



Georgia Department of Education

CLASS KeysSM

Classroom Analysis of State Standards

The Georgia Teacher Evaluation System



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Division of Teacher and Leader Quality

http://www.gadoe.org/tss_teacher.aspx



Introduction

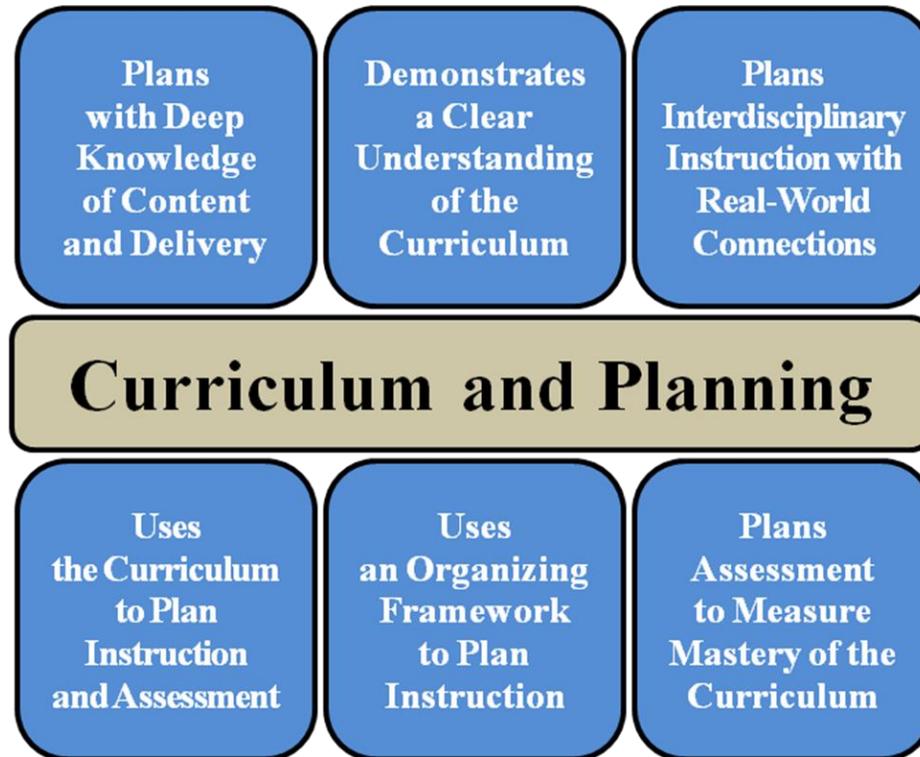
The **CL**assroom **A**nalysis of **S**tate **S**tandards (CLASS KeysSM) teacher performance appraisal process has been developed to support teachers' work in standards-based classrooms using the Georgia Performance Standards (GPS) to improve student learning. Research studies show that an effective teacher enhances student learning more than any other aspect of schooling that can be controlled (Marzano, 2006). The CLASS KeysSM enhances the skills of Georgia's teachers to direct the new work of standards-based learning in order *to lead the nation in improving student achievement*.

The **CLASS Keys**SM is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. In the same manner that the **Georgia Performance Standards (GPS)** guide student learning, the **School Keys**SM serves as a foundation for Georgia's comprehensive system of school improvement and support, and the **Leader Keys**SM defines effective, high impact practices that school and district leaders need to know, understand, and do, the **CLASS Keys**SM guides the instructional practices of teachers.

The **CLASS Keys**SM is organized into five strands that describe teacher effectiveness: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying evidence and artifacts. Additionally, the Georgia Teacher Duties and Responsibilities (GTDR) is included in the CLASS KeysSM and provides ongoing feedback.

The CLASS KeysSM purpose is twofold: improvement and accountability. The CLASS KeysSM serves as both a formative and summative instrument to identify a teacher's level of performance on the elements through the use of evidence-based rubrics with four levels of performance: *Not Evident, Emerging, Proficient, and Exemplary*. Performance on each element within a strand is aggregated at the strand level for the purpose of scoring the teacher's annual evaluation. The Georgia Department of Education encourages the use of the **CLASS Keys**SM performance appraisal process at the school level to assess teacher performance and facilitate the professional growth that occurs as teachers engage in continuous improvement.

The **CLASS Keys**SM was field tested by several hundred schools throughout the state during the 2008-2009 school year. Administrators and teachers served as co-developers by providing feedback that was used to refine the performance appraisal process.



CURRICULUM - *A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.*

Curriculum and Planning Teacher Standard 1: The teacher makes decisions about planning that demonstrate a deep understanding of content knowledge, pedagogy, and the implementation of the required curriculum or Georgia Performance Standards (GPS).

