Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
1.1 Demonstrates an understanding of how children/adolescents learn and develop.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates minimal knowledge of student patterns of learning and development.
1.2 Designs and implements developmentally appropriate instruction.	Implements activities and assignments that challenge each student at his/her developmental level.	Implements activities and assignments that are developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are not developmentally appropriate for students.

Guiding Questions	Evidence Examples
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student development?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Provides developmentally appropriate instruction within their content area • Uses flexible groupings based on on-going analysis of learning styles and developmental needs

Standard 1: Learner Development *(continued)*

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• How is student/group response used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student/group development? • Are learning styles and developmental needs of students/groups recognized and appropriately responded to?	• Ongoing flow of assessment; including aural, visual and written, is evident. • Provides developmentally appropriate instruction within their content area. • Uses flexible groupings based on on-going analysis of learning styles and developmental needs. • Examples of modified materials created in response to student/group performance.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Are learning styles and developmental needs of students recognized and appropriately responded to? • Are learning styles and developmental needs of students recognized and appropriately used to modify instruction? • Is there a demonstrated knowledge of disabilities and their impact? • Is there a demonstrated connection between IEP goals and instruction?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Uses flexible groupings based on on-going analysis of learning styles and developmental needs • Examples of modified materials created in response to data and/or disability needs • Comprehensive present level of performance that drive goal development and specially-designed instruction on the IEP

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are lessons and activities age and developmentally appropriate? • Are lessons and activities presented in alignment with developmental stages?	• Examples of modified activities. • Examples of modified equipment. • Use of modified equipment.

Standard 2: Learning Differences

Assists in early identification of students' speech-language problems through conducting valid assessments.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.	Differentiates instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs.
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	Cultivates student independence in the development of academic language.	Uses strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Does not use strategies and tools to support student development of academic language proficiency.

Guiding Questions	Evidence Examples
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for all students consistently communicated? • Are tools of language development used to scaffold learning for diverse students?	•Documentation of instructional and testing accommodations and modifications for students •Anecdotal notes on student learning differences •Records showing communication with students, parents, and specialists regarding student learning needs •Documentation of how students respond to varied teaching strategies

Standard 2: Learning Differences *(continued)*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are appropriate modifications utilized to meet student needs? • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills? • Is an understanding of the student's needs demonstrated? • Are high expectations for all students consistently communicated and developed? • Accounting for student differences, are the individual students encouraged to participate in the group setting?	• Accommodations or modifications used to meet student/group needs. • Records showing communication with students, parents and specialists regarding student learning needs when applicable. • Narrative demonstrating an awareness of how students respond to varied teaching strategies.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for all students consistently communicated? • Are tools of language development used to scaffold learning for diverse students?	• Documentation of instructional and testing accommodations and modifications for individual students • Anecdotal notes on student learning differences • Records showing communication with students, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are all students able to participate in activities with modifications? • Participation in physical education PLC meetings? • Participation in IEP meetings?	Documentation of instructional and testing accommodations and modifications for students: • Anecdotal notes on student learning differences • Records showing communication with students, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	While not always effective, designs and manages the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.

Standard 3: Learning Environments *(continued)*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Guiding Questions	Evidence Examples
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	• Expectations that are developed collaboratively, posted, and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• No changes/additions.	• Expectations are developed collaboratively, posted and referred to as needed. • Uses a variety of student groupings for musical growth. • When physically possible, classroom organization, equipment, and materials are easily accessible and complement the instructional focus. • Creates ways to efficiently manage and transport teaching materials and classroom supplies between multiple instructional spaces. • Modifies the classroom environment to improve student success (e.g. visual schedule, cues for strategies/behavior, arrangement of equipment).

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Is the behavior system appropriate for the classroom focus? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? • How is the environment organized to address students' disabilities? (Lack of visual clutter, clear traffic patterns, etc.) • Are positive strategies incorporated to help students cope with frustrations in the learning situation that may be associated with their disability? • Are tasks and learning/social situations modified to optimize student success?	• Expectations that are clear, consistent, and referred to as needed • Groupings of students, when appropriate, which foster content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior) • Documentation of student behavior management system based on the type of classroom

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are all students participating in activities?	• Documentation and demonstration of procedures which provide for efficient transitions between activities and classes • Visual aids which help students successfully participate in activities

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.
4.2 Integrates culturally relevant content to build on learner's background knowledge.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.
4.4 Aware of current development in best practices.	Actively engages in and contributes to professional development. May lead professional development activities.	Seeks out opportunities to realize professional goals and to stay current in practice.	Expands knowledge and skills through available professional development opportunities.	Attends required in-service trainings.

