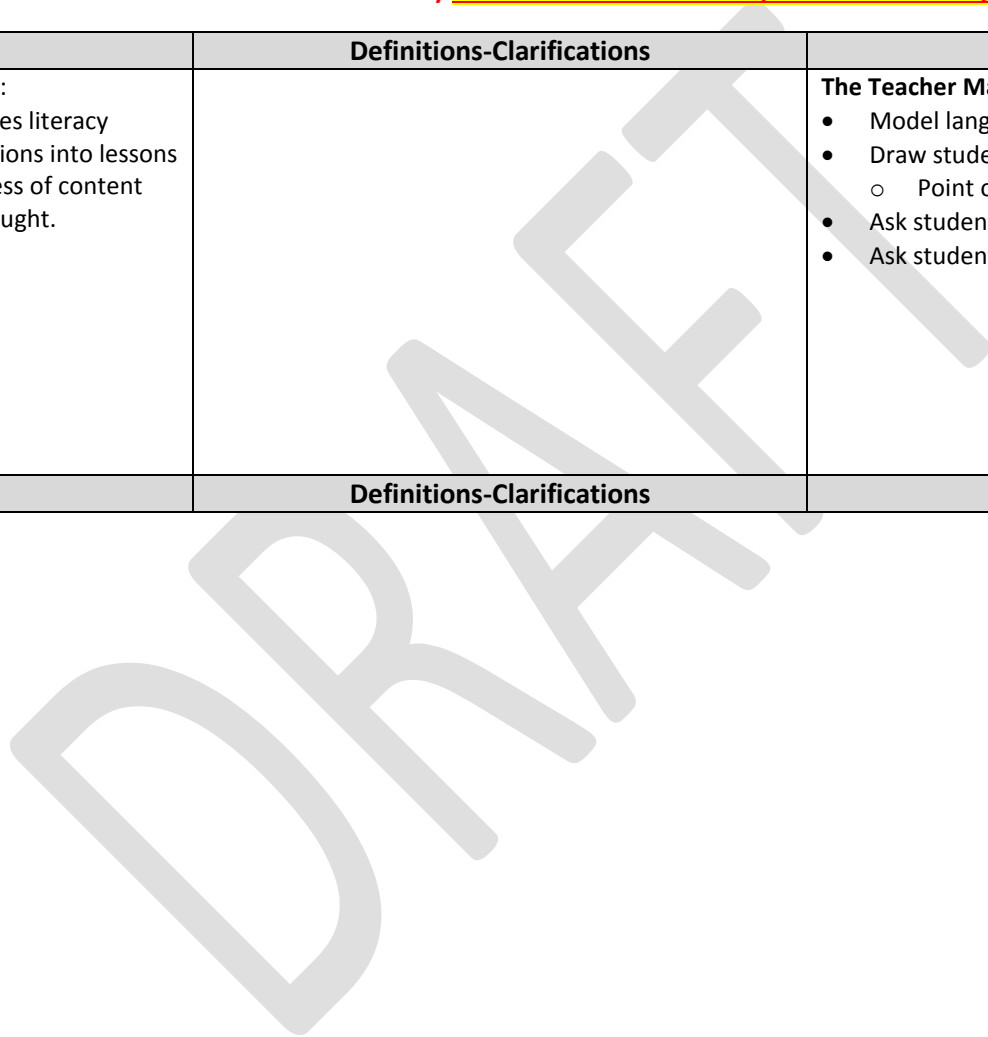| Proficiency Level		Definitions-Clarifications	Potential "Look For"
1B Elementary English Language Arts Teachers Exemplary	…& **Students**: exceed teacher's expectations for students of their age, grade, and/or ability levels in: • Reading. • Writing. • Speaking. • Listening.		**Students May:** • Use academic language (accountable talk)* • Choose challenging reading material and sharing ideas* • Listen intently and asking clarifying questions for deeper understanding* • Use "mentor texts" to improve their writing independently* ***Evaluators are encouraged to engage with students to observe these facets.**

STANDARD 1- ELEMENT B: SECONDARY TEACHERS
Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Standard 1 Element B (Secondary Teachers of English/Language Arts/ Reading)—Vocabulary and Definitions
This section describes professional practices that should be demonstrated by <u>SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.</u>

Proficiency Level	Definitions-Clarifications	Potential "Look For"
1B Secondary English Language Arts Teachers Basic	**The teacher**: • Teaches and provides opportunities for students to apply literacy skills.		**The Teacher May:** • Provide opportunities to read and write. • Utilize planning and pacing guides.
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	...& **The teacher**: *integrates literacy skills into lessons, including:*
	• *Vocabulary.*
	• *Comprehension.*
	• *Fluency.*
	• *Writing.*
	• *Speaking.*
	• *Listening skills.*
	Engages students in instruction that is:
	• *Purposeful.*
	• *Explicit.*
	• <u>*Systematic.*</u>
		• <u>Systematic</u>– learning is built from simple to complex, a carefully planned sequence of instruction (using pacing guides and/or other resources)	**The Teacher May**:
			• Draw students' attention to the literacy skill components and how to use them to read and write
			  o Point out spelling, punctuation, decoding skills, etc.
			• Build lessons based on previously taught information
			• Plan instruction that is standards based
			• Share learning objective with students.
			  o Use more graphic organizers in Autism classrooms, etc.

1B Secondary English Language Arts Teachers Partially Proficient			
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

1B Secondary English Language Arts Teachers Proficient	…& **The teacher**: provides literacy instruction that is:
	• Needs-based.
	• Intensive.
	• Of sufficient duration to accelerate learning.
		• Intensive: standards based, meets the needs of the students abilities (differentiated), accelerates students skill development, highly focused,
		• sufficient duration: appropriately paced lessons, skills are addressed multiple times and in multiple ways that allows enough time for students to "learn" the necessary skills, teaching for mastery
			The Teacher May:
			Intensive:
			• Appropriately scaffold literacy lessons (student is provided enough support to access the lesson, but still be challenged)
			• Meet with students based on their learning needs – individual or small group
			  o Use data to determine groupings, resources and approaches
			  o Explain why students are using observed resources
			  o Explain why an instructional approach was used
			• Model reading, writing, speaking, listening that students are expected to use.
			• Provide feedback to students
			  o note student strengths, word choice, sentence fluency, conventions
			  o ask students to explain their reasoning and thinking process
			
			sufficient duration:
			• Adjust lesson time based on student needs
			• Over time, use a variety of instructional strategies such as:
			  o "read alouds",
			  o guided reading,
			  o group writing conference,
			  o mini lesson/ launch
			• Consistently demonstrate and remind students that the skills they are learning are for a bigger purpose
			• Make success criteria for lesson clear to students

Proficiency Level		Definitions-Clarifications	Potential "Look For"
1B Secondary English Language Arts Teachers Accomplished	…& **Students**: apply literacy skills (reading, writing, speaking and listening): • To new/unfamiliar material. • While communicating during the school day.	• While communicating during the school day. - Time that is not teacher led. Student independent work time, collaborative work time	**Students May:** • Use or build on models previously presented by teacher. • Independently access a variety of resources to facilitate their own understanding.* • Independently apply meta-cognition (self-correction, personal reflection, independent research) skills.* • Independently participate/ initiate Socratic seminars, debates, critique, and provide feedback to peers.* ***Evaluators are encouraged to engage with students to observe these facets.**

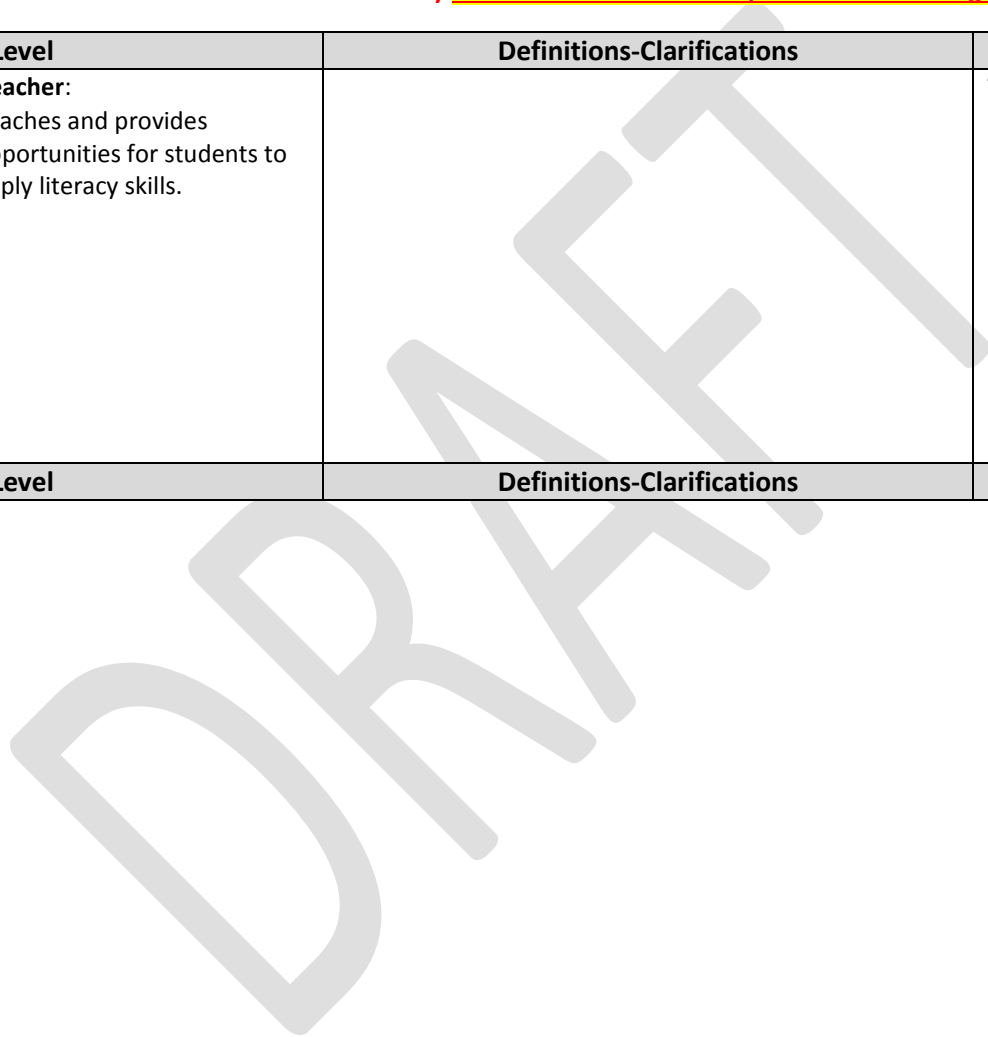| Proficiency Level		Definitions-Clarifications	Definitions-Clarifications
1B Secondary English Language Arts Teachers Exemplary	…& **Students**: exceed teacher's expectations for students of their age, grade, and/or ability level in: • Reading. • Writing. • Speaking. • Listening.		**Students May:** • Use academic language (accountable talk)* • Choose challenging reading material and share ideas* • Listen intently and ask clarifying questions for deeper understanding* • May use "mentor texts" to improve their writing independently* ***Evaluators are encouraged to engage with students to observe these facets.**

STANDARD 1- ELEMENT C: ALL TEACHERS

Teachers demonstrate <u>knowledge of mathematics</u> and understand how to <u>promote student development</u> in numbers and operations, algebra, geometry and measurement and data analysis and probability.

Standard 1 Element C (ALL Teachers)—Vocabulary and Definitions

This section describes professional practices that should be demonstrated by <mark>ALL TEACHERS</mark>, regardless of grade level or subject taught.

- <u>Knowledge of mathematics</u>-teachers understand their content deeply and flexibly to help students make connections to mathematical content, such as ratios, proportions, etc., OR to mathematical thinking, such as reasoning, justifying, using structures, persevering, etc.
- <u>Promote student development</u>-teacher acknowledges the natural connection between mathematics and their discipline

Proficiency Level	Definitions-Clarifications	Potential "Look For"
1C All Teachers Basic	The teacher: • Encourages students to <u>make math connections across content.</u>	• <u>Make math connections across content.</u>- identify obvious overlap between math and their content	The Teacher May: • Make natural reference to math in other content, "This is like what we did in math….." • Point out use of graphs/ patterns and other obvious structures where they naturally occur. • Use counting, fractions, ratios, percentages in lessons as appropriate. • Have students work with quantities and interpreting quantitative words such as, time, measurements, calendars, data analysis, etc.
Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
1C All Teachers Partially Proficient	…& **The teacher**: • Emphasizes to students <u>why they need to learn math content and skills.</u> • Uses <u>instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.</u>	• <u>Why they need to learn math content and skills</u>- teacher acknowledges that math/mathematical thinking is imbedded in all content areas, in all aspects of life, in all careers/jobs • <u>Instructional strategies that require students to apply and transfer mathematical knowledge to different content areas</u>- teacher emphasizes to students when math and/or mathematical thinking is present in multiple content areas	The Teacher May: • Establish a classroom economy, i.e., reward system, behavior system (cause and effect) • Have students collect and analyze data, not necessarily the use of quantitative data • Have students read maps and use scale • Have students measure distances • Identify patterns in books, beats in songs, geometric shapes, symmetry, etc.