CP 1.1 The teacher plans instruction that demonstrates strong knowledge of content and effective instructional delivery.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not plan instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher is unable to teach content using effective instructional methodology.	The teacher plans instruction based on knowledge of the assigned content area; however, the teacher lacks depth in content knowledge or cannot organize or present content effectively so that students can learn.	The teacher plans instruction that consistently demonstrates knowledge of major concepts in the assigned content area. The teacher also organizes and presents content effectively so that students learn.	The teacher plans instruction that demonstrates a deep knowledge of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that is central to the assigned content area and presents content effectively so that students learn.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Covers content superficially in lesson plans. Identifies material to be covered, but rarely thinks about how students will learn the material. Provides students with no opportunities to use content creatively in a peer group or individually. <p>Observations</p> <ul style="list-style-type: none"> Asks students primarily for facts rather than in-depth concepts. Overlooks incorrect or confused student responses by moving on to another student or changing topics. Controls class discussions and limits student interactions with one another. <p>Conferences</p> <ul style="list-style-type: none"> Cannot explain how students or groups learn content differently. Blames students for their lack of content knowledge or interest in the subject area. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Designs plans to help students grasp factual knowledge and use content knowledge. Creates strategies to engage students in content, but strategies are isolated and/or may lack coherence or depth across lessons. <p>Observations</p> <ul style="list-style-type: none"> Uses current and accurate content knowledge in teaching. Explains content in more than one way. Relies on teacher-student-teacher response pattern that keeps students dependent on teacher for approval/disapproval of their ideas. Asks simple questions of fact or interpretation, but rarely higher level questions that enable students to grasp deeper concepts. <p>Conferences</p> <ul style="list-style-type: none"> Demonstrates enthusiasm and interest in teaching and learning more about field of study. Believes that all students learn content the same way rather than acknowledging different learning differences. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Provides a strong content base in all plans, including major concepts and assumptions as well as facts. Designs opportunities for students to learn content in appropriate ways for the content type. Designs extended practices that apply acceleration/remediation according to learning needs. <p>Observations</p> <ul style="list-style-type: none"> Uses students' prior knowledge and/or misconceptions to guide instruction. Expects and encourages students to learn and reason about problems in the content area(s). Arranges opportunities for students to explore content knowledge in complex ways and report discoveries to others. <p>Conferences</p> <ul style="list-style-type: none"> Articulates in-depth, complex knowledge of content and teaches it appropriately for most learners' needs. Demonstrates awareness that content knowledge in any field is complex and constantly evolving. Recognizes there are multiple perspectives on any topic. Articulates, questions, and reflects on conceptual issues in the field. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Encourages students to debate issues in the content area(s). Engages student in active learning through exploration and hands-on learning through projects, inquiry processes, and the use of technology. Anticipates common misconceptions and makes modifications to address student needs. Plans interventions when students do not understand. <p>Observations</p> <ul style="list-style-type: none"> Asks questions that demonstrate the teacher thinks like someone in the field and helps students to see the world in that way. Provides subject-specific scaffolding, coaching, and modeling to support students as they learn new concepts. <p>Conferences</p> <ul style="list-style-type: none"> Forms a broad understanding of how diverse learners acquire specific content knowledge. Adapts instruction during the lesson to meet specific student needs.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Student Evidence</p> <ul style="list-style-type: none"> Frequently produce misinterpretations of content in assessments or discussions. Report that the teacher does not understand the content area(s). 	<p>Student Evidence</p> <ul style="list-style-type: none"> Learn accurate information, but also are interested in different ideas people have about content. Report benefits from learning in the content area(s). 	<p>Student Evidence</p> <ul style="list-style-type: none"> Observe (in surveys, etc.) that teachers help them understand rather than judge them for misconceptions. Grasp the meaning as well as the facts of the content they are learning. Recognize and discuss issues related to the content area. 	<p>Student Evidence</p> <ul style="list-style-type: none"> Demonstrate understanding of content through explanation, interpretation, empathy, perspective, application, and self-knowledge. Listen, learn, generate data, and use evidence in ways acknowledged by those in the content area(s).
Element Descriptors	<p>Required Curriculum — Mandated curriculum for the course (GPS or QCC when applicable) or other approved sets of state, national, or international standards or curriculum. For the purposes of the CLASS KeysSM, the term GPS is frequently used to mean the required curriculum.</p> <p>Depth of Content Knowledge — Ability of teachers to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.</p> <p>Pedagogical Content Knowledge (PCK) — Distinctive bodies of knowledge for teaching that represent the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners and presented for instruction. PCK is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue. With PCK, the teacher not only comprehends the content being taught in complex ways, but also knows how learners come to understand that content. Typically, a teacher can predict and plan for student questions, misconceptions, and needs for scaffolding. PCK includes knowledge of subject matter, students, and possible misconceptions, curricula, and best teaching practices.</p>			
Examples of Data Sources	<p>Artifacts Student work examples and summary of professional learning activities attended</p> <p>Conference Discussion Topics The teacher can explain the components of the instructional plan. For example, the teacher can discuss how components require students to use higher-order cognitive skills.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> When did you have to teach a complex concept this year? How did you ensure that all students understood and grasped the concept you were teaching? How would you develop your unit plans and decide what to include or exclude from the unit of study? How have you worked to expand your understanding of the issues in your content area this year? 			

CP 1.2 The teacher demonstrates a clear understanding of the Georgia Performance Standards (GPS) by appropriately planning for what students are expected to know, understand, and do in the grade level and content area.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher demonstrates a lack of understanding of the GPS when planning. Plans do not appropriately reflect what students are expected to know, do, or understand in the assigned grade level, or content area.	The teacher is beginning to understand GPS when planning what to teach, when to teach it, and outcomes to expect in student learning; however, plans may lack appropriate rigor for the grade level, and content area.	The teacher uses GPS when deciding what to teach, when to teach it, and what outcomes to expect in student learning. Unit/lesson plans appropriately address the rigor of the curriculum in the grade level, and content area.	The teacher has a deep understanding of GPS, including GPS standards, purposes, expectations, and articulation across grades/courses. Lesson and unit plans are exemplary examples of GPS-based planning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not demonstrate knowledge of what to teach or when to teach it. Creates plans that do not correlate with GPS standards. Creates plans that are either too easy or too difficult for the assigned students. Utilizes only basic assessments, such as objective tests, which do not accurately measure student ability and performance. <p>Observations</p> <ul style="list-style-type: none"> Does not deliver age-appropriate instruction. Interacts with students in inappropriate ways for their age/grade/developmental levels, resulting in student frustration. Does not assess students' prior knowledge and understanding of a subject or try to address student misconceptions. <p>Conferences</p> <ul style="list-style-type: none"> Cannot explain expected student learning outcomes from GPS for the grade/course taught. Cannot articulate what comes before and/or after the grade/course the teacher teaches. Cannot explain vertical alignment of content. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses some components of curriculum guides, scope and sequence guides, and/or other alignment resources. Reviews and uses the state standards (GPS) as guides for planning. Does not demonstrate age-appropriate expectations of learners at this age or developmental level and, as a result, may plan for less rigor than students can achieve. <p>Observations</p> <ul style="list-style-type: none"> Uses age-appropriate methods to explain standards to students. Delivers age-appropriate instruction most of the time; however, needs to gain additional knowledge of and experience with students at the grade level. Seeks to learn from students about their prior knowledge and what they know, understand, and can do. <p>Conferences</p> <ul style="list-style-type: none"> Articulates some appropriate student learning outcomes for age/grade/developmental level taught. Explains vertical alignment of content. Seeks input from more experienced peers and leaders in order to learn about a particular age/grade/developmental level. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Creates plans that are appropriate for the grade/course because plans are based on GPS expectations for the grade/course. Plans with high, yet realistic, expectations for most students. Includes some rigorous performance tasks in plans. Plans in conjunction with colleagues at grade/course/level to establish consistency and fairness across teachers in the same subject/course. <p>Observations</p> <ul style="list-style-type: none"> Helps students understand standards in a variety of ways appropriate for their age/grade/developmental level Delivers appropriate instruction for the developmental level of most students. Establishes connections across content units both within and across grade levels/courses. <p>Conferences</p> <ul style="list-style-type: none"> Knows students well at the grade/age/developmental level taught and holds reasonable and rigorous expectations for their achievement and work. Explains how content is vertically aligned. Works with colleagues to align curriculum vertically across grade levels and/or courses. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Creates plans that are developmentally appropriate, differentiated, complex, interesting, and demonstrate content understanding. Plans so that all students have opportunities to engage in rigorous performance tasks. <p>Observations</p> <ul style="list-style-type: none"> Engages students in unit-design, providing them with standards and guiding them in planning, organizing, and assessing strategies, settings, and content that will help all achieve. Challenges students through diligent work and supportive guidance to think and work in ways that help them achieve. Helps all students meet high standards of learning. <p>Conferences</p> <ul style="list-style-type: none"> Collaborates with peers to adjust plans based on prior year/course assessments of students' struggles and successes. Articulates how all planning is based on knowledge of GPS, student needs, and rigorous expectations for student achievement. Leads vertical alignment collaboration among peers. Strives to help every student achieve at higher levels and adjusts expectations when students demonstrate capabilities to do more.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot articulate what they are expected to know, understand, or do as learners. • Report that almost all activities are too hard or too easy. • Inform the teacher that they covered the same lesson or content previously. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Report that some activities are either too hard or too easy. • Explain standards somewhat, but are unsure of teacher’s expectations for quality or rigor. • Become confused when assessments do not measure standards or expectations as students understood them. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Acknowledge the teacher’s efforts to make the curriculum challenging and rewarding for all learners. • Perform tasks that are varied and appropriate for learning levels. • Engage in learning activities that lead to most achieving standards, and some exceeding them. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Participate in learning activities targeted for specific needs and developmental stages. • Understand complexity of all standards and can explain the importance of the standards. • Hold high, rigorous standards for themselves and others.
Element Descriptors	<p>Rigor — Curriculum that challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.</p> <p>Performance Task — Performance task is a formative or summative assessment that checks for student understanding, and/or progress toward the standards/learning goals at different points during a unit of instruction. A performance task involves applying knowledge and skills rather than recall and results in tangible products or observable performances. Performance involves meaning-making, encourages self-evaluation and revision, requires judgment to score and is evaluated using predetermined criteria (rubrics).</p> <p>Vertical Alignment — Process to develop and evaluate the curriculum that considers standards mastered in previous grade levels and standards expected to be mastered in upcoming grade levels.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans, curriculum plans, pre-observation form, observation notes, student data records, student work, student formative and summative course evaluation data (survey or open-ended questions), minutes from course team planning meetings, minutes from vertical alignment team meetings, curriculum maps, scope and sequence</p> <p>Conference Discussion Topics The teacher can explain his/her choice of what to teach and when. The teacher can report student progress based on data and the process for reviewing student work, analyzing student data, and adjusting instructional plans based on student needs.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • What collaborative planning experiences have you participated in this year? • How have you worked with your colleagues this year to ensure vertical alignment? • How have you worked with your colleagues this year to ensure that there have been consistency and fairness across the course in the different classrooms? • What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach? How did the results at the end of the year compare with the expectations you held and the results you anticipated at the beginning of the year? 			

