

PACE Evaluation Model: Domains and Elements

Domain 1: Planning and Preparing to Provide Support

1. Knowledge of curriculum, including content and method of delivery.
2. Knowledge of a variety of instructional techniques and strategies in order to meet the needs of individual students.
3. Knowledge of correspondence regulations, PACE policies, and allotment/reimbursement procedures.
4. Identify and use available resources (to include traditional materials, technology, school, community, and district sources) to meet the needs of the students, school, and community.
5. Plan and coordinate the daily, weekly, and monthly activities and schedule with staff and administration, including a workshop management/discipline plan ensuring student safety at all times.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
No working knowledge of curriculum or knowledge not demonstrated. Limited to no working knowledge of appropriate instructional techniques. Limited to no working knowledge of applicable regulations, policies, and/or procedures. Unable to identify or use available resources. Unable or unwilling to plan and coordinate activities with others.	Limited knowledge of curriculum and how it might work for families. Limited knowledge of instructional techniques or strategies and how they may work for specific families. Limited knowledge of applicable regulations, policies, and/or procedures. Limited ability to identify resources. Limited planning and coordinating done regarding school activities and schedules.	Displays working knowledge of a variety of curriculum, including content and method of delivery, and how it may work for families. Displays working knowledge of a variety of instructional techniques and strategies and shares with families to meet the needs of individual students. Displays working knowledge of regulations, policies, and procedures. Identifies and uses a variety of available resources to best meet needs of those served. Plans and coordinates activities and schedules with staff, admin, and constituents.	Displays all of the qualities of a proficient teacher, but then goes above and beyond to support the growth of not only themselves, but those around them. Consistently seeks out ways to improve their practice, with a specific focus on planning and preparing to provide support. Consistently seeks out ways to improve the overall practice of PACE, with a specific focus on planning and preparing to provide support.

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Domain 2: Supporting Family & Student Achievement

1. Create Student Learning Plans (SLP) based on data, knowledge of curricular options, and family and student input, using the appropriate district curriculum and Alaska State Standards.
2. Guide homeschool families in the implementation of the SLP using the appropriate district approved curriculum, CCSD Standards, and Alaska State Standards in an effort to achieve appropriate curriculum goals.
3. Guide homeschool families develop and implement the components of effective lessons including a measurable objective, relevant activities and strategies for ensuring that students learn.
4. Guide homeschool families in employing a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the cultural and individual needs, interests, and abilities of students.
5. Evaluate student progress based on monthly check-ins, quarter grades, semester work samples, and applicable assessments. Provide progress reports and constructive feedback.
6. Provide resources to families as they monitor their student's progress.
7. Collaborate with families and school personnel to help students with unique needs to meet achievement goals.
8. Communicate with families frequently, at least monthly, and maintain a record of contacts, while establishing and developing positive relationships with students and families.
9. Communicate effectively both written and orally with families.
10. Assist families with reimbursement procedures.
11. Provide high interest workshops/activities throughout the year.
12. Instruct students and families in use, care, and safe operation of computers, tablets, printers, and equipment, as necessary, and support the integration of technology into the instructional program.