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
1C All Teachers Proficient	…& **The teacher**: • Emphasizes <u>interdisciplinary connections</u> to math.	• <u>Interdisciplinary connections</u>- teachers are intentional and explicit in directing student focus to mathematical connections across content.	**The Teacher May:** • Make connections to math practices such as makes sense of problems and perseveres in solving them or construct viable arguments and critique the reasoning of others. • Use a mathematical vocabulary to make connections to other content through structured discourse. • Model how to make mathematical connections to other content – uses "expert" language. • Use instructional strategies that encourage student use of "expert" language.
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
1C All Teachers Accomplished	…& **Students**: • Share ideas and <u>solutions to challenging problems.</u> • <u>Use the language of math</u> to talk about what they are doing.	• <u>Solutions to challenging problems</u>– students' use mathematical thinking, such as reasoning, justifying, logical sequencing, using structures, persevering, etc. (This is not necessarily meant to include number calculations, solving equations, etc.) • <u>Use the language of math</u>– students are using conceptual words such as trends/ predict, justification/ because, pattern/ repeats, relationships/ alike, not alike, logical statements (IF – THEN), comparisons, etc.,	**Students May:** • Use mathematical vocabulary to problem-solve, or make connections in other contents.
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

1C All Teachers Exemplary	…& **Students**:
	• <u>Interpret mathematical information in ways that make it relevant to their learning.</u>
		• <u>Interpret mathematical information in ways that make it relevant to their learning</u>– students support claims with logical reasoning and cite/ interpret relevant accurate data and evidence that demonstrate an understanding of the topic or text.	**Students May:**
			• Deepen their understanding of the current content by interpreting relevant mathematical strategies such as
			  o analysis of data,
			  o interpretation of graphs,
			  o identification of patterns, etc., and
			  o demonstrate understanding using mathematical language.

STANDARD 1- ELEMENT C: TEACHERS RESPONSIBLE FOR TEACHING MATH

Teachers demonstrate <u>knowledge of mathematics</u> and understand how to <u>promote student development</u> in numbers and operations, algebra, geometry and measurement and data analysis and probability.

Standard 1 Element C (Teachers of Math)—Vocabulary and Definitions

This section describes professional practices that should be demonstrated by <mark>TEACHERS responsible for teaching math.</mark>

- <u>knowledge of mathematics</u>-teachers understand their content deeply and flexibly to help students make connections to mathematical content, such as ratios, proportions, etc., OR to mathematical thinking, such as reasoning, justifying, using structures, persevering, etc.
- <u>promote student development</u>-teacher acknowledges the natural connection between mathematics and their discipline

Proficiency Level		Definitions-Clarifications	Potential "Look For"
1C Math Teachers Basic	**The teacher**: Focuses math instruction beyond: • Recall of facts. • Development of computational skills. • Math as a series of rote procedures. Models: • <u>Appropriate mathematical communication.</u> • <u>A variety of mathematical practices.</u>	• <u>Appropriate mathematical communication</u> – teacher uses explicit math terminology and symbols appropriate to the level being taught • <u>A variety of mathematical practices.</u> – teacher models how to reason, persevere, look for patterns, attend to precision, etc., as per the **Standards for Mathematical Practice**	**The Teacher May:** • Balance the teaching of conceptual understanding and procedural skills • Use a portion of the lesson to develop facts, computational skills or procedures for fluency • Use another portion of the lesson used to apply these facts and procedural skills in a more authentic way • Use correct math terminology • Show a variety of ways to reach a solution
Proficiency Level		Definitions-Clarifications	Definitions-Clarifications
1C Math Teachers Partially Proficient	…& **The teacher**: presents concepts: • In sequence. • In a manner appropriate to students' age and grade. • <u>Helps students understand mathematics as a discipline.</u> • Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. • Models mathematical thinking.	• <u>Helps students understand mathematics as a discipline</u> (a field of study) - the teacher presents concepts through a balance of inquiry, relevance, application, etc., and develops a foundation for student to activate and rethink prior knowledge in new ways	**The Teacher May**: • Make references to prior learning that allows connections to new learning • Set a meaningful context for the age and grade level/ ability of the learner • Present concepts through a balance of inquiry, relevance, application, etc., and develops a foundation for student to activate and rethink prior knowledge in new ways • Provide a balance of teaching for conceptual understanding and teaching for procedural fluency. • Model mathematical thinking.

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
1C Math Teachers Proficient	…& **The teacher**: establishes an effective mathematics environment by: • Challenging students to think deeply about the problems. • Requiring students to explain their solutions. • <u>Posing questions that stimulate students' curiosity and encourage them to investigate further.</u> • Actively engaging students in doing math. • Using real-world examples for problems whenever possible.	• <u>Posing questions that stimulate students' curiosity and encourage them to investigate further</u> – higher order questioning	**The Teacher May:** • Ask students to explain their answer during a number talk, or group problem-solving, etc. • Ask questions like, "What if…."; "Is that always true…."; "How would you approach this differently?"; "What evidence do you have?" etc. • Provide problems that are topical, interesting and require deeper thinking

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
1C Math Teachers Accomplished	…& **Students**: • Solve problems in a variety of ways. • Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.		**Students May:** • Discuss information using multiple strategies, i.e. using models, tables, graphs • Provide explanations to other students • Justify their answers/responses

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
1C Math Teachers Exemplary	…& **Students**: • Recognize when they make procedural errors and take steps to correct them.		**Students May:** • Recognize and correct own procedural errors, either in writing or as speaking or self-correct without being prompted* *Evaluators are encourage to interact with student to find evidence of this indicator

STANDARD 1- ELEMENT D:

Teachers demonstrate <u>knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.</u>

Standard 1 Element D—Vocabulary and Definitions

- <u>knowledge of the content</u> - broad understanding of the processes and application of content
- <u>central concepts</u> – specific understandings related to content
- <u>tools of inquiry</u> – creating, doing, thinking, communicating, knowing, observing, also refer to "inquiry" within <u>Colorado Academic Standards</u>
- <u>appropriate evidence-based instructional practices</u> – research based
- <u>specialized character of the disciplines being taught</u> – refer to "nature of" section of <u>Colorado Academic Standards</u>

NOTE: conversations between the evaluator and teacher should be used to clarify specifics of different content areas and contexts

Proficiency Level		Definitions-Clarifications	Potential "Look For"
1D Basic	**The teacher**: • Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. • Uses instructional materials that are accurate and appropriate for the lesson being taught. • Employs a variety of instructional strategies to address student needs.		**The Teacher May:** • Develop and deliver standards based lesson plans • Use evidence to plan for instructional strategies • Use time block scheduling (i.e. launch, explore, summary, or three part lesson) to deliver instruction as per content framework/models • Plan for accommodations and modifications • be familiar with and use district/school materials
Proficiency Level		**Definitions-Clarifications**	**Potential "Look For"**

	…& **The teacher**: provides explanations of content that are: • Accurate. • Clear. • Concise. • Comprehensive.		**The Teacher May**: • Focus on the most important concepts • Encourage students when they provide correct responses • Provide direct instruction on methods and strategies • Stay within the lesson plan and timeframes previously designated • Provide information, directions, strategies in brief segments
1D Partially Proficient			
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
1D Proficient	…& **The teacher**: engages students in: • A variety of explanations and multiple representations of concepts and ideas. • A variety of inquiry methods to explore new ideas and theories.	• engages students –provides and designs opportunities • variety of – more than one • variety of inquiry methods –questioning, discovering, discourse, experiment, models, etc.	**The Teacher May**: • Provide exemplars, strategies, resources, modalities within the classroom • Allow students to demonstrate their learning in a variety of ways • Provide a variety of ways and methods for students to explore new concepts • Design experiences that enhance the learning of the students • Prompt students to evaluate their strategies • Respond to student feedback (verbal, visual, monitoring) to adjust lesson within the moment
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
1D Accomplished	…& **Students**: • Develop a variety of explanations and multiple representations of concepts. • Build on the skills and knowledge learned in the classroom <u>to engage in more complex concepts, ideas and theories</u>. Use a variety of inquiry tools and strategies to: • Learn content. • Understand central concepts. • Answer complex questions. • Problem solves.	• <u>to engage in more complex concepts, ideas and theories</u>. –can identify opportunities to apply what have learned	**Students May:** • Use a variety of methods to express/demonstrate work • Challenge themselves and others by posing "what if" questions • Use learned strategies to solve challenging problems
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
1D Exemplary	…& **Students** routinely: • Choose challenging tasks and instructional materials. • <u>Apply newly learned content skills to unique situations and different disciplines.</u> • <u>Discuss ideas and content that are intellectually challenging to them.</u>	• <u>Apply newly learned content skills to unique situations and different disciplines.</u>- are able to determine when and how to apply what they have learned in the classroom to unique situations in other contents • <u>Discuss ideas and content that are intellectually challenging to them.</u>- are able to select tasks that are at the edge of their current developmental level	**Students May:** • Relate current concepts to other content areas and provide examples • Discuss and solve/attempt to solve "what if" questions • Are self-selecting challenging tasks

STANDARD 1- ELEMENT E:
Teachers develop lessons that reflect the <u>interconnectedness of content areas/disciplines.</u>

Standard 1 Element E—Vocabulary and Definitions

• <u>interconnectedness of content areas/disciplines.</u>--Connections are made between content areas through such lenses as cause/effect, models, themes, overarching ideas

Proficiency Level	Definitions-Clarifications	Potential "Look For"

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

1E Basic	**The teacher**:
	• Emphasizes key concepts and connects them to other <u>powerful ideas within the content area.</u>
	• Connects lessons to other disciplines and/or content areas.
		• <u>powerful ideas within the content area:</u> make connections to previous learning and along learning progressions, connects learning to other content-specific important ideas	**The Teacher May:**
			
			• Make connections to big ideas in other content areas,
			   o i.e., a social studies teacher noting the use of data.
			   o comment and point out, but might not elaborate.

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
1E Partially Proficient	…& **The teacher**: implements instructional strategies to ensure that instruction: • Articulates content and interdisciplinary connections. • Integrates literacy skills across content areas.		**The Teacher May**: • Make connections and asks questions to draw out student background knowledge. • Include vocabulary development, annotating texts, making arguments in content areas outside of literacy. • Provide opportunities for students to think about, talk about, and write about content. • Guide students to explicit connections and learning.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

1E Proficient	…& **The teacher**:
	• Clarifies and elaborates on interdisciplinary connections for students.
	• Employs instructional strategies that include literacy, numeracy and language development across content areas.
			The Teacher May:
			• Provide academic language and vocabulary supports,
			  ○ refer to them in other content areas and
			  ○ provide opportunities for students to use this language.
			• Provide opportunities for students to make connections to other content areas.
			  ○ Include the expectation for student use of known writing conventions across content areas or
			  ○ expect students to use mathematical vocabulary within another content area.
			• Integrate literacy, numeracy and language development in all content areas as appropriate, for example
			  ○ providing sentence frames in a social studies class,
			  ○ scaffolding instruction on the use of academic language through
			    ▪ word walls,
			    ▪ teaching students how to deconstruct an algebra word problem.
			• Model appropriate academic language from other content areas.

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
1E Accomplished	…& **Students**: • Make connections between other disciplines and/or content areas and the current lesson. • Apply literacy skills across academic content areas. • Apply math skills across academic content areas.		**Students May:** • Use appropriate academic language from other content areas. • Recognize that they are using the same skills and strategies across content areas. • Apply literacy and math skills across all content areas with teacher prompting.
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

1E Exemplary	...& **Students**: • Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.		**Students May:** • Independently make connections across content areas and possibly exploring further connections. • Independently apply literacy and math skills across content areas.

STANDARD 1- ELEMENT F:
Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

Standard 1 Element F—Vocabulary and Definitions		
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

1F Basic
 	
The teacher:
selects instructional materials and strategies based on their:
• Relevance to students.
• Central contexts.
• Foundational evidence base.
• Links lessons to students' prior knowledge.
• Encourages and provides opportunities for students to make connections to prior learning.
	• Central contexts: instructional materials and strategies that are based on standards, content frameworks, central concepts that reflect students' contextual knowledge (their background knowledge and skills)
	• Foundational evidence base: research based best practices that have been found to have a positive impact
		The Teacher May:
		• Provide materials and plans strategies that are relevant to students'
		   o age,
		   o interests,
		   o cultural background,
		   o levels of learning.

Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"

1F Partially Proficient	…& **The teacher**:
	delivers lessons and units and uses instructional strategies that:
	• Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.
	• Provide supports that facilitate engagement
			The Teacher May:
			• Implement strategies that connect learning to students' background and relevant contextual knowledge.
			• Plan for and support student engagement through devices such as
			  o analogies,
			  o images,
			  o video.

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

1F Proficient	…& **The teacher**:
	• Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.
	• Provides opportunities for students to self-select tasks that accelerate their learning.
			The Teacher May:
			• Provide opportunities for students to connect learning to
			  o their environment,
			  o their culture,
			  o their community,
			  o the world.
			• Offer guided choices to students, for example
			  o texts,
			  o materials,
			  o ways to present final project or complete an assignment.

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

1F Accomplished	…& **Students**:
	• Interact with materials that are relevant to them.
	• Ask questions and solve problems that are relevant to them.
	• Make connections to prior learning to understand current content.
			Students May:
			• Choose appropriate available supports and materials to meet their learning needs.
			• Make choices about how they solve problems, for example
			  o project completion,
			  o project complexity,
			  o group dynamics,
			  o pacing.

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	...& **Students**:		**Students May:**

1F Exemplary	• Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.		• Make choices about
			   o topics,
			   o resources,
			   o methodologies and
			   o strategies that allow transfer and extension of knowledge to other contents.
			• Make connections to prior learning
			• Interact with materials that support them in asking questions and solving problems.
			• Class work shows evidence of
			   o diverse topic choice,
			   o voice,
			   o strategies based on student learning styles and abilities.