CP 1.3 The teacher plans interdisciplinary instruction and makes connections to the real world.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not attempt to connect the assigned content to other content areas or to the real world.	The teacher relates the assigned content to other content areas and/or to the real world. However, connections are usually impromptu and short-term rather than planned and woven into the curriculum or learning goals.	The teacher relates the assigned content to the real world of students as a normal part of planning and also strives to show connections among areas of the curriculum.	The teacher consistently relates the assigned content area to other content areas and establishes connections between what students are learning and the real world. Students can then enhance their own learning by making connections across content areas and to topics outside of the classroom.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans without regard to students' experiences, interests, or other academic learning. Does not establish connections with other content areas when planning. Does not use or develop any integrated units that link content areas. <p>Observations</p> <ul style="list-style-type: none"> Provides no time for students to contribute knowledge from life experiences. Accuses students of interrupting when they attempt to share life experiences. Does not recognize students' attempts to relate content to their life experiences or other content areas. <p>Conferences</p> <ul style="list-style-type: none"> Is unaware of students' interests, prior knowledge, or life experiences. Cannot articulate how standards in their own content area could integrate with standards in another area. Cannot provide documentation that shows connections between content area and students' lives. Does not design tasks or activities that demonstrate connections between content taught and other content. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Includes a few strategies to learn about students' interests and lives in plans, mostly at the beginning of the year or course. Uses magazines, film, and other media to make class relevant to students; however, resources may not be linked to GPS. <p>Observations</p> <ul style="list-style-type: none"> Invites students to occasionally share their everyday knowledge and experiences in the classroom. Asks students questions about what they are learning in other content areas and sometimes relates these insights to their content area. Attempts to add relevance to lessons through some essential questions, but questions do not necessarily deepen instruction. <p>Conferences</p> <ul style="list-style-type: none"> Understands the importance of making the content relevant to the learner, but is unsure how to do it. Seeks help from colleagues to plan integrated units. Uses survey results to better understand students as individuals and as groups. Creates bulletin boards and other media wherein students share who they are outside of school. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans a variety of strategies to learn about students' interests, lives, and communities and uses information for planning. Devises ways for students to link new content to information or experiences previously encountered (e.g., invent a store to count money in kindergarten, etc.). Develops integrated units (occasionally with peers), which bring together multiple content areas. <p>Observations</p> <ul style="list-style-type: none"> Invites students to bring their everyday knowledge and experiences into the classroom on a regular basis. Invites speakers to share their real world experience to enrich content. Relates stories, problems, and solutions from personal experiences to establish connections between content and real life. <p>Conferences</p> <ul style="list-style-type: none"> Examines the state curriculum standards across the curriculum areas for their grade level to discover natural connections for interdisciplinary and life-based lessons, units, and concepts. Brainstorms ideas with colleagues for organizing content around curriculum themes. Assigns projects that demonstrate the integration of content areas around a single topic, essential question, or theme. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Includes students in planning instruction to ensure lessons are connected to their world. Creates research and learning opportunities that connect students with the world outside of school, (e.g., pen pals, local history, etc.). Plans teaching/learning strategies (e.g., projects, essays, research, etc.) that require students to relate one content area to another and to real-life experiences. Plans collaboratively and regularly with other teachers in a team or across the curriculum to create integrated multi-disciplinary units. <p>Observations</p> <ul style="list-style-type: none"> Involves students in planning and carrying out activities/units that relate new content to student experiences and interests. <p>Conferences</p> <ul style="list-style-type: none"> Models ways that people report knowledge in various disciplines. Facilitates collaboration by encouraging colleagues to develop, implement, and evaluate interdisciplinary units. Creates opportunities for students to share their work with community members, including those who use the content area(s) in the real world. Provides student work samples that clearly show integration of content knowledge across disciplines.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot explain how content in one discipline connects with content in another discipline. • Cannot connect content to real life experience. • Report that the class content is useless and/or out of touch with reality. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Establish connections between prior and current learning. • Connect some content to real life experience. • Connect current lessons to other disciplines. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Demonstrate awareness of the teacher's efforts to make the curriculum relevant to all learners. • Engage in projects, essays, and research that relate content areas to real life experiences. • Explain how major concepts in content areas relate. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Have opportunities to share their interdisciplinary insights with peers, teachers, and community members. • Make connections among content areas and to real life experiences. • Apply knowledge effectively across content lessons and units.
Element Descriptors	<p>Essential Question – Question that probes for deeper meaning and understanding of an issue, concept, or principle. Essential questions set the stage for further questioning and foster the development of critical thinking skills and higher-order capabilities. The question facilitates a particular enduring understanding and helps students relate factual knowledge to concepts in the unit. Two types of essential questions are used in GPS frameworks – broad/overarching and unit/content specific.</p> <p>Horizontal Alignment – Process to develop and evaluate the curriculum that considers appropriate scope and sequence of grade-level standards.</p> <p>Integration – Process where teachers use curriculum design to make connections within and across subject areas.</p> <p>Interdisciplinary – Knowledge view and curriculum approach that applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work.</p> <p>Relevance and Authenticity – Whenever possible, attempt to reinforce student understanding of the purpose of what is being learned and its connection to the world beyond the classroom.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans, curriculum plans, pre-observation form, observation notes, student data records, collaborative planning minutes or notes, student work, list of essential questions that were employed throughout the year (demonstrating alignment to other content areas and to GPS), pictures of displayed student work that integrates content knowledge across disciplines, matrix included in lesson plans that shows alignment of GPS across content areas for the unit or lesson, student formative and summative course evaluation data (survey or open-ended questions)</p> <p>Conference Discussion Topics The teacher can explain the use of essential questions, the importance of collegial planning for interdisciplinary units, and the process used to identify appropriate resources to support instruction.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How have you worked with your colleagues this year to make connections across the curriculum in the units you have taught? • What are some of the ways that you have added relevance to the curriculum and helped students make real-world connections? 			