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Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
<p>Unable or unwilling to create SLPs based on data, knowledge of curricular options, family input, and/or appropriate district curriculum and AK State Standards. Unable or unwilling to help families in the implementation of said SLPs. Unable or unwilling to help homeschool families develop and implement components of effective lessons. Unable or unwilling to employ a variety of instructional techniques and strategies to best meet all the needs of individual students. Unable or willing to evaluate student progress based on monthly check-ins, quarter grades, work samples, and/or other applicable assessments. Unable or unwilling to provide progress reports or constructive feedback. Unable or unwilling to provide resources for families monitoring progress. Unable or unwilling to collaborate with families and/or school personnel to meet the achievement needs of all students. Unable or unwilling to communicate consistently with families, and/or maintain a record of said communication. Unwilling or unable to communicate effectively, either in writing, orally, or both. Unable or unwilling to assist families with reimbursement procedures. Unwilling or unable to provide workshops and activities through the year. Unable or unwilling to instruct students and families in use, care, and/or safe operation of technology. Unable or unwilling to support the integration of technology into the instructional program.</p>	<p>Limited ability or desire to create SLPs based on data, knowledge of curricular options, family input, and/or appropriate district curriculum and AK State Standards. Limited ability or desire to help families in the implementation of said SLPs. Limited ability or desire to help homeschool families develop and implement components of effective lessons. Limited ability or desire to employ a variety of instructional techniques and strategies to best meet all the needs of individual students. Limited ability or desire to evaluate student progress based on monthly check-ins, quarter grades, work samples, and/or other applicable assessments. Limited ability or desire to provide progress reports or constructive feedback. Limited ability or desire to provide resources for families monitoring progress. Limited ability or desire to collaborate with families and/or school personnel to meet the achievement needs of all students. Limited ability or desire to communicate consistently with families, and/or maintain a record of said communication. Limited ability or desire to communicate effectively, either in writing, orally, or both. Limited ability or desire to assist families with reimbursement procedures. Limited ability or desire to provide workshops and activities through the year. Limited ability or desire to instruct students and families in use, care, and/or safe operation of technology. Limited ability or desire to support the integration of technology into the instructional program.</p>	<p>Competently creates SLPs based on data, knowledge of curricular options, family input, and/or appropriate district curriculum and AK State Standards. Able to competently help families in the implementation of said SLPs. Able to successfully help homeschool families develop and implement components of effective lessons. Competently employs a variety of instructional techniques and strategies to best meet all the needs of individual students. Skillfully evaluates student progress based on monthly check-ins, quarter grades, work samples, and/or other applicable assessments. Provides appropriate progress reports and/or constructive feedback. Provides applicable resources for families monitoring progress. Competently collaborates with families and/or school personnel to meet the achievement needs of all students. Effectively communicates consistently with families, and maintains a record of said communication. Effectively communicates both in writing and orally. Readily and correctly assists families with reimbursement procedures. Competently provides workshops and activities throughout the year. Skillfully instructs students and families in use, care, and/or safe operation of technology. Appropriately supports the integration of technology into the instructional program as needed.</p>	<p>Displays all of the qualities of a proficient teacher, but then goes above and beyond to support the growth of not only themselves, but those around them. Consistently seeks out ways to improve their practice, with a particular focus on supporting families and student achievement. Consistently seeks out ways to improve the overall practice of PACE, with a particular focus on supporting families and student achievement.</p>

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Domain 3: Continuous Improvement of Professional Practice

1. Reflect on a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of individual students.
2. Pursue professional growth and continuous improvement of professional practice of instruction and demonstrate the qualities of a life-long learner.
3. Use data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
<p>Unable or unwilling to reflect on a variety of instructional techniques and strategies in order to meet the needs of individual students. Unable or unwilling to pursue professional growth and continuous improvement in the professional practice of instruction. Unable or unwilling to demonstrate the qualities of a life-long learner. Unable or unwilling to use data and/or feedback to develop and implement a professional growth plan with SMART goals.</p>	<p>Limited ability or desire to reflect on a variety of instructional techniques and strategies in order to meet the needs of individual students. Limited ability or desire to pursue professional growth and continuous improvement in the professional practice of instruction. Limited ability or desire to demonstrate the qualities of a life-long learner. Limited ability or desire to use data and/or feedback to develop and implement a professional growth plan with SMART goals.</p>	<p>Reflects on a variety of instructional techniques and strategies in order to meet the needs of individual students. Actively pursues professional growth and continuous improvement in the professional practice of instruction. Demonstrates the qualities of a life-long learner. Applies data and/or feedback to develop and implement a professional growth plan with SMART goals.</p>	<p>Displays all of the qualities of a proficient teacher, but then goes above and beyond to support the growth of not only themselves, but those around them. Consistently seeks out ways to improve their professional practice. Consistently seeks out ways to improve the overall practice of PACE.</p>

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Domain 4: Professional Responsibilities