QUALITY STANDARD 2: Learning Environment

Teachers establish a safe, <u>inclusive</u> and respectful learning environment for a <u>diverse population of students.</u>

STANDARD 2—Vocabulary and Definitions

- **Inclusive:** acknowledging all individual student characteristics and needs; values differences of individuals
- **Diverse population of students:** gender, culture, race, students with exceptionalities, religion, socioeconomic status, language background, ability levels, age, socio-cultural groups, etc.

STANDARD 2-ELEMENT A:

Teachers foster a <u>predictable learning environment</u> in the classroom in which each student has a positive, <u>nurturing relationship</u> with caring adults and peers.

Standard 2 Element A—Vocabulary and Definitions

- <u>Predictable learning environment</u>: established routines and norms; students know what to expect (outcomes) and know what is expected of them; consistency based on what is equitable for students
- <u>Nurturing relationships</u>: students feel respected, cared for, and safe to express themselves and learn; providing respect, warmth, and trust (students grow emotionally); teachers can accommodate differences in student learning styles by creating a safe environment (physically and emotionally) where individuals feel free to be themselves

Proficiency Level	Definitions-Clarifications	Potential "Look For"
2A Basic	**The teacher** creates a classroom environment that facilitates: • Mutual respect. • Positive relationships between and among students. • Empathy for each student.		**The Teacher May:** • Greet students by name • Use proximity • Use eye contact • Interact with students based on a mutual respect • Listen to and encourage all students to share ideas and opinions • Acknowledge and value individual student differences • Use respectful behaviors and professionalism

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

2A Partially Proficient	…& **The teacher**:
	• Creates a classroom <u>environment conducive to learning.</u>
		• <u>environment conducive to learning-</u> Teacher understands the dynamics of building rapport while maintaining professionalism (friendly to students but not friends with students); Tone and climate that motivate students to follow classroom rules, actively participate in learning, and engage with and support the learning of their peers. This requires a combination of effective teaching skills, positive rapport between teacher/student, and appropriate behavior management strategies.	**The Teacher May**:
			• Create a learning environment where:
			• An atmosphere where students appear to feel safe/enjoy the learning environment by
			   o Encouraging respectful discourse between students/ students and teacher
			   o Encouraging students to ask questions and have meaningful dialogue
			   o Encouraging students to be academic risk takers
			   o Encouraging students to accept and reflect on feedback from teacher and/or peers
			• Post the daily schedule
			• Have a system for behavior management; accountability
			• Have conversations with students aimed at building rapport while maintain professional boundaries
			   o conversations are considerate of student backgrounds and individual needs
			• Establish a climate that is
			   o Positive
			   o Respectful; and
			   o Promotes learning.

Proficiency Level		Definitions-Clarifications	Potential "Look For"

2A Proficient	…& **The teacher**:
	• Creates a classroom environment which <u>values diverse perspectives.</u>
	• Establishes a <u>nurturing and caring relationship</u> with each student.
		• <u>values diverse perspectives</u>- Teacher knows students as individuals.
		• <u>nurturing and caring relationship</u>- Teacher is knowledgeable about the experiences that lead to student perspectives and how this impacts student learning.
			The Teacher May:
			• Establish rituals and routines that encourage input from all students – Such as:
			  ○ sentence starters,
			  ○ partner talk,
			  ○ SLP's,
			  ○ talking stick,
			  ○ cold calling,
			  ○ PRT,
			  ○ wait time,
			  ○ turn and talk
			  ○ Classroom discussion values all student input/backgrounds/interests
			• Build relationships with students by:
			  ○ Taking an asset-based approach to interactions with students - start with strengths
			  ○ Knowing students and how best to provide feedback around performance/personal matters in the classroom:
			    ▪ one-on-one conference,
			    ▪ step into the hall,
			    ▪ nonverbal sign
			  ○ Hold students accountable for polite, appropriate, and caring interactions amongst each other

Proficiency Level		Definitions-Clarifications	Definitions-Clarifications

2A Accomplished	…& **Students**:
	• Respect their classmates and teacher(s).
		• <u>Interact with the rigorous and challenging content</u>– students are behaviorally, affectively, cognitively engaged in the lesson; (*See also QS 3 elements b and e*)
		• <u>Above expectations</u>– expectations are developmental and not age specific. Expectations are based on individual student learning trajectories
			Students May:
			• Engage in active listening and respectful dialogue with teacher and other students.
			• Demonstrate respect for another's ideas by:
			  ○ acknowledging the viewpoints of others;
			  ○ having respectful disagreements;
			  ○ questioning others

Proficiency Level		Definitions-Clarifications	Definitions-Clarifications
2A Exemplary	…& **Students**: interactions with their teacher(s) and each other: • <u>Are respectful.</u> • Demonstrate mutual support.	• <u>Are respectful</u>- Students are respectful of the diverse perspectives of others.	**Students May:** • Show empathy • Problem solve interpersonal disagreements

STANDARD 2- ELEMENT B
Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Standard 2 Element B—Vocabulary and Definitions

- Commitment: recognizes this is an ongoing process; allows for evolution/change
- Respect for diversity: each individual is unique and recognized for their individual differences
- Common goals: teacher and students collaboratively develop common goals around desired behavioral and/or academic outcomes

Proficiency Level	Definitions-Clarifications	Potential "Look For"
2B Basic	**The teacher**: • Creates a classroom environment in which diversity is used to further student learning.		**The Teacher May:** • Recognize and respect students for who they are individually • Create purposeful opportunities for students to collaborate and communicate with peers who are economically, culturally, or linguistically diverse • Provide students with sentence stems or examples of dialogue that demonstrate they are listening and interacting in a respectful manner • Facilitate discussions on topics that help students understand the meaning of diversity • Use moments of conflict between students to discuss the need for tolerance and acceptance • Utilize culturally diverse texts for instruction • Provide visuals and materials that represent students' cultures

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

2B Partially Proficient	….and **the teacher**:
	• Uses instructional approaches and materials that reflect diverse backgrounds and experiences.
	• Acknowledges the value of each student's contributions to the quality of lessons.
	• Is welcoming to diverse family structures.
		• Diverse family structures- family structures that are considered non-traditional	**The Teacher May**:
			• Provide opportunities for all students to actively participate in the lesson,
			    ○ class discussions,
			    ○ collaborative learning activities
			• Respond to students with acceptance and respect
			• Acknowledge/welcome diverse family structures in language and instructional materials
			• Create an environment where all families are respected

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
2B Proficient	**…and the teacher**: establishes processes that result in: • A sense of community among students. • Effective interactions among students. • Respect for individual differences. • Positive social relationships. • Common goals for all students.	• A sense of community among students- Students need to understand that the classroom belongs to everyone, not just the teacher or a select group of students. • Effective interactions among students- an environment in which diversity is respected and a sense of community is established. • Respect for individual differences- respecting one another's differences as well as the differences in individuals outside the classroom	**The Teacher May:** • Ensure a variety of cultures are consistently and intentionally represented in instructional materials • Provide opportunities for students to collaborate and communicate • Have a process for establishing and evaluating student academic and behavioral goals that include determining necessary next steps

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
2B Accomplished	**…and students**: • Respect the uniqueness of fellow students.	• Respect the uniqueness of fellow students.- respecting one another's differences as well as the differences in individuals outside the classroom	**Students May:** • Pattern of student to student interactions • Language is respectful • Be inclusive of others

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

2B Exemplary	**…and students**:
	• Seek a variety of perspectives to complete group assignments.
			Students May:
			• Ask questions,
			• Listen,
			• Contribute during
			  ○ Number Talks,
			  ○ science debriefs,
			  ○ lesson summaries;
			  ○ opportunities for sharing
			• Solicit outside sources to gather a variety of perspectives, this may include
			  ○ print,
			  ○ electronic media,
			  ○ personal interviews, etc.

STANDARD 2- ELEMENT C
Teachers <u>engage</u> students as individuals with unique <u>interests</u> and strengths.

Standard 2 Element C--Vocabulary and Definitions

- <u>Engage</u>- involve, capture, promote/value, elicit active participation from students
- <u>Interests</u>-includes learning styles, talents, experiences, dreams, passions, ideas, work that is appealing to students; address multiple intelligences

Proficiency Level	Definitions-Clarifications	Potential "Look For"

	Proficiency Level	Definitions-Clarifications	Potential "Look For"

2C Basic	**The teacher**:
	• Implements lessons that reflect student interests.
			The Teacher May:
			• Gain information by:
			  o Use of Interest surveys (some students may require accommodations in completing);
			  o community circles;
			  o journaling,
			  o multiple intelligence surveys,
			  o student autobiographies
			• Build rapport with students by
			  o Using knowledge of student interests to make connections to lessons
			  o Relating student interests to content

| | …& **The teacher**:
• Encourages students to expand and enhance their learning.
• Acknowledges students for their accomplishments. | | **The Teacher May**:
• Provide opportunities for students to
   ○ generate their own questions,
   ○ apply skills/concepts,
   ○ seek/offer different perspectives,
   ○ ask higher-order questions,
   ○ use problem-solving activities,
   ○ debate,
   ○ transfer learning to new situations
• Approximate the use of different learning styles
• Acknowledge students by
   ○ Recognizing students for growth/successes;
   ○ Providing feedback to students;
   ○ posting and/or celebrating a variety of work (including work where only a piece is proficient);
   ○ Looking for and building on students' strengths;
   ○ noticing/naming student actions that lead to success (growth in learning);
   ○ acknowledging effort/persistence;
   ○ providing positive reinforcement for desired <u>academic and social </u>behaviors
• Provide wait time when questioning
• Provide students with opportunities to participate |
| **2C Partially Proficient** | | | |

Proficiency Level	Definitions-Clarifications	Potential "Look For"

2C Proficient	…& **The teacher**:
	• Asks appropriately challenging questions of all students.
	• Scaffolds questions.
	• Gives wait time equitably.
	• Ensures that all students participate in class activities.
			The Teacher May:
			• Differentiate levels of questions and activities in order to engage all students in the learning by;
			 o Providing multiple entry points for students to access/participate in the learning; (i.e. digital badging if available)
			 o Accounting for students'
			  ▪ academic needs,
			  ▪ language needs,
			  ▪ and/or experiences when questioning;
			 o not excluding students based on proficiency;
			• Develop questions that address Bloom's Taxonomy and Depth of Knowledge (DOK)
			• Intentionally plan questions in order to lead students to desired learning outcomes
			• Consistently provide wait time
			• Provide the opportunity for all students to think through questions (with support when needed)
			• Hold students accountable by- using relationships and clear high expectations for participating
			• Scaffold
			 o think time,
			 o think-pair-share,
			 o allow other students to model,
			 o come back

Proficiency Level	Definitions-Clarifications	Potential "Look For"

Proficiency Level	Definitions-Clarifications	Potential "Look For"

2C Accomplished	…& **Students**:
	• Actively engage in classroom activities.
	• Discuss content and make connections between current lesson and their interests.
			Students May:
			• Volunteer answers
			• Expand on other students' answers
			• Take academic risks to expand their learning/challenge their thinking
			• Ask clarifying questions to further their understanding
			• During opportunities to share thinking,
			  ○ refer to past lessons,
			  ○ other subjects or
			  ○ their own interests while explaining understandings

2C Exemplary	…& **Students**:
	• Encourage fellow students to participate and challenge themselves.
	• Engage in collaborative learning and group processes.
			Students May:
			• Challenge themselves and encourage others to do the same
			• Take the lead in inquiry
			• Defend their answers/thinking
			• During group work, students:
			  ○ are open to the opinion of others',
			  ○ work toward a common goal,
			  ○ use problem-solving processes, and
			  ○ takes responsibility for work and make a contribution to the final product

STANDARD 2- ELEMENT D:
Teachers adapt their teaching for the benefit of all students, including those with <u>special needs</u>, across a range of ability levels.