Curriculum and Planning Teacher Standard 2: The teacher uses appropriate tools and strategies for planning that will help all learners master the Georgia Performance Standards (GPS) and meet district expectations for learning.

CP 2.1 The teacher utilizes the Georgia Performance Standards (GPS) as reflected by the written school curriculum, including the learning framework, scope and sequence, curriculum maps, units, and guides, to plan instruction and assessments.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use the written school curriculum (e.g., curriculum maps, units, scope and sequence documents, or curriculum guides) to support planning or assessment of instruction for implementing GPS.	The teacher uses written school curriculum to plan some aspects of instruction and assessment; however, use of the curriculum is inconsistent.	The teacher consistently uses the written school curriculum to plan standards-based instruction and assessment for implementing GPS.	The teacher consistently creates instructional plans and assessments that use all components of written school curriculum. Further, the teacher leads colleagues in developing curriculum materials to support GPS and, where possible, integrates GPS with nationally recognized content area standards.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> • Focuses solely on the assigned text and supporting teacher materials to decide what and how to teach. • Does not follow the scope and sequence of the curriculum. • Does not reference standards in lesson or unit plans. • Uses standards other than GPS to guide planning. • Randomly uses GPS components in lessons or units. <p>Conferences</p> <ul style="list-style-type: none"> • Cannot articulate how or why to teach certain standards. • Cannot locate the written school curriculum. • Cannot explain the expected uses of the written school curriculum components. • Is unaware of or does not use GPS support materials made available by the school, district, and/or state. • Does not use GPS materials or resources provided by the GaDOE, such as those available through GeorgiaStandards.Org to support planning. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> • Sequences instruction so that most activities and days connect logically. • Includes references to GPS in lessons and unit plans; however, standards are not written in the same language as GPS. • Uses the same language as the standards, but does not consistently reference the standards. • Uses ideas primarily from the textbook with some use of other teacher materials. • Regardless of the content complexity and student needs, limits planning to only one or two activities aimed at helping students meet each standard. <p>Conferences</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of GPS, but provides limited evidence that understanding transfers to practice. • Locates and identifies curriculum guide, scope and sequence and curriculum maps for grade level/courses taught. • Uses teacher GPS support planning materials made available by the school, district, and/or state. • Begins to use GeorgiaStandards.Org for lesson planning and curriculum units. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> • Uses the curriculum guide for all planning and assessments. • Incorporates all appropriate GPS into lessons and unit plans and assessments. • Follows the scope and sequence of the curriculum. • Writes standards in language of GPS and references them appropriately in all lessons and unit plans. • Plans multiple ways to engage and assess students in meeting identified standard(s) and adapts plans according to identified student needs and successes. • Sequences instruction, activities, and assessments logically throughout all lessons and unit plans and adapts plans based on student learning and needs. • Seeks and uses a wide variety of appropriate, standards-based curriculum resources. <p>Conferences</p> <ul style="list-style-type: none"> • Articulates reasons for the selection of lesson standards and how selection relates to the scope and sequence of the unit. • Consults curriculum materials for related grades or courses to ensure continuity across the curriculum. • Uses GeorgiaStandards.Org routinely in planning. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> • Correlates local, state, and national standards in the content areas in order to build more productive lessons and units. • Includes multiple activities in plans to help all students master GPS. • Plans based on curriculum guides and own extended experience with a grade level or course. • Seeks creative and appropriate curriculum resources for specific students and groups. • Designs performance tasks that support and challenge learners as they seek mastery of standards. <p>Conferences</p> <ul style="list-style-type: none"> • Helps to write and evaluate the scope and sequence, curriculum maps, and written guidelines of the curriculum for the grade, course, and/or school. • Supports colleagues in the use of the curriculum guides and maps to address standards. • Correlates GPS to national standards to design rigorous instruction and assessment. • Contributes sample performance-based tasks, teaching activities, learning activities, curriculum units, and/or assessments to GeorgiaStandards.Org.

