

**Teacher Growth Guide 1.2**

**Standard 1: Content knowledge aligned with appropriate instruction.**

**Quality Indicator 2: Student engagement in subject matter**

<b>Emerging</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
1E2) The emerging teacher...		1D2) The developing teacher also...		1P2) The proficient teacher also...		1S2) The distinguished teacher also...	
Chooses from multiple sources to engage student interest and activity in the content.		Uses a variety of differentiated instructional strategies which purposefully engage students in content.		Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.		Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.	
<b>Professional Frames</b>							
<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A		<i>Evidence of Commitment</i> N / A	
<i>Evidence of Practice</i> Identifies engagement strategies to use to maintain student interest		<i>Evidence of Practice</i> Uses engagement strategies to increase students' levels of interest and activity		<i>Evidence of Practice</i> Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		<i>Evidence of Practice</i> Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.	
<i>Evidence of Impact</i> Students are interested and engaged in the content		<i>Evidence of Impact</i> Students' engagement causes content knowledge to advance		<i>Evidence of Impact</i> Individual student's learning increases and students can articulate why learning activities cause them to learn		<i>Evidence of Impact</i> Students demonstrate deeper content knowledge and understanding	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.3

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 3: Theory of learning

Emerging	Developing	Proficient	Distinguished				
<p>2E3) The emerging teacher...</p> <p>Applies theories of learning to create well-planned and delivered instruction.</p>	<p>2D3) The developing teacher also...</p> <p>Implements research-based instruction focused on production of learning for individual students.</p>	<p>2P3) The proficient teacher also...</p> <p>Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.</p>	<p>2S3) The distinguished teacher also...</p> <p>Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.</p>				
<b>Professional Frames</b>							
<p><b>Evidence of Commitment</b> <i>Lesson plans are consistent with best-practice and foundational and current learning theories</i></p> <p><b>Evidence of Practice</b> <i>Alignment exists between instruction that is planned and instruction that is delivered</i></p> <p><b>Evidence of Impact</b> <i>Students receive instruction based on effective planning</i></p>	<p><b>Evidence of Commitment</b> <i>Uses foundational and current learning theories to design instruction aimed at fostering learning in every student</i></p> <p><b>Evidence of Practice</b> <i>Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs</i></p> <p><b>Evidence of Impact</b> <i>Students individual learning needs are addressed</i></p>	<p><b>Evidence of Commitment</b> <i>Uses emerging research to design instruction likely to produce learning for every student</i></p> <p><b>Evidence of Practice</b> <i>Consistently and effectively delivers instruction which focuses on producing learning gains for every student</i></p> <p><b>Evidence of Impact</b> <i>Student learning gains increase as a result of the teacher's effective instruction</i></p>	<p><b>Evidence of Commitment</b> <i>Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student</i></p> <p><b>Evidence of Practice</b> <i>Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom</i></p> <p><b>Evidence of Impact</b> <i>Student learning gains increase as a result of theories of learning</i></p>				
Score = 0	1	2	3	4	5	6	7

**Teacher Growth Guide 4.1**

**Standard 4: Critical Thinking**

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

**Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking**

<b>Emerging</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
4E1) The emerging teacher...		4D1) The developing teacher also...		4P1) The proficient teacher also...		4S1) The distinguished teacher also...	
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.		Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
<b>Professional Frames</b>							
<i><b>Evidence of Commitment</b></i> N / A		<i><b>Evidence of Commitment</b></i> N / A		<i><b>Evidence of Commitment</b></i> N / A		<i><b>Evidence of Commitment</b></i> N / A	
<i><b>Evidence of Practice</b></i> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking		<i><b>Evidence of Practice</b></i> Assesses student growth to determine student use of critical thinking and problem solving skills		<i><b>Evidence of Practice</b></i> Effectively demonstrates a range of instructional techniques that require students to think critically and problem-solve		<i><b>Evidence of Practice</b></i> Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning	
<i><b>Evidence of Impact</b></i> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills		<i><b>Evidence of Impact</b></i> There is growth in student learning and use of critical thinking and problem-solving skills		<i><b>Evidence of Impact</b></i> Students ability to think critically and problem-solve is evident in students' communications and work		<i><b>Evidence of Impact</b></i> Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 5.3

**Standard 5: Positive Classroom Environment**

**Quality Indicator 3: Classroom, school and community culture**

Emerging		Developing		Proficient		Distinguished	
5E3) The emerging teacher  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.		5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also...  Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
<b>Professional Frames</b>							
<b>Evidence of Commitment</b> N/A		<b>Evidence of Commitment</b> N/A		<b>Evidence of Commitment</b> N/A		<b>Evidence of Commitment</b> N/A	
<b>Evidence of Practice</b> <i>Engages in practices to learn the culture of the school and community</i>		<b>Evidence of Practice</b> <i>Positively affects student relationships and learning by using strategies that promote a positive classroom culture</i>		<b>Evidence of Practice</b> <i>Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students</i>		<b>Evidence of Practice</b> <i>Engages students in participating in forming the classroom environment based on the culture of the school and community</i>	
<b>Evidence of Impact</b> <i>The classroom learning environment is structured to build positive student relationships and culture</i>		<b>Evidence of Impact</b> <i>The classroom learning environment encourages positive student relationships and mutual respect to enhance learning</i>		<b>Evidence of Impact</b> <i>The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning</i>		<b>Evidence of Impact</b> <i>Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning</i>	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.2

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 2: Assessment data to improve learning

Emerging	Developing	Proficient	Distinguished				
<p>7E2) The emerging teacher...</p> <p>Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.</p>	<p>7D2) The developing teacher also...</p> <p>Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.</p>	<p>7P2) The proficient teacher also...</p> <p>Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.</p>	<p>7S2) The distinguished teacher also...</p> <p>Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.</p>				
<b>Professional Frames</b>							
<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Collects data information and assessment results for instructional planning and decision-making</i></p> <p><b>Evidence of Impact</b> <i>Students engage in learning goals that advance mastery of content</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions</i></p> <p><b>Evidence of Impact</b> <i>Individual students and the whole class advance in their learning</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students</i></p> <p><b>Evidence of Impact</b> <i>Students understand the learning objectives and set personal goals for learning</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Serves as an informal resource to others on the effective use of a wide variety of assessments to improve instruction</i></p> <p><b>Evidence of Impact</b> <i>Colleagues improve their use of assessment data to positively impact learning</i></p>				
Score = 0	1	2	3	4	5	6	7