Standard 2 Element D—Vocabulary and Definitions
• <u>Special Needs</u>- This may include students with disabilities; students on 504 plans; students who are learning English as an additional language; students who are gifted and/or talented; students who have Health Plans; students with social emotional needs; students with READ plans, students who qualify for McKinney Vento; students who are refugees

Proficiency Level	Definitions-Clarifications	Potential "Look For"
2D Basic	**The teacher**: • Adapts learning environment to address individual student needs.		**The Teacher May:** • Arrange seating to benefit students • Design the physical classroom to meet the needs of the students • Have a calm down space for students • Provide accommodations and modifications based on learning plans
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
2D Partially Proficient	…& **The teacher**: • Designs instruction to address learning needs of all students. • Monitors the quality of student participation and performance. • Implements recommendations of specialists and colleagues to address student needs.		**The Teacher May**: • Approximate differentiation in instruction to meet the needs of students • Conference with students and provide feedback • Have established routines, procedures, and norms • Provide accommodations and modifications based on learning plans • Monitor the use of instructional strategies to determine student participation/performance • Demonstrate acceptance for Individual differences • Appropriately align instructional strategies with students' needs and content goals
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

2D Proficient	…& **The teacher**:
	• Solicits additional input from colleagues to better understand students' learning needs.
	• *Challenges and supports students to learn to their greatest ability.*
			The Teacher May:
			• Actively seek input from other colleagues in order to meet the unique needs of students. This may include:
			  o referring a student to MTSS,
			  o grade level team,
			  o Professional Learning Communities
			• Implement and provide feedback around individual learning plans and adjust instruction accordingly
			• Monitor performance toward individual or class learning goals and adjust next steps as necessary
			• Challenge and support students through differentiated instruction
			• Encourage self-advocacy of student learning through known opportunities such as:
			  o Conferencing,
			  o tutoring groups,
			  o before/after school assistance,
			  o online

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
2D Accomplished	…& **Students**: advocate for themselves by: • Articulating their learning needs to their teacher and/or parent. • Communicating freely and openly with teachers about circumstances that affect their classroom performance.		**Students May:** • Students independently take advantage of opportunities listed above
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
2D Exemplary	…& **Students** routinely: • Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations. • Help fellow classmates by offering support.		**Students May:** • Student-to-student support system is in place and used

STANDARD 2- ELEMENT E:

Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

Standard 2 Element E—Vocabulary and Definitions		

- Proactive-anticipates needs and plans for it.
- constructive feedback-a form of communication that is focused on strengths and contributes to the future progress of the student
- significant adult- a person who influences the social, emotional and cognitive development of student

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
2E Basic	**The teacher**: • *Establishes a classroom environment that is inviting to families and significant adults.*		**The Teacher May:** • Ask for or invite parent volunteers. • Communicate an open door policy for families including availability of teacher and best way to contact them.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level		Definitions-Clarifications	Potential "Look For"

2E Partially Proficient	…& **The teacher**:
	• *Maintains respectful relationships with students, their families, and/or significant adults.*
	• Uses a variety of methods to initiate communication with families and significant adults.
			The Teacher May:
			• Value the
			  ○ background,
			  ○ family structure,
			  ○ language and culture of each student and family.
			• Refrain from placing blame or judging,
			• Work as a partner with families to support student's educational success.
			• Initiate:
			  ○ needs-based parent conferences,
			  ○ phone calls,
			  ○ emails, letters,
			  ○ parent portal,
			  ○ texts,
			  ○ home visits,
			  ○ before or after school conversations and
			  ○ attends school based events
			• Communicate general and not student specific information. For example:
			  ○ classroom newsletters,
			  ○ webpage,
			  ○ Auto calls/ ConnectEd message

Proficiency Level	Definitions-Clarifications	Potential "Look For"

2E Proficient	…& **The teacher**:
	• Provides clear and accurate feedback to parents and significant adults regarding student needs and progress.
	• Coordinates flow of information between families and colleagues who provide student services.
			The Teacher May:
			• Monitor student progress and disseminate information to families on student's current academic level in relationship to proficiency. This can occur through
			  o conferences,
			  o parent portal,
			  o phone calls,
			  o emails,
			  o home visits.
			• Use:
			  o email,
			  o google docs,
			  o enrich,
			  o meetings,
			  o conversations to coordinate with service providers or other school personnel.
			• Use tele-language services to conduct phone calls to 2nd language families.
			• Identify families that are in need of interpreter for conferences or other meetings.
			• Use Google translate when sending home written notes/communication.
			• Assist in connecting families with agencies to address area of needs that are outside of school.

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

2E Accomplished	…& **Students**:
	• Discuss student performance with the teacher.
	• Participate in school-based activities.
			Students May:
			• Participate in performance discussions/ feedback by
			  o Having small group and/or individual conferences with the teacher
			  o Using a reflective two-way journal with the teacher
			  o Maintaining charts / records of progress
			• Participate in school-based activities through involvement in
			  o Academic clubs
			  o Academic contests
			  o Tutoring programs
			  o Classroom projects and activities

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

2E Exemplary	…& **Students**:
	• Partner with the teacher to support student strengths and address next steps for learning.
			Students May:
			• Participate in performance discussions/ feedback by
			  o Having small group and/or individual conferences with the teacher
			  o Using a reflective two-way journal with the teacher
			  o Maintaining charts / records of progress
			  o Conduct self-assessments
			  o Create their own learning goals/ plans
			  o Advocate for their own learning needs
			  o Conduct student lead conferences

STANDARD 2- ELEMENT F:

Teachers create a learning environment characterized by <u>acceptable student behavior</u>, efficient use of time and <u>appropriate intervention strategies.</u>

Standard 2 Element F—Vocabulary and Definitions

- <u>Acceptable student behavior</u>- student behavior aligns with district, school, and classroom expectations; rituals and routines are known and practiced
- <u>Appropriate intervention strategies</u>- teacher actions to support students in meeting district, school, and classroom expectations; use of strategies to prevent and/or redirect behavior that does not meet expectations

Proficiency Level	Definitions-Clarifications	Potential "Look For"
2F Basic	**The teacher**: - Provides clear expectations to guide student classroom behavior. - Holds students accountable for adherence to school and/or class rules.		**The Teacher May:** - Establish routines that are taught and known by students - Establish visual and verbal cues - Reteach and redirect as necessary - Recognize when students do not meet expectations - take an action to hold students to the expectation in a timely manner
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
2F Partially Proficient	…& **The teacher**: - Puts procedures in place to maximize instructional time.		**The Teacher May**: - Establish routines/procedures that allow students to transition efficiently - Eliminate potential distractions that impact learning time
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
2F Proficient	…& **The teacher**: • Makes maximum use of instructional time. • Maintains a safe and orderly environment.		**The Teacher May:** • Effectively manage time to give their students the best opportunity to learn. • Help students develop personal habits that lead to wise use of time. • Develop and communicate signals that support students in self-monitoring their behavior. • Layout the classroom and traffic pattern to ensure student safety and effective transitions.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
2F Accomplished	…& **Students**: • Stay on task during class periods. • Abide by school and class rules.		**Students May:** • Be on task and engaged • Be discussing the topic in group settings • Use time wisely during independent time • Be attentive during whole group instruction • Able to explain the agreed upon standards of conduct
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
2F Exemplary	…& **Students**: • Accept responsibility for their behavior and use of time. • Help other students stay on task.		**Students May:** • Self-monitor behavior and time management • Encourage others to stay on task appropriately and respectfully • Remind peers to focus on the task at hand when working in groups or independently • Assign/fulfill roles/responsibilities to maximize use of time when working in groups

QUALITY STANDARD 3: Facilitation of Learning
Teachers plan & deliver effective instruction & create an environment that facilitates learning for their students.

STANDARD 3-ELEMENT A:
Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place & the appropriate levels of intellectual, social & emotional development of their students.

Standard 1 Element A—Vocabulary and Definitions
• current developmental science 　○ Cognitive Engagement (Intellectual Investment) – active engagement in academic and active learning. Students work at comprehending complex concepts, acquiring difficult skills, work to process knowledge deeply, and use critical and higher order thinking to problem-solve challenging tasks. 　○ Behavioral Engagement (Physical Investment) – patterns of behavior and participation in class. On-task, effort, persistence, paying attention, asking questions, participating and seeking help, etc. 　○ Affective (social) Engagement (Emotional Investment) – interest, ownership, classroom interactions, positive attitude, curiosity, etc. • appropriate levels of intellectual, social and emotional development- Standards and District Pacing Guides.

Proficiency Level	Definitions-Clarifications	Potential "Look For"

	The teacher • Modifies content to assure that students are able to work at their ability levels	• Modifies content: differentiates content/ skills to meet the needs of all of students.	The Teacher May: • Collaborate with instructional team, or peers to learn about and understand how to implement differentiation for student instruction. o Could include: Exceptional Student Services (ESS), AGATE, English Language Acquisition (ELA), Instructional Coordinator, Teaching Partner, MTSS, or other members of the Community Impact Team as needed. • Create lesson plans reflective of instructional modifications to meet the needs of all students with the support of colleagues
3A Basic			
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3A Partially Proficient	…& **The teacher**: • Studies recent/ current research to expand personal knowledge of how students learn. • Builds on the interrelatedness of students' intellectual, social & emotional development.	• Builds on the interrelatedness of students' intellectual, social and emotional development.- The teacher considers all aspects of the learner (intellectual, physical and emotional) and how to engage them in the lesson	The Teacher May: • Begin to contribute in team meetings. Discuss strategies for differentiating instruction. • Begin to identify areas of instructional support for students. • Initiate conversations with coaches and support personnel to meet individual student needs. • Cognitive –create an opportunity for students to begin engaging in the lesson. • Affective – work to create a community environment where students are interacting in purposeful learning groups. • Behavioral –encourage an atmosphere of respect • Reflect with support using the Teaching and Learning Cycle
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level		
3A Proficient	…& **The teacher**: • Collaborates with colleagues with expertise in <u>developmental science</u> to improve the quality of instruction. • <u>Applies</u> knowledge of current developmental science to address student needs.	• <u>Developmental science and Applies</u> knowledge of current developmental science. - The teacher understands and applies the intellectual, physical and emotional aspects of learning to meet student needs and to engage them in the lesson. Teacher is asset-focused – they recognize and value the skills and the inner strength of each student in the learning process.	**The Teacher May:** • Seek out opportunities to collaborate with peers and share expertise and have intentional conversations about the effectiveness of instruction. • <u>Cognitive</u> – intentionally implement a variety of appropriate strategies that support effective learning for students (appropriate strategies are current and research based). • <u>Affective</u> – maintain a community environment where students are interacting in purposeful and effective learning groups. • <u>Behavioral </u>– build and maintain an atmosphere of mutual respect. • Reflect independently and/ or collaboratively using the Teaching and Learning Cycle.
Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
3A Accomplished	…& **Students**: • <u>Seek materials & resources</u> appropriate for their <u>personal approach </u>to learning.	• <u>Seek materials and resources appropriate for their personal approach to learning</u>. Students know when and how to access the learning resources they need inside and outside the classroom.	**Students May:** • Identify the resources to help them reach their learning goals. • Use tools and resources to enhance and support their learning.
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3A Exemplary	…& **Students**: <u>Seek to understand</u>: • <u>How they learn best</u>. • Where their <u>time & efforts are best used</u>.	• <u>How they learn best.</u>-the learning styles, preferences of the students • Their <u>time and efforts are best used</u>- Self-assess and self-reflect on their learning and their ability to refocus or change based on these self-assessments.	**Students May:** • Self-select and use tools and resources which work most effectively to help them reach their learning goals. • Articulate what they don't know and seek out appropriate resources. • Know and understand how to self-regulate their behaviors to meet their learning goals.

STANDARD 3- ELEMENT B:
Teachers plan and consistently <u>deliver instruction that draws on results of student assessments</u>, is aligned to academic standards and <u>advances students' level of content knowledge</u> and skills.

Standard 3 Element B Vocabulary and Definitions

- <u>deliver instruction that draws on results of student assessments</u>
  - o   Using the teaching and learning cycle.
  - o   Assessments are formative and day to day, summative building/ district designed – teacher designed.
- <u>advances students' level of content knowledge</u>
  - o   Students advance along a continuum – pacing guides where available and Colorado Academic Standards or professional organization standards when CAS standards are not available, and teaching and learning cycle toward independent learning.

Proficiency Level	Definitions-Clarifications	Potential "Look For"

Proficiency Level	Definitions-Clarifications	Potential "Look For"

3B Basic	The teacher:
	• Uses assessment results to guide adjustments to instruction.
	• <u>Has specific student outcomes in mind for each lesson.</u>
		• <u>Has specific student outcomes in mind for each lesson</u>- Teacher uses curriculum that aligns with the standards to identify what the student should be able to do after the lesson is complete.	The Teacher May:
			• Identify when changes are necessary to the lesson based on assessment data,
			    o Reteach Lesson
			    o Add enrichment
			• Create Lesson plans that identify the content standard and learning outcomes for the lesson.
			• Post learning outcomes

	….and **the teacher**:
	• Aligns instruction with academic standards and <u>student assessment results</u>.
	• Monitors Instruction against student performance and <u>makes real-time adjustments</u>.
	• Assesses required skills.
		• <u>Student assessment results</u>- formative, SLOs, summative (building/ district)
		• <u>Makes real-time adjustments</u>.- Formative Assessment by teachers
			The Teacher May:
			• Reflect with support using the Teaching and Learning Cycle.
			   o Ask "What will I need to hear students say, do and what will student work need to look like?"
			• Align assessment to the skills students are expected to master.
			   o Provide examples that correct student misconceptions.
			   o Provide additional modeling, share student exemplars.
			   o Provide additional instruction on prerequisite skills.
			   o Exclude instruction on information/ skills that students already grasp.
			   o Ensure instructional supports are accessible to students; for example, word walls, sentence frames, strategies for success, problem solving strategies, etc.
			• Provide the formative assessment(s) used in making adjustments to the lesson.

3B Partially Proficient			
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level	Definitions-Clarifications	Potential "Look For"

3B Proficient	…and **the teacher**:
	• Encourages students to take academic risks.
	• Makes sure students meet learning objectives while increasing mastery levels.
		• Take academic risks.
		  o Teachers encourage students to ask questions without fear of making mistakes.
		  o To be challenged beyond their current level of understanding.
		  o Willingness to apply current understandings in a new context.
		  o Willing to share your understanding of learning with others.
		• Meet learning objectives while increasing mastery levels
		  o Students meet their learning objective, and are then able to apply the learning in a variety of novel and/ or real world situations.
		  o Students may advance vertically through the standards beyond their grade level.
		  o Example – one can be proficient at playing the piano, but may not have yet reached mastery (depth of skill, fluency and difficulty of musical pieces).
			The Teacher May:
			• Create a safe, respectful learning environment.
			  o Safe – teacher encourages all students to participate and share their learning/ understanding.
			  o Respectful – teacher values all student responses and ensure that students value their peer responses.
			  o Demonstrate student effort is valued
			  o Valued – student effort is noted and judged solely for its academic value.
			• Expect that students take academic risks.
			  o Call on any student and ask them to share.
			  o Challenge students through academic discourse.
			  o Encourage a growth mindset in students by using language that reflect effort and perseverance are as important as ability.
			  o Use higher order questioning techniques – Bloom's Taxonomy
			  o Utilize Socratic Seminars
			• Show evidence in lesson plans of tiered/ differentiated planning.
			  o Plan for misconceptions and additional modeling.
			• Check for understanding to remediate or accelerate the learning
			  o Ask individual and group questions
			  o Use entry/ exit slips to monitor progress

3B Accomplished	…and **students**:
	• <u>Monitor their level of engagement</u>.
	• Confer with the teacher to achieve learning objectives.
		• <u>Monitor their level of engagement.</u>
		  o Students know the learning outcome and pace themselves to achieve it. [Cognitive Engagement]
		  o Students will redirect themselves as needed to achieve their learning goal.
			Students May:
			• Articulate their level of engagement through self-assessment.
			• Use instructional supports to further their own learning; i.e., word walls, sentence frames, strategies for success, problem solving strategies, etc.
			• Seek clarification on their learning goal as needed.