* Examples of Evidence for Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot articulate which standards are lesson focus. • Perform tasks or assessments that do not align with GPS. • Perform simple tasks related to standards already taught. • Are frustrated or confused because lessons are not well sequenced or logical. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Perform tasks related to identified GPS standards. • Make connections between most activities and the standards to be mastered. • Perform assessments that may or may not be clearly linked to standards. • Articulate the logic among some activities on a given day. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • See a logical sequence and purpose for most instruction and activities. • Describe a variety of activities the teacher uses to engage students in meeting specific standards. • Learn from assessment tasks that clearly measure progress and mastery of standards. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Articulate how teacher adapts instruction, varies activities, and uses assessments to help each student master standards. • Help design performance tasks based on standards. • Acknowledge the teacher’s use of national standards and GPS to guide instruction.
Element Descriptors	<p>Collaborative Planning — Process in which teachers meet and work together to develop lessons and units and monitor effectiveness.</p> <p>Concept Maps — Two-dimensional representations of cognitive structures that show hierarchies and interconnections of concepts involved in a discipline. Provides an outline of the course content by units and may provide a suggested time schedule for each unit.</p> <p>Curriculum Maps — Visual representation or tool for assisting curriculum developers in conceptualizing shared visions and values that will drive the curriculum as a whole. Sometimes called a concept map, this tool clarifies a plan for knowledge construction and shows the links and relationships between concepts.</p> <p>National Standards — Standards found in the content areas written and sponsored by national professional organizations.</p> <p>Scope and Sequence — Consideration of scope includes decisions about what is significant and manageable. Consideration of sequence includes decisions about what is necessary for sequential development of both skills and concepts. Together they are considered a curriculum plan, usually in chart form, in which a range of instructional objectives, skills, etc., is organized according to the successive levels at which they are taught.</p> <p>State Standards — Georgia Performance Standards (GPS) or other approved standards/curriculum where GPS is not yet available.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans, pre-observation form, curriculum units including classroom assessments, performance tasks, student work samples, and teacher written reflection</p> <p>Conference Discussion Topics The teacher can explain his/her understanding of standards-based teaching and learning, including what rigor and relevance the curriculum entails and what curriculum documents are being used to plan for instruction.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • What process or rationale do you use in selecting standards for lessons or units? • What materials do you use in your planning process? 			

CP 2.2 The teacher uses an organizing framework for instructional planning to support standards-based instruction.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use an organizing framework to plan teaching and learning activities. Activities appear to be disorganized and random.	The teacher uses an organizing framework to align curriculum, assessment and instruction; however, the framework guides only some teaching and learning activities.	The teacher uses an organizing framework for most teaching and learning activities in order to align curriculum, assessment, and instruction. The framework is used to plan and implement high quality teaching and learning.	The teacher creates teaching and learning activities that are consistently guided by an organizing framework that aligns curriculum, assessment, and instruction. The teacher involves students in consciously examining their work and linking activities to GPS.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Does not use an organizing framework for planning. Creates lessons not connected to one another, standards, or assessments. Uses textbook as the major organizing framework. Does not always provide lesson plans or only plans day-by-day. Plans activities that are not based on student learning needs or standards. Uses activities that are entertaining as a way to keep students busy and controlled, but does not help students achieve standards. <p>Conferences</p> <ul style="list-style-type: none"> Cannot define an organizing framework or how it should guide planning and instruction. Cannot explain logical connections across lessons or units. Has limited rationale for selection or design of lessons. Cannot explain how a standards-based classroom looks or why it is required. 	<p>Teacher Evidence Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Reviews and uses GPS and curriculum as instructional guides, but may refer to textbooks to organize instruction. Selects, organizes, and identifies GPS in some lesson and unit plans. Implements components of an instructional framework with a logical sequence for lessons (e.g., opening, work session, closing, etc.). Plans units and lessons, usually starting with required GPS standards and then moving to logically connected activities and assessments. <p>Conferences</p> <ul style="list-style-type: none"> Seeks guidance from colleagues on the use of an organizational framework to guide planning. Attempts to use an organizational framework to design standards-based instruction. Demonstrates understanding of how curriculum, assessment, and instruction are interrelated, but cannot always apply logic to lessons and unit plans. Seeks to engage students in standards-based learning, but is not always sure how to do so while managing a classroom. 	<p>Teacher Evidence Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Bases plans on an organizing framework such as “backward design.” Uses aspects of “backward design” (or other framework) for some planning by considering students’ prior knowledge in relation to standards, then creating appropriate assessments and teaching strategies. Aligns standards, instruction, and assessments logically for most units. Plans from a consistent, coherent instructional framework that provides students stability and support. Strives to create a standards-based classroom in which students are engaged in learning. <p>Conferences</p> <ul style="list-style-type: none"> Articulates how the school and/or grade level organizational framework was developed and how it guides students to meet standards. Shows where GPS is embedded in unit plans, lesson plans, and assessments. Uses a process or checklist to ensure all standards are included in the organizational framework. Helps students reflect on their work in relation to standards. 	<p>Teacher Evidence Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Creates teaching and learning activities that are informed by an organizing framework for instruction and reflect understanding of what students should know, be able to do, and understand. Uses “backward design” (or another framework) for all planning by first assessing students’ prior knowledge in relation to standards and then creating appropriate assessments. After this, considers the learning environment and possible teaching strategies. Aligns standards, instruction, and assessments systematically within and across all lessons and units. <p>Conferences</p> <ul style="list-style-type: none"> Articulates how the school’s organizing framework was selected or developed and how it guides teacher decisions about what students should understand. Involves students by using a process or checklist to ensure that all standards are included in the organizing framework. Creates and can explain a coherent standards-based classroom and learning community in which students understand how their learning relates to standards.

* Examples of Evidence for Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Disagree with or do not understand the teacher’s assignments or assessments of their learning. Do not understand how to complete assignments. Follow directions without understanding what they are learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> See connections between some lessons, assessments, and learning. Identify GPS they are working on for a particular lesson. Report that they are engaged in learning at least some of the time. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Engage in learning activities that lead to achieving or exceeding standards. Understand teacher’s reasons behind activities, organization of learning, and assessments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Work with teacher to analyze lesson/unit success. Explain the logic of how lessons and assessments lead to achievement of standards. Analyze their work and can articulate and reflect on which standards have been mastered.
Element Descriptors	<p>Backward Design — An approach to teaching and planning in which the understanding of the unit is determined first and then used as a basis to develop appropriate assessment methods to demonstrate understanding. Then the teacher determines which learning experiences are needed to enable students to develop and demonstrate the identified understandings.</p> <p>Organizing Framework or Instructional Framework — An organizing framework that aligns curriculum, assessment, and instruction and is utilized to plan quality teaching and learning, ensuring that all standards are addressed and achieved by the end of the course.</p> <p>Organizing Framework Template Examples — Examples of units with a common design include <i>Understanding by Design</i>, McTighe and Wiggins; Power Standards, Ainsworth; and GaDOE Curriculum Frameworks.</p> <p>Standards-Based Classroom — Classroom where teachers and students have a clear understanding of the expectations or standards. They know what they are teaching/learning each day, why the day’s learning is an important thing to know, and how to do it. They also know they are working toward meeting standards throughout the year and that standards-based learning is a process not an event.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans, curriculum units, and minutes from course team or other collaborative groups meetings</p> <p>Conference Discussion Topics The teacher can explain how to use an organizing framework to plan, clarifying what an organizing framework is and the school and/or district expectations for the use of an organizing framework to plan.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> What organizing framework do you use for planning? What are some examples of plans in which the organizing framework was used? How do you engage students in planning, learning and assessing their learning? 			