Standard 4: Content Knowledge *(continued)*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Guiding Questions	Evidence Examples
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to state content standards? • Are multiple levels of questioning strategies used to engage students? • Do students understand the purpose of lessons and value of the content area being taught? • Does teacher draw on social, cultural, and linguistic differences of individual students? • Maintains current with subject/content knowledge? • Demonstrates knowledge of state content standards?	• Use of varied questioning techniques and levels of questions • Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources) • Presentation of content standards in ways which are clear and meaningful • Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP)

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are opportunities created to develop academic language as part of the content instruction? • Is instruction connected to content standards? • Are multiple levels of questioning strategies used to engage students? • Are students actively participating in rehearsals and/or music classes? • Do students experience (hear, feel, imitate, model, create, demonstrate) and/or understand the purpose of lessons and the value of the content area being taught? • Do learning experiences integrate culturally relevant content and build on learners' background knowledge? • Are students engaged in the performance of music? • Are students encouraged to demonstrate a mature level of musical expression?	• Practice logs, music theory worksheets, curriculum-based writing work samples, note tests, performance tests, rhythm worksheets. • A variety of music from different cultures. • Use of varied questioning techniques and levels of questions. • Presentation of content standards in ways which are clear and meaningful. • Pursues professional development activities and opportunities specific to content area.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction related to student's IEP? • Are IEP goals related to state content standards at the student's developmental/instructional level? • Are multiple levels of questioning strategies used to engage students? • Is the purpose of the lesson clear?	• Use of varied questioning techniques and levels of questions. • Presentation of content standards occurs at the students' instructional level(s) and in ways that are clear and meaningful. • Use of a variety of communication supports (e.g., augmentative communication, visual system) to assist students in building social and academic language. • IEP paperwork completed and compliant with Federal, state, and district timelines. • IEP paperwork contains all necessary components (e.g., eligibility attachments, IEP progress).

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are opportunities created to develop content language as a part of instruction? • Is there a clear reason and purpose for activities?	• Posted learning targets and standards for activities. • Posted components of critical elements. • Photos and/or video of student participation in activities.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Does not encourage students' formation of independent ideas and creative approaches.

Guiding Questions	Evidence Examples
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content? • Delivers content relevant to students' experiences and needs.	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work) • Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content • Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines

Standard 5: Application of Content *(continued)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples

• Are students applying their content knowledge in performance?
• Do students' music literacy skills allow them to access and demonstrate understanding of
  the content area?
• Do methods used bring students to a level of understanding which allows them to think
  critically and creatively?
• Are activities used that allow students to demonstrate the ability to apply content?
• Do students use music literacy skills to access and demonstrate knowledge of the content
  area?
	• Conducts interesting and well-paced classes using a variety of instrumental and/or vocal techniques.
	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g. solos, ensemble, sight reading, rehearsal, performance, composition, improvisation, analysis).
	• Application of appropriate strategies to encourage literacy development across curriculum and ensure access to content.
	• Inquiry methods which are purposefully chosen to connect with content application and involve other disciplines.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content?	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, written work, varied communication systems - visual, augmentative communication) • Application strategies to encourage literacy development at the student's instructional level • Activities which are purposefully chosen to connect with real-world content application at the student's instructional level • Modifications and adaptations of materials used in the classroom to help with application of content (e.g., built up spoons, visual schedules, assistive technology, therapy balls)

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are students taught to solve problems in age-appropriate ways? • Are students encouraged to create their own games and activities? • Do students participate in managing activities? • Are students encouraged to participate in physical activity outside of the physical education class? • Are activities designed to incorporate local and global events?	• Use of multiple activity formats which allow students to demonstrate skills in content area. • Intramural activities • Extracurricular activity clubs. • Photos and/or video of students performing activities/skills • Posted global discussion ideas/questions • Student log of physical activity

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.