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

3B Exemplary	…and **students**:
	• <u>Initiate activities to address their learning strengths</u> and next steps.
	• <u>Take academic risks.</u>
		• <u>Initiate activities to address</u> their <u>learning strengths</u>.–
		  o Students are aware of how they learn best and will self-advocate.
		  o Students take <u>ownership</u> of their learning.
		  o Students independently extend learning to new contexts.
		• <u>Take academic risks.</u>
		  o Students can provide rationale and defend their learning choices.
			Students May:
			• Seek out additional resources beyond classroom supports to enhance their learning.
			• Share their knowledge with other students.
			• Student-led conferences –synthesize their learning and articulate how they will apply the learning to new situations.
			• Articulate next steps
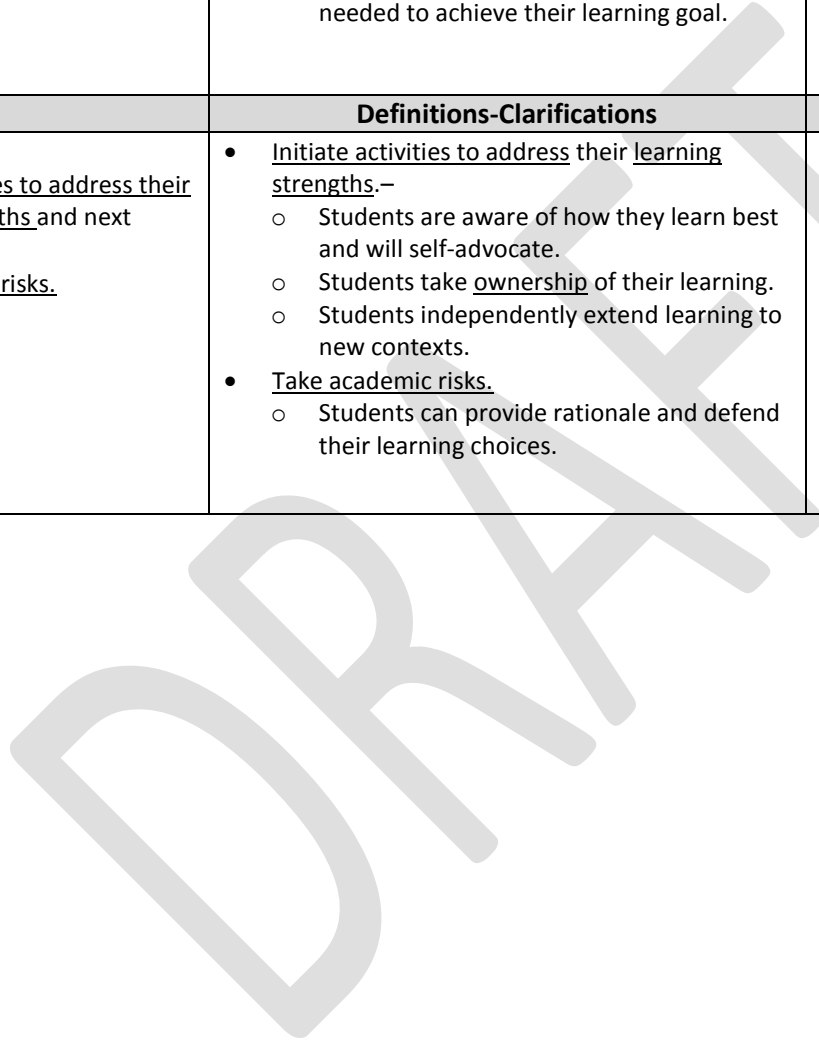
STANDARD 3- ELEMENT C:

Teachers demonstrate a <u>rich knowledge</u> of current research on effective instructional practices to <u>meet the developmental & academic needs</u> of their students.

Standard 3 Element C —Vocabulary and Definitions

- <u>A rich knowledge of current research</u> - The teacher uses a variety of sources such as
  - strategies referenced in educational research because of their positive impact on learning
  - teacher's own action-based research
  - Collaboration with colleagues and specialists based on students' developmental and academic needs.
  - PD provided by the building/ district and aligned to the building UIP
- <u>Meet the developmental and academic needs</u>
  - <u>Cognitive Engagement (Intellectual Investment)</u> – active engagement in academic and active learning. Students work at comprehending complex concepts, acquiring difficult skills, work to process knowledge deeply, and use critical and higher order thinking to problem-solve challenging tasks.
  - <u>Behavioral Engagement (Physical Investment)</u> – patterns of behavior and participation in class. On-task, effort, persistence, paying attention, asking questions, participating and seeking help, etc.
  - <u>Affective (social) Engagement (Emotional Investment)</u> – interest, ownership, classroom interactions, positive attitude, curiosity, etc.
  - Teachers know research-based, best practices and how these practices will effect student achievement.

Proficiency Level		Definitions-Clarifications	Potential "Look For"
3C Basic	**The teacher**: • Incorporates <u>evidence-based</u> <u>strategies</u> into lessons.	• <u>Evidence-based strategies</u> - Best instructional practices as shared through building and/or district professional development.	**The Teacher May:** • Use the provided curriculum that aligned with the Standards to identify what the student should be able to do after the lesson is complete. [Same as element b] • Use strategies shared in professional learning/ licensure.
Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"
3C Partially Proficient	…& **The teacher**: • Makes connections between student data & research-based practices.	• Makes connections between student data and research-based practices.- Teachers have clear reasons for differentiating learning based on frequent, formative student assessments	**The Teacher May**: • Select instructional strategies to help students meet the learning goal. • Use formative data to modify instructional strategies. • Verbalize where students are struggling or excelling and explains the modifications made to instruction. • Use lesson plans to show modifications to instruction.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

3C Proficient	…& **The teacher**:
	• Individualizes instructional approach to meet unique needs of each student.
		• Meet unique needs of each student- Differentiate learning for individual students (Offer different learning experiences for different learning needs.)	**The Teacher May:**
			• Adjust their instruction to help students meet the learning goal by
			  o Using flexible/ intentional grouping
			  o Differentiated learning tasks
			  o Frequent formative assessments
			  o Arranging the physical environment to support differentiated tasks
			  o Establishing routines and structure to ensure self-direction and purposeful movement in the classroom
			  o Ensuring that students feel like they are significant members of the class engaged in important learning
			• Conduct
			  o Individual student conferencing.
			  o Small group instruction.
			• Use MTSS strategies when needed.
			• Implement IEP, READ, ALP, ICAP, etc., goals as appropriate.
			• Encourage students to adjust their ICAPs
			• Challenge students to accelerate their learning.
			• Utilize a wide range of classroom resources; i.e.,
			  o classroom libraries,
			  o technology, tiered tasks,
			  o independent learning, project learning, etc.

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

3C Accomplished	…& **Students**: • Embrace new & unique ways of learning as they are introduced through research-based lessons.	• Embrace new and unique ways of learning- Apply and transfer knowledge to different contents and contexts. • Research-based lessons - [refer to PP definition]	**Students May:** • Choose learning tasks that reflect their learning needs. • Use graphic organizers, technology, differentiated texts, music, artistic expression, writings, discourse, etc., to express their learning
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
3C Exemplary	…& **Students**: • Apply skills & knowledge learned in the classroom.	• Apply skills and knowledge learned in the classroom- Students are able to connect their learning to issues, problems, and applications that are meaningful.	**Students May:** • Make choices about learning tasks that reflect their learning needs. • Utilize what they have learned in new ways.

STANDARD 3- ELEMENT D:
Teachers thoughtfully integrate & utilize appropriate available technology in their instruction to maximize student learning.

Standard 3 Element D—Vocabulary and Definitions

• **Technology –** CDE implies that this is digital technology to support and enhance instruction
• thoughtfully integrate and utilize appropriate available technology
  ○ Technology is intentionally developed as a strategy to achieve the learning objective.
  ○ Technology is used IF it is the best strategy to achieve the learning objective.
• To maximize student learning.
  ○ Students are given the opportunity to use technology to enhance their learning
  ○ Students are able to use technology that best assists them in their research and preparation for demonstration of learning.

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3D Basic	**The teacher**: • Uses available technology to facilitate classroom instruction.		**The Teacher May:** • Uses technology to assist in their own planning and classroom presentations.
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"
3D Partially Proficient	…& **The teacher**: • Employs strategies & procedures to <u>ensure that students have equitable access to available technology</u>. • Monitors the use of available technology in the classroom.	• <u>Ensure that students have equitable access to available technology</u>. - Based on student need teachers differentiate technology usage based on availability.	**The Teacher May**: • Make choices about the best use of the available technology to meet the learning objective and student needs. • Provide available technology to students • Know which students need greater access to technology to enhance their learning. • Monitor the learning occurring on available technology. • Move about the room to observe student work. • Have a procedure for distributing and collecting classroom technology.
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3D Proficient	…& **The teacher**: uses available technology to: • Enhance student learning, • Develop students' knowledge & skills. • Enhance creative & innovative skills, • Provide engaging & motivating learning experiences.		**The Teacher May:** • Use available technology to facilitate instruction aligned with the learning objective. • Use technology to provide faster feedback to students. • Use technology to help students develop successful strategies to support their learning.
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3D Accomplished	…& **Students**: use available technology to engage in: • <u>Virtual or face-to-face learning activities.</u> • Real world applications	• <u>Virtual or face-to-face learning activities.</u>-Students can access technology to engage in learning in or outside of the classroom.	**Students May:** • Use technology to access a wide variety of resources to enhance their learning. • Collaborate online with peers and their instructor. • Use technology to produce creative and innovative products that accelerate their learning.
Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

			Students May:

3D Exemplary	...& **Students**:
	Use available technology to:
	• Accelerate their learning.
	• Apply team building & networking skills.
	• Deepen critical thinking skills
	• Communicate effectively.
			• Use technology to pace their learning.
			• Use technology to interact with and explore real-world situations and problem solving opportunities.
			• Demonstrate responsible digital citizenship –
			  ○ use email appropriately,
			  ○ use appropriate academic language for their audience,
			  ○ know the implications for posting personal information and visiting websites.

STANDARD 3- ELEMENT E:
Teachers establish & communicate high expectations for all students & plan instruction that helps students develop critical-thinking & problem solving skills.

Standard 3 Element E—Vocabulary and Definitions

- Establish and communicate high expectations- High expectations are reflected in the lesson plan that provides opportunities for all students to learn and apply critical thinking and problem-solving skills which support them in meeting or exceeding performance expectations.
  - Teachers believe that all students are capable of making improvement/ growth toward standard/ meeting standards/ exceeding standards.

Proficiency Level	Definitions-Clarifications	Potential "Look For"

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
3E Basic	**The teacher**: • Has high expectations for all students. • Holds students accountable for their learning.		**The Teacher May:** • Have learning target visible to students. • Share key learning concepts with students. • Ask questions to assess student learning. • Indicate some differentiated strategies in their lesson plans. • Make supporting materials available to students.
Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
3E Partially Proficient	…& **The teacher**: • Sets student expectations at a level that challenges students. • Incorporates critical thinking & problem-solving skills.		**The Teacher May**: • Make reference to visible learning targets during the lesson. • Discuss key learning concepts and the lesson's relevance to the learning target. • Occasionally utilize higher level questions, (Depth of Knowledge). • Encourage students to use academic language. • Demonstrate differentiated strategies in lesson plans for students with some implementation in the classroom presentation. • Make supporting materials available to students and indicate where they might be helpful in the learning process.
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

3E Proficient	…& **The teacher**:
	• Challenges all students to learn to their greatest ability.
	• Teaches higher-order thinking & problem-solving skills.
	• Ensures that students perform at levels meeting or exceeding expectations.
			The Teacher May:
			• Use the learning target to monitor students' learning.
			• Communicate the importance of the content and make it meaningful for students.
			• Utilize higher level Depth of Knowledge questions.
			• Demonstrate differentiation strategies including learning preferences for students in lesson plans.
			• Provide opportunities for all students to access the learning target:
			   o reference material,
			   o sentence frames,
			   o pictures,
			   o blended learning, etc., are available and supported through instruction.
			• Communicate verbally and/or nonverbally, support for:
			   o Best student effort
			   o their belief in students' ability to succeed
			   o only best work is acceptable
			• **Reference also Q3 Element a and b**

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
3E Accomplished	…& **Students**: • Help set their learning objectives. • Apply higher-order thinking & problem-solving skills to address challenging issues.	• Help set their learning objectives- The student understands the learning target and what supports they might need to meet or exceed the learning goal. • Apply higher-order thinking and problem-solving skills to address challenging issues- Students use the skills as referenced on Bloom's Taxonomy/ Depths of Knowledge to meet or exceed the learning target.	**Students May:** • Express in writing, verbally, or through other demonstration what they need to meet or exceed the learning target. • Indicate awareness of their strengths and needs, and clearly understand the relationship of these needs to the learning target. • Independently access resources. • Ask questions that make connections with previous learning. • Reference learning from another content, or real life experience. • Generate questions for each other that are high level. • Complete self-assessments that indicate reflection and next steps on their learning practice.