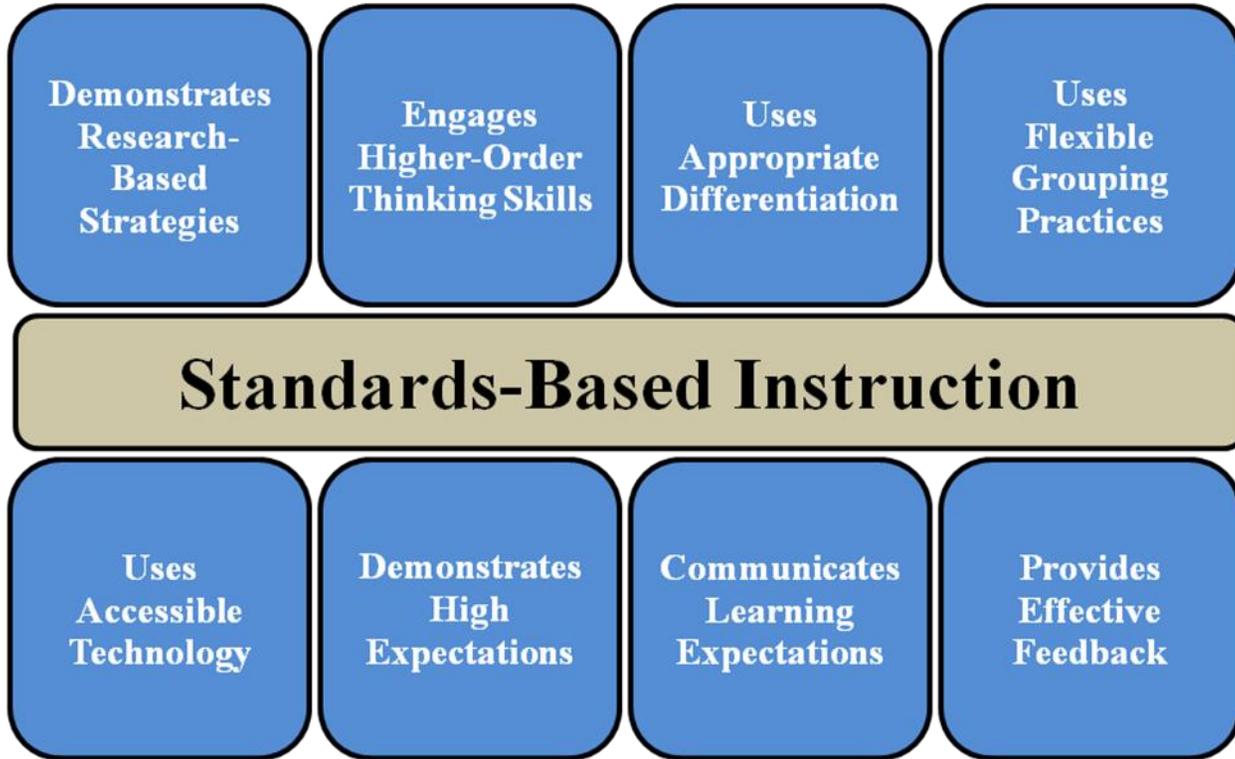
CP 2.3 The teacher plans assessments to measure student progress toward and mastery of the Georgia Performance Standards (GPS).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not plan assessment strategies related to mastery of GPS.	The teacher plans assessments based on desired student outcomes; however, assessments do not always reflect progress toward mastery of GPS.	The teacher consistently plans assessments based on desired student outcomes that reflect progress toward mastery of GPS.	The teacher plans a variety of appropriate assessments so that students can demonstrate progress toward mastery of GPS. The teacher involves students in the development of GPS-aligned assessments.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Does not plan, develop, or use GPS-based assessments. Does not use common assessments when available in curriculum guides or from colleagues. Does not use GPS language in planning assessments. Does not use available assessments designed by the state, district, or school (benchmark testing). Plans, develops, and/or uses assessments that do not match GPS. Plans and uses only simple recall assessments that do not align with GPS standards. <p>Conferences</p> <ul style="list-style-type: none"> Does not understand how to examine student work to guide assessment development. Does not use GPS terminology in assessments. Does not consider assessment strategies or development until after a unit has been taught. Is unaware of state-mandated testing requirements. Cannot explain how analyzing student data is useful for planning purposes. Does not demonstrate knowledge of GPS or how to teach toward standards in student assessments. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Includes GPS-based assessments in planning some lessons. Uses available assessments designed by the state, district, or school (benchmark testing, but only when required by the school). Includes some available common assessments designed by colleagues and aligned to GPS. Plans assessments aligned with GPS that do not necessarily lead to or measure mastery of standards. Plans from and primarily uses the assessments that accompany the textbook. <p>Conferences</p> <ul style="list-style-type: none"> Provides practice opportunities for state-mandated testing, but only immediately prior to the testing. Seeks to learn about state and local mandated testing. Plans some formative assessment of student work to check progress toward standards. Demonstrates some awareness of GPS and how to use assessments that align with standards. Explains how student data analyzed by colleagues who teach the same grade or course could be used for planning. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Includes GPS-based assessments in planning all short-term and some long-term plans. Plans, develops, and/or uses assessments that appropriately measure student progress toward mastery of GPS. Incorporates available assessments designed by the state, district, or school (benchmark testing) as part of overall assessment strategy. Works with colleagues to develop, use, and evaluate common assessments for grade level/course. <p>Conferences</p> <ul style="list-style-type: none"> Builds long-range planning opportunities for students to prepare students for state-mandated tests. Collaborates with colleagues in grade or content area to periodically examine and evaluate student work to determine desired results. Analyzes GPS and develops assessments that reflect how these standards might appear in state-mandated tests. Provides formative and summative assessments that relate directly to GPS. Interprets data from across the grade or content areas to assess student progress on standards. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units Observations*</p> <ul style="list-style-type: none"> Plans a variety of assessment strategies to allow all students to demonstrate mastery of standards. Matches assessment strategies consistently to GPS and instructional learning goals through a variety of performance tasks and assessments. Involves students in the planning and development of challenging, but appropriate GPS-aligned assessments. <p>Conferences</p> <ul style="list-style-type: none"> Places a priority on building effective, GPS-based assessments into all short and long term planning. Examines student work to plan strategies that lead to student mastery of standards. Collects student work samples of varying levels to facilitate consensus building of expectations to meet GPS. Assists colleagues in disaggregating, analyzing, and using the results of classroom-based and mandated testing for short and long term planning. Shows creativity and variety in planning student assessments, including co-designing assessments with students.