1. Maintain a high standard of professional ethics and adhere to school and district policies and procedures, such as applicable laws, Board Policies, and Administrative Regulations of the District, Professional Teaching Practices Commission, the Collective Bargaining Agreement.
2. Maintain accurate records regarding student documents and grades as required by law.
3. Complete duties of correspondence school teacher, including but not limited to creation of SLPs, communicating with families, approval of reimbursements, maintaining the integration of technology, supervising students at school events, workshops, and field trips, coordinating assessments, ensuring regulations and guidelines are followed, and sharing results with families.
4. Personally demonstrate and facilitate others in demonstrating respect for the individual and cultural characteristics of others.
5. Communicate effectively both written and orally with colleagues.
6. Establish and develop positive relationships with colleagues and community, such as displaying a positive attitude and image of the District.
7. Participate in establishing and maintaining a positive school climate, including a learning center in which all students and volunteers feel welcome and safe.
8. Participate positively, productively, and creatively in efforts to solve problems and improve the instructional practice and goals of the District.
9. Support the mission of the District by carrying out all directives from school and district administration and participating in District initiatives.
10. Participate in and contribute to the teaching profession by participating in and contributing to curriculum evaluation and professional development.
11. Communicate concerns to administration quickly and clearly with the objective of solving problems as they arise. Report all incidents to school or district administration (e.g. fights, suspected child abuse, suspected substance abuse, harassment) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and Board Policies

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Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary – 4
<p>Unwilling or unable to maintain a high standard of professional ethics and adhere to school and district policies and procedures. Unwilling or unable to maintain accurate records regarding student documents and grades as required by law. Unwilling or unable to complete the duties of a correspondence school teacher, as defined in the job description. Unwilling or unable to personally demonstrate and facilitate others in demonstrating respect for both individual and cultural characteristics of others. Unable or unwilling to effectively communicate with colleagues, either in writing or orally. Unable or unwilling to establish and develop positive relationships with colleagues and/or the community. Unable or unwilling to participate positively, productively, and creatively to solve problems and improve the overall practice and goals of the district. Unable or unwilling to support the mission of the District by participating in district initiatives. Unable or unwilling to participate in and contribute to the teaching profession through curriculum evaluation and/or professional development. Unable or unwilling to communicate concerns to administration quickly and clearly in order to solve problems as they arise.</p>	<p>Limited ability or desire to maintain a high standard of professional ethics and adhere to school and district policies and procedures. Limited ability or desire to maintain accurate records regarding student documents and grades as required by law. Limited ability or desire to complete the duties of a correspondence school teacher, as defined in the job description. Limited ability or desire to personally demonstrate and facilitate others in demonstrating respect for both individual and cultural characteristics of others. Limited ability or desire to effectively communicate with colleagues, either in writing or orally. Limited ability or desire to establish and develop positive relationships with colleagues and/or the community. Limited ability or desire to participate positively, productively, and creatively to solve problems and improve the overall practice and goals of the district. Limited ability or desire to support the mission of the District by participating in district initiatives. Limited ability or desire to participate in and contribute to the teaching profession through curriculum evaluation and/or professional development. Limited ability or desire to communicate concerns to administration quickly and clearly in order to solve problems as they arise.</p>	<p>Consistently maintains a high standard of professional ethics and adheres to school and district policies and procedures. Consistently maintains accurate records regarding student documents and grades as required by law. Competently completes the duties of a correspondence school teacher, as defined in the job description. Consistently demonstrates and helps others to demonstrate respect for both individual and cultural characteristics of others. Effectively communicate with colleagues, both in writing and orally. Establishes and develops positive relationships with colleagues and/or the community. Participates positively, productively, and creatively to solve problems and improve the overall practice and goals of the district. Supports the mission of the District by participating in district initiatives. Actively participates in and contributes to the teaching profession through curriculum evaluation and/or professional development. Effectively communicates concerns to administration quickly and clearly in order to solve problems as they arise.</p>	<p>Displays all of the qualities of a proficient teacher, but then goes above and beyond to support the growth of not only themselves, but those around them. Consistently seeks out ways to improve their practice, specifically regarding their professional responsibilities.. Consistently seeks out ways to improve the overall practice of PACE.</p>