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
3E Exemplary	…& **Students**: • Monitor their progress toward <u>achieving</u> teacher's high expectations. • <u>Seek opportunities to expand & enhance</u> their problem-solving & higher order thinking skills.	• <u>Monitor their progress toward achieving</u> teacher's high expectations- Students understand expectations and the gap between where they currently are in their learning and the intended outcome. • <u>Seek opportunities to expand and enhance</u> their problem-solving and higher order thinking skills (Depth of Knowledge)- Expansion and enhancement occur by integrating and synthesizing learning from other sources.	**Students May:** • Know their learning strengths and needs and are able to clearly advocate for the resources needed to progress their learning. • Seek opportunities to test what they learn. • Ask to create their own projects or select learning options beyond those provided by the teacher. • Lead learning through Socratic Seminar – make their own choices that progress learning.

STANDARD 3- ELEMENT F:
Teachers provide students with opportunities to work in teams & <u>develop leadership qualities</u>.

Standard 3 Element F—Vocabulary and Definitions
• <u>develop leadership qualities</u>- leadership is developing skills around self-assessment, reflection, clear communication, ability to lead and follow when needed, being perceptive, responsive, being able to negotiate and delegate, motivate others, behave ethically, being a risk taker, ability to create a vision, follow through, etc.

Proficiency Level		Definitions-Clarifications	Potential "Look For"
3F Basic	**The teacher**: • Includes all students in individual & group activities		**The Teacher May:** • Intentionally left blank
Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**
3F Partially Proficient	…& **The teacher**: Plans lessons that: • Provide opportunities for students to participate using various roles & modes of communication.		**The Teacher May**: • Intentionally left blank
Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

3F Proficient	…& **The teacher**:
	• <u>Flexibly</u> groups students.
	• Adjusts team composition based on learning objectives & student needs.
	• Varies group size, composition & tasks to create opportunities for students to learn from each other
		• <u>Flexibly</u> groups students.- Student groups are fluid based on the needs of students and the lesson	**The Teacher May:**
			• identify in lesson plans how groups will be used if necessary to meet the learning goal:
			• Conduct/facilitate
			   o Small group instruction.
			   o Whole group instruction.
			   o One to one instruction.
			   o Student-led groups.
			• Restructure groups as needed to further student learning.

Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
3F Accomplished	…& **Students**: • Fulfill their assigned roles within the team. • Assume leadership roles in their teams.		**Students May:** • Understand that they have individual responsibilities to the whole group and hold themselves accountable. • Divide group tasks based on individual strengths. • Monitor the groups learning progress. • Take opportunities to report on the outcome of their group work.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3F Exemplary	…& **Students**: • <u>Utilize group processes to build trust</u> & promote effective interactions among team members. • Participate in teams in ways that <u>build trust & ownership of ideas</u> among team members.	• Utilize group processes to build trust- Students follow and monitor group norms to accomplish the learning goal. • <u>Build trust and ownership of ideas</u>- Students bring individual ideas to the group and the group can modify and take ownership of the idea.	**Students May:** • Understand that they have individual responsibilities to the whole group and hold themselves and others in the group accountable. • Have respectful conversations in their groups. • Respectfully challenge ideas brought to the group which may result in a change of perspective. • Engage and support each other and their ideas to achieve the learning goal. • Have "courageous conversations" with other group members as needed to successfully complete the learning goal.

STANDARD 3- ELEMENT G:
Teachers communicate effectively, making learning objectives clear & <u>providing appropriate models of language.</u>

Standard 1 Element D—Vocabulary and Definitions

<u>providing appropriate models of language</u>
- Teacher models speaking, listening, nonverbal and interpersonal skills for formal and academic communication
- Teacher models how to identify and analyze their audience for written and oral communication
- Teacher models thinking and listening with a purpose

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
3G Basic	**The teacher**: • <u>Communicates effectively with students</u>.	• <u>Communicates effectively with students</u> - Teacher communicates to ensure learning and behavior expectations.	**The Teacher May:** • Work to communicate in a positive way with students about their learning. • Have posted learning objectives • Restate the learning objective. • Have posted student work examples • Correct student behavior
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

3G Partially Proficient	...& **The teacher**:
	• Models effective communication skills.
	• Encourages students to communicate effectively.
		• Encourages students to communicate effectively - Teacher engages students in their communication process and asks them to explain or expand on their understanding.	**The Teacher May**:
			• Explicitly label the communication skills they are using.
			• Model by:
			  • paraphrasing, or restating student comments for clarity
			  • Demonstrating a written explanation
			  • Demonstrating an oral explanation
			  • Demonstrating how to question for clarity respectfully.
			• Encourage students to:
			  ○ Apply effective communication skills as modeled by the teacher.
			  ○ Share verbally by having created a safe learning environment.
			  ○ Pose appropriate learning questions of other students and teachers.
			  ○ Use available resources (posted student work, sentence frames, etc.)

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

3G Proficient	…& **The teacher**:
	• Teaches students to be effective communicators.
	• Provide opportunities for students to practice communication skills
		• Teaches students to be effective communicators- Teachers reference the Speaking and Listening Standards, Colorado Academic Standards	**The Teacher May:**
			• Model examples of written, oral, nonverbal and effective listening skills,
			• Explicitly label the communication skills they are using and why.
			• Encourage students to think critically and share their thinking individually and with various audiences (peers, other adults)
			• Provide students opportunities to reason, justify and share their academic understanding
			• Hold students accountable to the Listening and Speaking Standards
			• Monitor student thinking and listening by:
			  o Think-Pair-Share,
			  o Table Talk,
			  o Small group,
			  o Accountable Talk,
			  o Socratic Seminar,
			  o Written explanation,
			  o Proof, Refute/ Disagree using respectful language,
			  o Share in front of class, etc.
			• Make available scaffolded instruction orally and visually.

Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

3G Accomplished	…& **Students**:
	• Apply effective written & oral communication skills in their work.
		• Apply effective written and oral communication- Students determine the type of communication that best fits the audience.	**Students May:**
			• Use communication appropriately (orally or in writing) by
			  o Independently accessing communication resources
			  o Posing questions to each other and themselves about the learning
			  o Defending their reasoning based on reliable evidence.
			  o Demonstrating respect to their peers and other adults.

Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

	…& **Students** routinely:		**Students May:**
3G Exemplary	• Use academic language in spoken & written work		• Use discipline specific communication • Incorporate the use of academic language. • Use academic language to express their understanding of the learning. • Encourage and challenge peers to use appropriate academic language.

STANDARD 3- ELEMENT H:
Teachers use appropriate methods to assess what each student has learned, including formal & informal assessments & use results to plan further instruction.

Standard 3 Element H—Vocabulary and Definitions

Teachers use appropriate methods to assess- Use a variety of assessments aligned to the learning outcome. Assessment is anything a teacher does to gather information about a student's knowledge or skill regarding a specific topic.

- Variety – formative: all the activities undertaken by teachers and/or their students that provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. (Marzano- *Formative Assessment and Standards-Based Grading*. 2010) and could include: individual questions, exit slips, teacher-created set of questions, etc.); summative: assessments that come at the end of a process or activity (Marzano- Classroom Assessment that Works, 2006) and could include unit tests, state assessments, end of year exams, etc.)
- Teacher utilizes Informal Feedback and Formal Feedback

Proficiency Level	Definitions-Clarifications	Potential "Look For"

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
3H Basic	The teacher: • Involves students in monitoring their learning. • Assesses learning outcomes appropriately.	• Involves students in monitoring their learning.- Teacher provides progress report updates and confers with the student verbally, or in writing about their progress. • Assesses learning outcomes appropriately- Teacher checks for understanding during the lesson and provides assessments aligned to the Standards.	**The Teacher May:** • Share progress with students based on school requirements. • Use assessments aligned to the Standards. • Provide students with informal and formal progress reports. • Provide overall grade to student. • Use curriculum provided assessments and assessments aligned to the Standards.

	Proficiency Level	Definitions-Clarifications	Potential "Look For"

3H Partially Proficient	…& **The teacher**:
	• Implements appropriate strategies for assigning grades.
	• Evaluates student performance based on multiple measures.
	• Includes documentation of student progress toward mastery of state content Standards in assessment plans.
		• Implements appropriate strategies for assigning grades.- Teacher provides rationale as to the type of assessment chosen and the weights of those assessments toward the overall learning goal.	**The Teacher May**:
			• Identify primary learning objective and overall assessment goals based on the Standards.
			• Use a variety of assessment tasks.
			• Monitor students' progress toward the learning goal.
			• Include assessment tasks and an explanation of how they are combined to provide a grade for the student in unit plans
			• Reflect a variety of assessments and their overall importance toward achieving the Standard in lesson plans.
			• Utilize:
			  ○ Exit Slips,
			  ○ Unit Tests,
			  ○ Conversations,
			  ○ Skill Observations,
			  ○ Running Records,
			  ○ Homework, etc.
			  ○ Infinite Campus – gradebook, Spreadsheets
			• Maintain timely and accurate documentation of student progress, i.e., Infinite Campus, Enrich, etc.

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications
3H Proficient	...& **The teacher**: provides actionable, timely, specific & individualized feedback about the quality of student work to: • Students • Families & significant adults. • Other professionals who work with students. • Teaches students to use feedback to improve their learning.	• Provides actionable, timely, specific and individualized feedback- Teacher provides feedback that helps the student identify exactly what they have accomplished, or what they need to improve upon (Next Steps). Teacher provides explicit opportunities for students to achieve those next steps.	**The Teacher May:** • Document and communicate student progress toward the learning goal. • Encourage students to improve their learning. • Call or meet with parents and guardians to provide timely and actionable feedback on student's progress. • Provide suggestions for how families can support their student's success. • Talk with students individually to inform them of progress. • Follow up with students on their progress after feedback provided. • Encourage students to use previous feedback/ data to modify and guide their learning. • Provide specific "Look Fors" in their work to improve student success. • Provide strategies and structures including next steps to guide the student's independent improvement. • Provide whole class, small group or individual feedback as needed.

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
3H Accomplished	...& **Students**: • Self-assess on a variety of skills & concepts. • Articulate their personal strengths & needs based on self-assessment. • Effectively use formal & informal feedback to monitor their learning.	• Self-assess on a variety of skills and concepts.- Students reflect on their skill ability and articulate their personal strengths and needs	**Students May:** • Accept feedback on their progress • Understand their strengths and needs. (*Also reference 3b and 3e) • Identify next steps verbally or in writing, • Understand when they have completed the next steps and are ready to move on. • Keep notes on progress • Lead conversations at a conference with parent, or guardian. • Use the resources necessary to improve, or accelerate their learning.
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
3H Exemplary	...& **Students**: assume ownership for: • Monitoring their own progress. • Setting learning goals. • Applying teacher feedback to improve performance & accelerate their learning.	• Monitoring their own progress- Students know their current level of understanding and what they need to accelerate their achievement. • Setting learning goals - Students know their next steps, and identify the learning goal including resources and/ or evidence necessary to advance their learning.	**Students May:** • Seek and accept feedback on their progress • Apply feedback to improve and accelerate their performance. (*Also reference 3b and 3e) • Share what they are learning with peers and other adults. • Advocate for the resources they need to achieve the learning goal. • Advocate for choice in demonstrating their learning. • Articulate how feedback was used to enhance their learning.

QUALITY STANDARD 4: Reflective Practice

Teachers <u>reflect</u> on their <u>practice</u>.

STANDARD 4—Vocabulary and Definitions

- **Reflect - Giving thoughtful consideration, (publicly or privately) before, during and after a lesson or any teaching/learning opportunity.**
- **Practice - Teachers reflect on teaching and their role in the educational process and/or profession.**

STANDARD 4-ELEMENT A:
Teachers <u>demonstrate</u> that they <u>analyze</u> student learning, <u>development and growth and apply</u> what they learn to improve their practice.

Standard 4 Element A—Vocabulary and Definitions

- <u>Demonstrate</u> - Exhibit and/or show
- <u>Analyze</u> - To examine critically as aligned to an objective, goal, or outcome
- <u>Development and growth</u> - Considers information and/or data about the whole child

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
4A Basic	**The teacher** • Collects and analyzes student data to inform instruction. Uses data to: • Support student learning. • Inform practice.		**The Teacher May:** • Analyze student work (formative and summative) for success v/s. areas for growth • Adjusts lesson plans based on student data • Use data to report progress to students. • Maintains current and up to date gradebook. • Provide general feedback on assignments *Reflective Practice necessitates a conversation about these Look Fors, or any other Look Fors.*
	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

Proficiency Level	Definitions-Clarifications	Potential "Look For"

4A Partially Proficient	…& **The teacher**:
	• Collects multiple examples of student work to determine student progress over time.
			The Teacher May:
			• Collect multiple examples (formative and summative) of student work:
			   o Connected to learning objective(s)/goal(s)
			   o That demonstrate growth over time
			
			*Reflective Practice necessitates a conversation about these Look Fors, or any other Look Fors.