* Examples of Evidence for Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not see connections between GPS, state-mandated tests, or classroom assessments. Do not perceive that classroom assessments are fair or identify their strengths and weaknesses relative to what is taught. Cannot articulate what standards they are studying. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Perceive that classroom assessments are fair and identify their strengths and weaknesses relative to what is taught. Practice and learn from items or sample tests using the formats and conditions of mandated standardized tests. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Understand the connections between GPS and classroom assessments. Experience assessments using format, language, and content aligned with district, state, and national mandated tests. Demonstrate the use of higher-order thinking skills on assessments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Recognize the teacher's efforts to vary assessment strategies to allow students to demonstrate mastery in their own way. Understand the connections among the district, state, and national mandated tests, GPS, and classroom assessments.
Element Descriptors	<p>How this standard differs from the Assessment of Student Learning strand: This standard refers to the teacher's ability to build in assessments into overall planning to help students achieve GPS. This element anticipates appropriate assessments will be used at the appropriate time using a combination of diagnostic, formative, and summative assessments across instruction. The Assessment of Student Learning Strand focuses on how the assessments used impact instructional decisions, how effectively assessments measure student performance, and how assessments prepare students for state-mandated tests.</p> <p>Mastery of Standards — A student's ability to apply learned standards in performances in and out of the classroom.</p> <p>National Standards — Standards found in content areas written and sponsored by national professional organizations.</p>			
Examples of Data Sources	<p>Artifacts Student assessments, data analysis, lesson plans and curriculum unit plans, minutes from collaborative team meetings, and/or PLC team meeting minutes where student work was discussed</p> <p>Conference Discussion Topics The teacher can explain how he/she plans for assessment, working with colleagues to develop common assessments and making connections between formative and summative assessments and between state-mandated tests and classroom assessments.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> How do you plan for assessment of student progress and mastery of standards? In what ways have you worked with colleagues toward deeper assessments and use of assessment data to plan? What relationships do you see between your planning for classroom assessments and state-mandated tests? How do you help students see that link? How do you build high-quality, demanding assessments? How do you use analysis of student assessment data to plan future instruction for mastery of standards? 			



INSTRUCTION - *Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).*

Standards-Based Instruction Teacher Standard 1: The teacher consistently uses research-based practices in the classroom.

SBI 1.1 The teacher consistently demonstrates research-based practices that engage students in learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use research-based instructional strategies or processes that might engage students in learning.	The teacher experiments with research-based practices in classroom instruction with limited positive impact on student learning and engagement.	The teacher consistently uses classroom instruction that draws on a variety of research-based learning strategies, and, as a result, students are engaged in learning.	The teacher consistently draws on a variety of research-based learning strategies, processes, and instructional modes to maximize student learning and engagement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Focuses plans on coverage of material rather than on understanding. • Does not include motivating strategies that engage students in learning. • Does not provide opportunities for student decision-making, but regulates all aspects of assignments. • Engages primarily in teacher-centered, whole-group, and worksheet/textbook-driven instruction. • Uses generic rather than research-driven strategies, processes, and delivery modes. • Does not use accessible technology resources to engage students in learning. <p>Observations</p> <ul style="list-style-type: none"> • Provides no logical purpose for selected strategies. • Attends to teacher concerns more than student needs. • Teaches all students in the same way, not adapting lessons for student needs. • Ignores students' attempts to contribute prior knowledge or experience. <p>Conferences*</p>	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Plans for students to achieve understanding beyond acquisition of facts and skills. • Selects activating strategies (anticipation guides, demonstrations, games, etc.) to motivate learners. • Includes a limited number of research-based instructional strategies to address school improvement plan requirements. • Uses accessible technology resources periodically to engage students in learning. <p>Observations</p> <ul style="list-style-type: none"> • Explains content in one way only. • Adjusts instruction to use alternative instruction strategies only when whole class struggles in learning. • Demonstrates a working knowledge of recognized exceptionalities and learning profiles, but is not always sure how to adapt lessons for special needs. • Attempts various instructional strategies, but still may retain control by delivering knowledge and "covering" the curriculum. • Uses mostly teacher-centered strategies. • Provides superficial coverage of curriculum. <p>Conferences*</p>	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Selects a wide range of research-based strategies that provide multiple perspectives on concepts in the content area(s) and standards. • Utilizes knowledge of research-based strategies for planning and teaching decisions. • Collects data about students as diverse learners (e.g., identifying prior knowledge, background, potential problems, misconceptions, etc.) in order to select appropriate instructional strategies. • Uses accessible technology resources regularly to engage students in learning. <p>Observations</p> <ul style="list-style-type: none"> • Explains content in multiple ways until students demonstrate understanding. • Adjusts instruction to use alternative strategies when students struggle in learning. • Provides appropriate scaffolding, coaching, and modeling to support students as they learn new skills and concepts, removing supports as students learn to advance on their own. • Demonstrates a working knowledge of recognized exceptionalities and learning profiles and makes appropriate adaptations as needed to meet identified learning needs. <p>Conferences*</p>	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Engages students in inquiry projects that demonstrate evidence of knowing the content/standard. • Appropriately uses research-based, instructional strategies that enhance student engagement. • Plans with a thorough understanding of how diverse learners acquire specific content knowledge. • Consistently uses research about how diverse learners acquire knowledge and skills within a culturally responsive classroom. • Creatively uses available technology resources to support research-based practices that motivate students to higher levels of learning. <p>Observations</p> <ul style="list-style-type: none"> • Facilitates learning by customizing the difficulty of tasks to meet student needs and modeling advanced performances. • Assesses and uses knowledge of students' developmental stages, learning profiles, and areas of exceptionality in making all instructional decisions. • Provides student-centered instruction. • Collaborates with students to design new strategies for learning that specifically address the standards. <p>Conferences*</p>