Standard 6: Application of Content *(continued)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Guiding Questions	Evidence Examples
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals and growth plans

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
Note: Due to lack of common time and staffing, many music educators do not have the opportunity to collaborate and share data at this time. • Are students allowed to demonstrate skills and knowledge in a variety of assessment formats? • Are students exposed to a variety of assessment strategies? • Is assessment being reviewed both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction where possible? • Do students receive timely and effective verbal and/or written feedback to guide their musical progress? • Does the teacher have the ability to diagnose students' musical deficiencies?	• Portfolios, recordings of performances, printed programs. • Conferences with students/groups to discuss goals and growth plans. • Comments from adjudicated performances. • Student or ensemble demonstrations of improvement based on verbal feedback.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC) to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress? • Is there evidence of a data collection system?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals, IEP goals, and growth plans • Documentation of modifications and/or accommodations individualized to student needs

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Do students receive timely and effective feedback to guide their learning? • Are activities modified based on students' demonstration of skills? • Are students given opportunities to be assessed on skills during a variety of activities? • Is confidential assessment data kept confidential? • Are methods of assessment clear and measurable?	• Critical elements scored with team input to ensure inter-rater reliability. • Performances. • Conferences with students to discuss fitness/skill goals and growth plans. • Differentiation in analysis of student skills with consideration of special needs of students.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Demonstrates minimal evidence of planning aligned to content standards and student needs.
7.2 Evaluates and adjusts plans based on student outcomes.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Does not evaluate or customize instructional plans based upon student outcomes.
7.3 Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Does not access colleagues and/or specialists for collaborative planning.
7.4 Sets consistently high, achievable standards.	Articulate short and long term goals with high expectations for learning. Goals reflect high expectations and challenge students at their individual performance level.	Ensures that students understand short and long term goals. Maintain high expectations when setting goals for students.	Communicates expectations for student learning in most lessons.	Goals for lessons may be identified for students. Activities for lessons are explained.

Standard 7: Planning for Instruction *(continued)*

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards? • Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs? • Is student performance used to differentiate instruction? • Does teacher demonstrate knowledge of the musical score? • Does teacher plan comprehensive performance cycles? • Does teacher select appropriate literature?	• Notes from rehearsals and/or music class. • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language. • Lesson plans which reflect accommodations for individual student needs. • Plans for instruction based on observed student outcomes. • Annotated scores. • Concert programs. • Selects and requisitions required music, equipment, and supplies.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from collaborative meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards (at the student's instructional level) in a student-friendly format • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes • Plans for expanded curriculum, such as functional life skills and communication skills (when needed).

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are notes and data from physical education PLC meetings used to inform instructional plans? • Do planned lessons show alignment with state and/or national standards? • Do planned lessons include activities that show knowledge of other content areas? • Do planned lessons demonstrate knowledge of scope and sequence for physical education?	• Photos and/or videos of lessons. • Rules or expectations of cross-disciplinary activities. • Notes from job-alike meetings. • Notes from physical education PLC meetings. • Utilizes yearlong or trimester (high school) planning. • Utilizes unit planning. • Utilizes daily lesson planning.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Beginning to integrate role variation, but relies primarily on direct instruction.	Utilizes only a teacher directed instructional approach.
8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy and effectiveness.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.	Incorporates available media and technology that supports content and skill development.	Moderately effective at incorporating available media and technology and/ or support of content and skill development is not always clear.	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.
8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences	Rarely uses instructional strategies which provide opportunities for students to communicate.
8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Does not use questioning strategies to stimulate discussion that enhances student learning.

Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.
8.6 Engages students in learning experiences that make subject matter meaningful in order to meet learning goals.	Learning experiences are opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives within and across subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports all students in problem posing and problem solving.	Asks critical thinking questions to relate facts and key concepts of subject matter.	Focuses questions on fact and key concepts to support learning subject matter.

Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Guiding Questions	Evidence Examples
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students? • Does the teacher promote self-directed and reflective learning? • Engages students at an appropriate developmental, intellectual, and interest level? • Clearly communicates the expected outcomes of learning?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Works samples. • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners). • Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class). • Observations of student engagement.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning or problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students? • Does the teacher implement strategies that foster student engagement?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement • List of instructional strategies implemented and their outcomes • Use of varied communication modalities to facilitate participation in discussion