Proficiency Level	Definitions-Clarifications	Potential "Look For"

4A Proficient	…& **The teacher**: applies knowledge of how students learn and <u>their prior knowledge</u> to the development of:
	• Lesson plans.
	• Instructional strategies.
		• <u>Their prior knowledge</u>- The teacher's prior knowledge	**The Teacher May:**
			• Plan for:
			  o Transitions
			  o Time increments/Pacing
			  o Intentional small groups
			  o Checks for understanding
			  o Learning Outcomes/Objectives
			  o Tiered instruction/Accommodations
			  o Differentiation
			  o Scaffolding
			  o Use of monitoring notes
			  o Monitoring questions (planned)
			  o Depth Of Knowledge (Webb's DOK)/Bloom's/ Hess's Rigor Matrix etc.)
			• Intentionally identified instructional strategies
			• Have Instructional strategies linked to district instructional models such as:
			  o Student-centered learning
			  o Discourse/Structured language practice
			  o Peer instruction
			  o Intentional small groups
			  o Multiple modalities
			  o 21st century critical thinking
			  o Culturally responsive engagement strategies
			*Reflective Practice necessitates a conversation about these Look Fors, or any other Look Fors

Proficiency Level		

4A Accomplished	…& **The teacher**: develops student learning plans based on:
	• Multiple examples of student work.
	• Other data points.
	• Information gathered from students, families and colleagues.
		• Teacher develops student learning plans - This may not be for all students, could be about developing thoughtful student learning plans for targeted/case study students
		• Other data points - needs to be measurable and represented numerically or graphically.
		• Information gathered - this information needs to be connected to the student learning plan.
			The Teacher May:
			• Develop learning plans that may:
			  o A writing conference
			  o Video/photographs/portfolio entries
			  o Deployment (re-teaching with results)
			• Use other formative and summative data points like:
			  o Benchmark/common assessment
			  o Entry/Exit slips (Qualitative/ Quantitative)
			  o Student Work Samples
			  o Class discussions (notes, number talks, Socratic Seminars)
			• Gather Information from students, families and colleagues by:
			  o Conducting surveys
			  o Having students reflect
			  o Utilizing email
			  o Keeping parent contact logs (i.e. Infinite Campus)
			  o Conducting parent-student-teacher conferences
			  o Visits to student's homes
			
			Reflective Practice necessitates a conversation about these Look Fors, or any other Look Fors

Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
4A Exemplary	…& **The teacher**: • Monitors and evaluates personal behavioral changes to determine what works for students.	• Monitors and evaluates personal behavioral changes - teacher considers how his/her affect or disposition impacts their professional practices, the learning environment, and student achievement	**The Teacher may:** • Video and/or reflect publicly or in writing • Invite and solicit student feedback based on learning environment/ teaching style o Example: Tripod Project, Colorado Education Initiative Student Surveys • Invite and solicit feedback from colleagues. • Research/ engage in equity work • Make instructional decisions that reflect understanding of equitable practices. *Reflective Practice necessitates a conversation about these Look Fors, or any other Look Fors*

STANDARD 4- ELEMENT B

Teachers link professional growth to their professional goals.

Standard 4 Element B—Vocabulary and Definitions

- professional growth - new learning to enhance/build instructional pedagogy and content knowledge (needs to directly impact student learning)
  - needs to align to professional goals

Proficiency Level		Definitions-Clarifications	Potential "Look For"

4B Basic	The teacher:
	• Implements performance feedback from supervisor and/or colleagues to improve practice.
	Actively engages in professional development focused on:
	• Addressing student needs.
	• School and district initiatives.
	• Meeting professional goals.
		• Actively engages - seeking out and participating in goal-aligned professional development	**The Teacher May:**
			• Attend building/district in-service professional learning opportunities (job-embedded)
			• Rely on suggestions from mentor(s), colleagues, coach, evaluator and implements them in practice
			  ○ documented through
			    ▪ learning log,
			    ▪ reflections,
			    ▪ lesson plans,
			    ▪ video, artifact/photos,
			    ▪ written feedback/communication
			    ▪ Colorado Performance Management System-RANDA

Proficiency Level		Definitions-Clarifications	Definitions-Clarifications

4B Partially Proficient	….and **the teacher**: engages in professional development activities based on:
	• Likelihood of having a positive impact on student learning.
	• Alignment with Colorado Academic Standards and school and district initiatives.
	• Current research.
	• Student needs.
			The Teacher May:
			• Attend building/district in-service professional learning opportunities (job-embedded) and understands connections to standards, content area, etc.
			• Participate in
			  ○ PLT/PLC,
			  ○ grade level,
			  ○ specific team or
			  ○ department work
			  ○ late start, EPR, in-service trade time, etc.

Proficiency Level		Definitions-Clarifications	Potential "Look For"

4B Proficient	**…and the teacher**:
	
	• Advocates for professional development that is evidence based and targeted toward improving student outcomes.
	• Applies knowledge and skills learned through professional development to professional practice.
		• Advocates - stating what you need to meet your professional development goals
		• Evidence based - measurable data
		• Professional practice - trying what you learned in professional development
		• Practice - Teachers reflect on teaching and their role in the educational process and/or profession.
			The Teacher May:
			• Advocate for professional development that is evidence based and targeted toward improving student outcomes.
			  o Book Study
			  o Design personal professional development in collaboration with evaluator (Master Agreement, Art. 15)
			• Identify and attend professional learning opportunities that align with
			  o Professional goals,
			  o Content area, (A teacher/dept. advocates to attend state conference for their respective content/focus area)
			  o School-wide goals, etc.
			• Collaborate with other professionals, colleagues, content experts, etc. to seek out aligned professional learning opportunities
			• Communicate between teacher, evaluator, and others who can support aligned professional learning
			• Apply professional learning designed to have an impact on student learning (evidence/outcomes)

Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

4B Accomplished	…and **The teacher**:
	
	• Implements new and different instructional strategies based on current research and district initiatives.
	• Adapts teaching skills to meet student needs.
			The Teacher May:
			• Make a direct correlation to school/division UIP (Unified Improvement Plan)
			• Implement instructional strategies based on work happening this school year (current initiatives)
			• Apply personal learning/ research (coursework, book studies, NBPTS.org-National Board, etc.)
			• Leverage district/building resources, experts and consultants
			  o Marzano,
			  o Stembridge,
			  o coaches/consultants,
			  o Instructional Coordinators,
			  o Learning Community support staff,
			  o in-building colleagues – Professional Learning Teams (PLT) or Professional Learning Communities (PLC) etc.:
			  See District Organizational Chart, P-20 Community Supports

Proficiency Level		Definitions-Clarifications	Potential "Look For"

4B Exemplary	…and **The teacher**:
	• Develops and follows a <u>long-term professional development plan</u>.
		• <u>long-term professional development plan</u> - while duration and details may vary, all plans include a strategic agreement between the evaluator and teacher that imply a future-oriented trajectory	**The Teacher May:**
			• Have a written/communication log - This could include a
			  ○ Plan tied to the long-term vision/mission of the school or
			  ○ An individual's professional growth goals and
			  ○ May be self-directed, such as a book study or readings of their own.
			• Have a plan that extends beyond current school year
			• Include evidence of steps taken to achieve long-term goals
			• Plan for professional advancement
			  ○ Graduate coursework
			  ○ National Board Certification
			  ○ Professional content organizations/ associations
			  ○ Attending/ presenting

STANDARD 4- ELEMENT C

Teachers are able to respond to a complex, dynamic environment.

Standard 4 Element C--Vocabulary and Definitions

- Complex - inter-connected (across disciplines), responsiveness to change (mandates, initiatives and policies from multiple levels - federal/state/local), juggling of tasks/responsibilities (within/outside the classroom), responding flexibly to factors out of our control (assessment, drills/disruptions, technology/resources, etc.)
- Dynamic - multiple moving parts (within/outside of classrooms/across buildings/system)
- Environment - any place where the work of a teacher takes place (classroom, school, district, off-site, within PLC's, etc.)

Proficiency Level		Definitions-Clarifications	Potential "Look For"

4C Basic	**The teacher**: collaborates with colleagues to:
	• Implement new ideas to improve teaching and learning.
	• Support struggling students.
	• Contribute to campus goals.
		• new ideas - can be generated at any level (district/building/team/individual)
		• Contribute to campus goals - upholds building/school/site-specific (goals) which span different areas (procedural/logistical, behavioral, academic, etc.)
			The Teacher May:
			• Participate in a classroom observation/ and or collaborative planning with colleagues to:
			   o Implement lesson plans/planned lessons
			   o Use new instructional strategies to support student learning.
			   o Collect anecdotal notes/progress monitoring
			   o Have communication documentation (informal conversations)
			• Know, understand and adhere to team/school decisions (following school rules, district UIP, etc.)
			• Model appropriate behavior in school setting to contribute to campus/district goals

Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"
4C Partially Proficient	…& **The teacher**: • Maintains a <u>positive, productive</u> and respectful relationship with colleagues.	• <u>positive</u>- professional or collegial and solutions-oriented (does not necessitate a friendship/relationship outside of work context) • <u>productive</u> - primary lens is on what's best for students/collective decision-making and action vs. individual needs/interests	**The Teacher May**: • Maintain civility in collaborative settings and outside of team settings • Demonstrate evidence of attempts at conflict resolution with colleagues • Adhere to norms established at various levels (school/team/classroom) • Respond to Verbal/nonverbal communication with action/ respect • Follow through on collaborative decisions • Speak about students with colleagues in asset-focused/ constructive ways • Sit on special committees that foster collaborative interaction with colleagues (RtI, MTSS, ILT, IST, etc.)
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

4C Proficient	…& **The teacher**: initiates collaborative activities with colleagues to:
	• Analyze student data and interpret results.
	• Apply findings to improve teaching practice.
		• <u>Initiates</u> - proactively problem solves, raises issues, communicates with necessary parties/colleagues (structure itself need not be initiated, ex: PLC's, as long as teacher initiates communication/action/solutions, etc. within structure)	**The Teacher May:**
			• Have informal conversations/planning sessions
			• Calibrate/evaluate student work collaboratively
			• Co-plan based on student data
			• Display/ Utilize:
			  o anchor charts
			  o student work
			  o digital portfolios
			• Maintain communication documentation
			  o emails,
			  o anecdotal notes,
			  o Log, etc.
			• Utilize formal/informal, formative/summative data
			  o interim
			  o benchmark assessments, projects/class assignments,
			  o writing samples
			• Apply findings (of data) -
			  o Lesson study/shared lesson
			  o Evidence from a learning walk/informal or formal feedback

Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

	Proficiency Level	Definitions-Clarifications	Potential "Look For"

4C Accomplished	**…& the Teacher:**
	• Serves as a <u>critical friend</u> for colleagues, both providing and receiving feedback on <u>performance</u>.
		• <u>Critical friend</u> - informal peer/colleague who serves as a sounding board for brainstorming ideas, providing/receiving feedback, unofficial mentoring, and/or critiquing of work who reciprocally engages in courageous conversations.
		• <u>Performance</u> - see definition of practice. (Ex: within and beyond classroom instruction)
		  <u>Practice</u> - Teachers reflect on teaching and their role in the educational process and/or profession.
			The Teacher May:
			• Have informal conversations/planning sessions that include intentional/constructive feedback
			• Co-plan and/or co-teach based on student data/shared goals or content
			• Review
			  ○ Informal observations (live or video) to critique and collaborate
			  ○ PLC/team/department work
			  ○ Any documentation that shows collegial partnerships to improve instructional practice.
			• Mentor a colleague (formal/informal) through reciprocal practices
			• Provide reciprocal feedback/learning labs
			• Serve as a professional reference
			• Develop coaching relationships

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

4C Exemplary	**…& the Teacher:**
	• <u>Strengthens</u> teaching practice by adapting instructional practices based on colleague feedback and <u>other types of performance data.</u>
		• <u>Strengthens</u> - modifies/changes in order to improve
		• <u>Other types of performance data</u> - informal/formal evidence
			The Teacher May:
			• Contribute to a high-functioning PLC
			  ○ sees results/gains through CFA's (Common formative assessments)
			• Addresses Postsecondary Workforce Readiness (PWR) work,
			  ○ digital badging, etc. to address student interests/needs/PWR goals
			• Be able to articulate rationale of instructional strategy/ approach/ plan with colleagues (based on informal/formal data)
			• Participate in shared lesson studies (observational, video, etc.)
			• Participate in collaboration and planning (virtual/phone or in real-time) with and amongst specialists and itinerant staff to support individual students, analyze informal/formal data, etc. (Ex: monthly program meetings, IEP meetings, etc.)
			• Use/advocate for professional learning flex time to observe others

QUALITY STANDARD 5: Leadership
Teachers demonstrate leadership.
STANDARD 5—Vocabulary and Definitions
N/A

STANDARD 5-ELEMENT A: Teachers demonstrate leadership in their schools.		
Standard 5 Element A—Vocabulary and Definitions		
N/A		
Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**
5A Basic **The teacher** - Participates in school activities expected of all teachers. - Works collaboratively for the benefit of students and families - Supports school goals and initiatives	- Participates - present and engaged - Supports school goals and initiatives. - upholds building/school/site-specific (goals) which span different areas (procedural/logistical, behavioral, academic, etc.)	**The Teacher May:** - Attend required meetings during school day - Participate in Parent/Teacher conferences and other required school events - Know, understand and adhere to team/school decisions (following school rules, district Unified Improvement Plan (UIP), etc.) - Model appropriate behavior in school setting to contribute to campus/district goals
Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"

5A Partially Proficient	…& **The teacher**:
	• <u>Contributes</u> to school committees and teams.
		• <u>Contributes</u> - implies a level of active engagement; supports achievement of team/committee goals	**The Teacher May**:
			• Complete tasks assigned by committees/teams
			• Contribute Verbal/nonverbal feedback that indicates active engagement during school committees/teams including
			   o sharing own perspective,
			   o questions,
			   o constructive criticism
			   o input and/or
			   o alternative solutions

Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

5A Proficient	…& **The teacher**:
	• Collaborates with <u>school-based teams</u> to <u>leverage</u> the skills and knowledge of colleagues and families.
		• <u>School Based Teams</u> (examples below)
		   o PLC/PLT (Professional Learning Community/Professional Learning Team)
		   o Special Education Teachers
		   o General Education Teachers
		   o Department chairs
		   o Association Representatives and members
		   o Instructional Leadership Teams
		   o SPED (Special Education) Teams
		   o Guidance Counselor Team
		   o RTI/MTSS(Response to Intervention/Multi-Tiered Support System)
		   o Deans/Student Advisors/Coaches
		   o Principals/Administrative Team
		   o Attendance
		   o PTA/PTO
		   o Building Accountability Team
		   o Individualized Building Based Teams
		   o Professional Development Team (DISTRICT SUPPORTED)
		• <u>Leverage -</u> Using resources that school-based teams provide so as to help teachers achieve goals more readily.
			The Teacher May:
			• Maintain communication documentation
			   o email,
			   o phone call
			   o IC log,
			   o newsletter,
			   o website,
			   o conference
			   o meeting notes, etc.
			• Provide recorded attendance/credit and verbal contributions in meetings
			• Have been observed in teams/committees
			• Provided formal/informal
			   o agendas, protocols,
			   o feedback forms,
			   o planning notes,
			   o analyzed student work/data

Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

5A Accomplished	…& **The teacher**:
	• Shares lessons learned with colleagues.
	• Confers with school administrators, <u>other school leaders</u> and/or decision making teams to improve teacher working and student learning conditions.
		• <u>Other school leaders</u> - any staff member who takes on a formal/informal leadership role within a school.	**The Teacher May:**
			• Share
			  o video lessons and/or
			  o reflections
			• Maintain learning walk notes
			• Modeling/sharing new learning with colleagues
			• Providing professional feedback to colleagues/ school administrators
			• Co-teach with a colleague/support staff, mentor new staff or develop "critical friends" model with colleagues
			• Share "showcase" department/team based best practices/ strategies/ ideas
			• Pilot different ideas/initiatives to determine viability
			• Document lessons learned and modify based on context

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

5A Exemplary	…& **The teacher**: <u>initiates</u> and leads collaborative activities that:
	• Partner with families to coordinate learning between home and school.
	• Implement ideas to improve teaching and learning.
	• Support struggling students.
		• <u>Initiates</u> -(same definition as Standard 4c) proactively problem solves, raises issues, communicates with necessary parties/colleagues (structure itself need not be initiated) ex: PLC's, as long as teacher initiates communication/action/solutions, etc. within structure)	**The Teacher may:**
			• Partner with families to coordinate learning between home and school.
			  o Parent teacher conferences
			  o Daily communication folders
			  o Differentiated homework
			  o Class websites
			  o Phone calls, emails, blast texts
			• Implement ideas to improve teaching and learning by applying research based best practices from recent classes taken outside of the school
			  o District classes
			  o College classes
			  o Professional conferences/classes
			• Support all students by:
			  o Collecting and sharing evidence of collaborative relationships and two-way communication (home-school) with any/all students
			  o Soliciting information from families and/or using unsolicited information from stakeholders (families, specialists, colleagues, etc.) to impact practice
			  o Conducting conferences/meetings- in addition to regularly scheduled parent teacher conferences
			  o Recording communication documentation
			  o Presenting/planning/facilitating professional learning within or beyond school/district

STANDARD 5- ELEMENT B
Teachers contribute <u>knowledge and skills</u> to <u>educational practices</u> and the teaching profession.

Standard 5 Element B—Vocabulary and Definitions
• <u>knowledge & skills</u> = what each professional can bring to the table from within their content and specific areas of practice, should be evidence-based
• <u>educational practices</u> = consistent, on-going, global - understanding the education system as a whole (not just limited to within the walls of a classroom) and your role in it

Proficiency Level		Definitions-Clarifications	Potential "Look For"
5B Basic	The teacher: • Shares expertise with colleagues. • Supports the work of colleagues. • <u>Actively participate in activities designed to improve policies and procedures that affect school climate, family partnering and student learning.</u>	• <u>Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering and student learning</u>. = following the school UIP, school based initiatives etc.	**The Teacher May:** • Understand and follows the UIP • Implement the UIP action steps • Listen and share information when asked in PLTs/PLCs • Attend required PD meetings and contribute to conversations
Proficiency Level		**Definitions-Clarifications**	**Definitions-Clarifications**

Proficiency Level	Definitions-Clarifications	Potential "Look For"

5B Partially Proficient	….and **the teacher**: collaborates with colleagues to:
	• Support student growth and development.
	• Provide input into policies and procedures that affect school climate and student learning.
	• Partner with families.
			The Teacher May:
			• Participate in school events like
			  ○ family math/literacy nights
			  ○ carnivals,
			  ○ Read Across America,
			  ○ diversity nights,
			  ○ showcases, etc.,
			• sponsor a club for community outreach,
			• chaperone after-school events,
			• Participate or contribute to grant writing for projects to support learners and families

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

5B Proficient	**…and the teacher**:
	• <u>Leads</u> professional growth and development <u>activities whenever possible</u>
		• <u>Leads</u> = could be a partner, small group, a team, PLC/PLT
		• <u>activities</u> = classes, sessions at a conference/unconference, mentoring (official and unofficial), PowerPoint/other presentations, sharing other resources
		• <u>whenever possible</u> = on a consistent basis (can but doesn't have to be at an in-service day, late start morning) or hosting a teacher candidate (student teacher)
			The Teacher May:
			• Present information at an unconference/conference,
			• Participate in mentoring/professional coaching (officially/unofficially),
			• Share resources and ideas with our colleagues,
			• Share ideas during in-service days,
			• Share electronically or/lead
			  ○ conversations,
			  ○ workshops, etc.,
			  ○ participation in cohorts on a recurring basis
			• Host a teacher candidate (student teacher)
			• Coach student athletics

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
5B Accomplished	…and **The teacher**: • Participates in <u>district-wide decision-making processes</u> that impact the school community, including families.	• <u>district-wide decision-making processes</u> = beyond the walls of your classroom and school, items that impact district-level decisions/policies	**The Teacher May:** • Attend school board meetings, • Read and report on the Superintendent's bulletin, • Participate in district level committees, etc., • Manage compliance with awarded grants
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

5B Exemplary	…and **The teacher**:
	• <u>Advocates for</u> the inclusion of teachers and families in education and <u>government decision-making processes.</u>
		• <u>Advocates for</u> = professionally speaks up for the inclusion of/a seat at the table
		• <u>government decision-making processes</u> = at the city/state/national level - beyond the boundaries of the district, knowing what's going on with current state/national educational policies
			The Teacher May:
			• Serve on state/national committees,
			• Participate in
			  o legislative lobby days,
			  o Youth Arts Month,
			  o Education Nation
			  o other news forums ,
			• Serve as an AR (association representative) or Association Board Member,
			• Become a member of State Boards/Associations specific to subject area,
			• Contribute to educational advocacy blogs/social media

STANDARD 5- ELEMENT C
Teachers <u>advocate for</u> schools and students, <u>partnering</u> with students, families and communities as appropriate.

Standard 5 Element C--Vocabulary and Definitions

• <u>Advocates for</u> = professionally speaks up for the inclusion of/a seat at the table (from element B/previously defined)
• <u>Partnering</u> - working in collaboration and/or communicating with each other

Proficiency Level	Definitions-Clarifications	Potential "Look For"

	Proficiency Level	Definitions-Clarifications	Definitions-Clarifications

5C Basic	**The teacher**:
	• Advocates for students with families and <u>other significant adults</u> using a variety of communication tools and strategies.
		• <u>Other significant adults</u> - any pertinent stakeholder in the student's education (social worker, psychologist, translator, court representatives, dean/student advisor, family liaison, other teachers, etc.)	**The Teacher May:**
			• Advocates for students with families and other significant adults using a variety of communication tools and strategies.
			   o Newsletter/mail
			   o Email(s)
			   o Phone log/communication log
			   o Meetings/face-to-face
			   o Social media
			   o Translator support

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

5C Partially Proficient	…& **The teacher**:
	• Discusses potential revisions to policies and procedures with administrators to better address student, family and school needs.
			The Teacher May:
			• Have problem solving conversations during faculty/staff meetings or team meetings/PLC's
			• Use late start professional learning time for discussions/decision making
			• Is Involved in building decisions –
			   o testing schedules,
			   o dress code,
			   o hallway behavior, s
			   o student pick up/drop off, etc.
			• Have 1:1 conversation with administrator(s)
			• Participate in Restorative Justice circle(s)

	Proficiency Level	**Definitions-Clarifications**	**Potential "Look For"**

5C Proficient	...& **The teacher**:
	• Contributes to school and/or district committees to advocate for students and their families.
		• Contributes - implies a level of active engagement; supports achievement of team/committee goals (previously defined)	**The Teacher May:**
			• Participate in committee work (ILT, Building Council/BAC) within school or at district level
			• Contribute to district level advisory or professional learning committees
			   o induction,
			   o report card,
			   o content specific, etc.
			• Serve as an AR, department chair, grade level chair etc.
			• Facilitate a discussion/committee/stakeholder group and or sharing communication externally

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

5C Accomplished	...& the **Teacher**:
	• Advocates for students and the school to external agencies and groups.
		• external agencies and groups - any pertinent organization/group that connects to student learning/school improvement (school board, grant funders/nonprofits, surrounding community/feeder community, religious, civic, political, or business clubs/communities vested in supporting education).	**The Teacher May:**
			• Present ideas/speaking at school board meetings (in favor or opposition to agenda items)
			• Seek/obtain grant funding for
			   o technology,
			   o field trips, or
			   o other student resources/supports
			• Solicit and secure partnerships with
			   o civic,
			   o religious,
			   o political and/or
			   o business communities/groups
			• Participate in concurrent enrollment partnerships/advocacy

	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**
5C Exemplary	...& the **Teacher**: • Advocates for improvements to teaching, learning and leadership through collaboration with professional organizations or local, state, and/or national entities.	• professional organizations or local, state, and/or national entities - National Board, NCTE/NCTM/NAEA (and local affiliates across content areas), PEBC, AEA/CEA/NEA, CEI/CDE, etc.	**The Teacher May:** • Collaborate with other programs outside of district/state association in resource sharing, etc. • Testify at state board meetings, state senate/house committees, etc. at Capitol • Write an op-ed or letter to the editor in advocacy of teaching/learning/leadership • Participate in issues regarding educational policy and practice • Serve as an officer/representative for local/state/national professional org./association • Plan for/facilitate conferences or sessions for content professional organizations

STANDARD 5- ELEMENT D
Teachers demonstrate high <u>ethical</u> standards.

Standard 5 Element D--Vocabulary and Definitions		

- <u>Ethical</u> - professional and academic standards (including honesty, integrity, fair treatment and respect for others as outlined in the partially proficient category.)

	Proficiency Level	Definitions-Clarifications	Potential "Look For"
5D Basic	**The teacher**: • Maintains confidentiality of student records as required by law. • Adheres to standards of professional practice.		**The Teacher May:** • Ensure all information about students is secured (digital and/or hard copy) • Adheres to work schedule and expectations as per master agreement/contract/job description • Adhere to district personnel policies tied to professional standards and ethics
	Proficiency Level	**Definitions-Clarifications**	**Definitions-Clarifications**

5D Partially Proficient	…& **The teacher**:
	• Models ethical behavior, including honesty, integrity, fair treatment and respect for others.
			The Teacher May:
			• Participate in processes that help students understand conflict resolution and ethical behavior
			   o restorative justice,
			   o protocols, mediation,
			   o soliciting student feedback, etc.)
			• Interact with all students in a positive manner and addresses behaviors not students' personality
			• Intervene when students treat others (students or adults) disrespectfully and model appropriate interactions
			• Take responsibility and ownership if/when mistakes or errors in judgment are made and seek to repair relationships with students

Proficiency Level	Definitions-Clarifications	Potential "Look For"

5D Proficient
 	
…& **The teacher**:
• Maintains confidentiality of student, family and fellow teacher interactions as well as student data.
		The Teacher May:
		• Discuss information with pertinent stakeholders only
		   o assessment data,
		   o IEP's,
		   o Infinite Campus data,
		   o health information, etc.)
		• Seek support from colleagues/specialists/evaluator(s) with respect to sensitive information and/or respect for privacy of students and staff
		• Communicate from a problem-solving/solution-seeking space
		• Conduct communication in an appropriate environment
		• Enforce norms of privacy/confidentiality

Proficiency Level	Definitions-Clarifications	Potential "Look For"

5D Accomplished
 	
…& the Teacher:
• Helps students understand the importance of ethical behavior as an individual and member of society.
		The Teacher May:
		• Model the importance of ethical behavior including restorative justice practices
		• Hold students accountable for classroom norms/rules
		• Assess students' behavior and provides feedback and/or redirection as needed
		• Make disciplinary and/or content connections as appropriate to ethical behavior through
		   o text,
		   o collaborative tasks,
		   o reciprocal feedback,
		   o discussions,
		   o writing tasks, etc.
		• Hold students accountable for classroom environment
		   o care of resources,
		   o support of peers, etc.
		• Have evidence/ notes of sharing information about students' ethical behavior (growth or next steps) with parents/guardians

Proficiency Level	Definitions-Clarifications	Potential "Look For"

5D Exemplary	**…& the Teacher:** demonstrate:
	• Honesty.
	• Respect for others.
			The Teacher May:
			• Have evidence of modeling/teaching students when/ where/ how to have honesty and respect for others
			• Have anecdotal data of positive student interactions and behaviors
			   ○ video,
			   ○ notes,
			   ○ environmental cues, etc.
			• Have evidence that students are accountable for their own work and/or working collaboratively productively
			   ○ no cheating,
			   ○ dishonesty, etc.