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction? • Are students encouraged to participate in and lead activities independently?	• Student-created games and activities. • Games and activities are transitioned from classroom to recreational times. • Students teaching games and activities.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Rarely engages in professional learning opportunities.
9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Does not use evidence to self-assess professional practice.
9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.
9.4 Maintains composure in difficult situations.	Presents own point of view with superb tact and without turning off listeners; responds to student disruptions or incidents with patience and consistency.	Notably sensitive and willing to listen to the point of view of others; responds to most student disruptions and incidents, with patience and consistency.	Does not consistently acknowledge other points of view; inconsistently responds to student disruptions and incidents; or responds occasionally in an emotional manner.	Is unfriendly and non-communicative with parents and students; handles student's issues in an irresponsible or erratic manner.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
9.5 Contributes to the climate and culture within and outside of the classroom.	Initiates innovation and frequently takes charge of own professional development. Is inspirational in his/her attitude and shows enthusiasm for work.	Readily implements new strategies, and willingly takes advantage for professional growth. Has a suitable attitude. Outlook is normally positive and constructive.	May implement new strategies if proven to be effective. Takes advantage of some professional development offered. Attitude is appropriate. Usually goes along with the majority.	Usually non-supportive of others who share new ideas. Attends some professional growth opportunities when encouraged. Lacks a positive attitude and open-mindedness. Can be negative and/or unproductive.

Standard 9: Professional Learning and Ethical Practice (continued)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Guiding Questions	Evidence Examples
• Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards? • Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs? • Is student performance used to differentiate instruction? • Does teacher demonstrate knowledge of the musical score? • Does teacher plan comprehensive performance cycles? • Does teacher select appropriate literature?	• Professional Growth Goals. • Self-Assessment rubrics with documented reflection and relevance to Professional Growth Goals. • Active participation in team, school, PLC, music festivals, music conferences/ workshops, and other meetings. • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• Are strengths and areas for growth identified during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, Job Alike, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities • Participation in professional development which relates to current student needs • Current with required trainings

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
• No changes/additions.	• No changes/additions.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
10.1 Takes an active role on the instructional team.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.	Invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.
10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
10.4 Actively seeks out feedback and suggestions and uses them to improve performance.	Open to constructive criticism. Does not personalize suggestions for improvement, but instead, reflects on feedback to improve as a professional. Plans professional development based on reflections and other resources.	.Accepts constructive criticism. Reflects on feedback to improve as a professional. Plans professional development based on reflections.	While open to constructive criticism, occasionally takes it personally. Reflections are focused on what wasn't done right instead of how to improve in the future	Does not seek feedback; and when it is given, it is not used to improve as a professional

Standard 11: Student Growth and Learning Goals

The teacher creates appropriate student learning and growth goals to take responsibility for student learning, adjusts teaching and learning strategies as needed not only for students who are meeting goals, but to address students who are not yet meeting expectations. Standard 11 on its own counts for 30% of the total evaluation score.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
11.1 Student growth in meeting collaboratively established student growth and learning goals.	The teacher demonstrates growth that exceeds the collaboratively established student growth and learning goal.	The teacher demonstrates growth that meets the collaboratively established student growth and learning goal.	The teacher demonstrates growth but does not meet collaboratively established student growth and learning goal.	The teacher demonstrates little or no student growth or learning over the course of an academic year.
11.2 Actively participates in the goal setting process.	The teacher sets rigorous goals as a part of the goal setting process and supports other staff in setting of rigorous student growth and learning goals.	The teacher sets rigorous goals as part of the goal setting process.	The teacher makes little effort to set rigorous goals as a part of the goal setting process.	The teacher makes no attempt to establish goals using the goal setting process.
11.3 The goal(s) are modified and adjusted as needed to support student achievement for both students who are achieving as expected as well as for those who are not.	The teacher continuously monitors student progress, adjusting strategies as needed as part of the goal setting process and supports other staff to adjust strategies to achieve student growth and learning goals.	The teacher continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process.	The teacher makes little effort to adjust strategies throughout the school year as a part of the goal setting process.	The teacher does not complete the goal setting process.

Standard 11: Student Growth and Learning Goals (*continued*)

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st Century Skills.

b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms.
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests.

Teacher Goal Setting for Student Learning and Growth

Student learning and growth is a significant component of teacher evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Teachers, in collaboration with their supervisor/evaluator will set learning goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Three Rivers School District teacher. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students. Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher's goals should address all of his or her students. District priorities, school goals and classroom goals should be aligned, wherever possible.

Student Learning and Growth Goal Setting Process*

➤ Teachers review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.

➤ Teachers collaborate with supervisor/evaluator to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

- Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (Table 2). They also specify what evidence will be provided to document progress on each goal:

  a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.

  b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

- Teachers complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (SMART = Specific and Strategic; Measureable; Action oriented; Rigorous, Realistic, and Results-focused; Timed and Tracked).

- Teachers meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.

- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.