* Examples of Evidence for Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Experience learning as recitation or identification of facts. • Engage in repetitive activities without clear purpose. • Cannot explain what they have learned or why it is important. • Perceive learning simply as correct answers or good grades. • Work in the same ways without adaptations for special needs. • Have no opportunity to demonstrate personal knowledge or experience in assignments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Build on prior knowledge and skills when learning new concepts. • Have individual needs met in some ways. • Learn through some strategies appropriate for exceptionalities and learning profiles. • Report that they feel engaged in most learning activities or help teacher understand when they are not engaged. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Make transitions from prior knowledge to new concepts with teacher support. • Have individual needs met in productive ways. • Grasp the meaning, not just the facts, of the content learned. • Experience learning as challenging, but comfortable and directly supportive of their needs. • Create a range of products that provide evidence of learning in a unit. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Reflect and convey understanding of achievement, how one learns, and next steps for learning. • Understand that learning is about assessing, modifying, and expanding knowledge. • Help teachers design and evaluate learning strategies.
Element Descriptors	<p>Culturally Responsive Classroom — Classroom environment where teaching has the following characteristics:</p> <ul style="list-style-type: none"> • Acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. • Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities. • Uses a wide variety of instructional strategies that are connected to different learning profiles. • Teaches students to know and praise their own and each others' cultural heritages. Incorporates multicultural information, resources, and materials in all of the subjects and skills routinely taught in schools. <p>Research-Based — Teaching, learning, and assessment strategies and practices proven by educational research to make a statistically significant difference in overall and disaggregated student achievement results. Strategies can include compare/contrast, summarizing and note taking, providing feedback that is criterion based, using cueing tools, higher-order questioning, and advance organizers.</p> <p>Scaffolding — Teaching strategy that provides students with specific support to accomplish tasks and develop understanding that they would not be able to manage on their own. The teacher provides temporary supporting structures at particular points in the learning process. Over time, support is withdrawn and responsibility for learning gradually shifts to the learner.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans and/or curriculum unit plans with strategies that incorporate multiple approaches to instruction and learning or other research-based strategies, student engagement data, pre-assessment student data, student work, student formative and summative assessments</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • What is an example of a research-based strategy that you have used successfully to engage students? • How do you learn about proven research-based strategies? • How do you share what works in your classroom with other colleagues? 			

SBI 1.2 The teacher emphasizes and encourages all learners to use higher-order thinking skills, processes, and “habits of mind.”

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not emphasize and/or encourage students to use higher-order thinking skills and processes.	The teacher encourages students to use higher-order thinking skills and processes on a limited basis and demonstrates limited understanding or infrequent use of these strategies.	The teacher emphasizes and consistently encourages most groups of students to use higher-order thinking skills and processes.	The teacher consistently emphasizes and encourages all students to use a variety of higher-order thinking skills, processes, and “habits of mind.”

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Writes lesson plans that focus solely on factual knowledge. Does not plan for or teach learning strategies. Does not vary processes for learning beyond simple recall or recitation. Creates assessments that elicit only lower level student answers. <p>Observations</p> <ul style="list-style-type: none"> Cannot explain complex concepts and assumptions in the content area(s) to students. Becomes confused, defensive, or frustrated when students ask questions. Asks only low-level factual questions. Provides correct answers to oral student responses rather than challenging the speaker or others to find answers. Inhibits student discussion with limiting responses to their input. Does not use accessible technology resources to develop higher-order thinking skills. <p>Conferences</p> <ul style="list-style-type: none"> Rejects suggestions for integrating higher-order skills, processes, and “habits of mind.” 	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Creates lesson plans that include some higher-level thinking strategies, but is not always able to carry these out fully (e.g., doesn’t know how to build high level answers, grades projects in limited ways, cannot support students’ independent investigations, etc.). Plans and uses some higher-order thinking strategies (comprehension, application, analysis) usually as short-term lessons or projects but does not extend the skills to other work. <p>Observations</p> <ul style="list-style-type: none"> Invites students to share their own knowledge and interpretations, but does not always provide appropriate responses. (e.g., “That’s correct.” “Tell us more.”) Experiments with strategies, processes, and “habits of mind” that encourage higher-order thinking. Uses accessible technology resources periodically, but not in a way to maximize and promote higher-order thinking. <p>Conferences</p> <ul style="list-style-type: none"> Seeks to learn about higher-order strategies from peers and through professional learning opportunities. 	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans strategies for memory, comprehension, problem-solving, analysis, and synthesis. Selects strategies to provide multiple perspectives on standards or key concepts within the content area(s). Incorporates frequent learning opportunities that require students to analyze and synthesize. <p>Observations</p> <ul style="list-style-type: none"> Promotes understanding rather than just acquisition of disconnected sets of facts and skills. Teaches memory skills to develop coherent structures of information (e.g., mnemonic devices, mental maps, etc.). Facilitates learning by regulating the difficulty of tasks. Uses a variety of accessible technology resources in project-based lessons to encourage higher-order thinking skills. <p>Conferences</p> <ul style="list-style-type: none"> Strives to teach at a higher level of learning; however, does not consistently expect students to engage in higher level “habits of mind.” 	<p>Teacher Evidence Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Creates organized plans that lead students to deeper understanding. Plans strategies that enhance student engagement in inquiry processes, evaluation of ideas, and the production of evidence of knowing the content/ standard. <p>Observations</p> <ul style="list-style-type: none"> Pushes students to work through dissonance toward deeper, conceptual understandings. Enables students to recognize their misconceptions about content knowledge, skills, and “habits of mind” and engages them in consciously understanding and adjusting their learning to be more productive. Helps students learn metacognitive strategies to reflect on learning. Facilitates discussions that require the use of higher-order thinking skills. Models and reinforces higher-order thinking skills through the use of accessible technology tools and resources. <p>Conferences</p> <ul style="list-style-type: none"> Understands and teaches from the knowledge that all students are cognitively active learners and are able to set goals, plan, revise, assemble, and organize material.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Recite and write only simple, short answers to teacher and test questions. Refuse to engage when teacher suggests to think more deeply. Stay silent or act disruptively when confused rather than seeking assistance. Do not use accessible technology tools and resources. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Display curiosity and interest in learning opportunities the teacher provides. Express confusion when teacher attempts new and deeper strategies for learning, preferring correct answers and specific guidelines. Work comfortably at the knowledge, comprehension, and application levels of Bloom's Taxonomy. Use appropriate and accessible technology tools and resources on a limited basis, mainly for knowledge and comprehension tasks. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Recognize and use, with some help, multiple strategies in learning new concepts. Take reasonable risks in responding, extending, questioning, and/or producing products that reflect the application level or higher on Bloom's Taxonomy. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using accessible technology tools and resources. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Understand that learning is about assessing, modifying, and expanding knowledge. Take reasonable risks consistently in responding, extending, questioning, and/or producing products that reflect highest levels of Bloom's Taxonomy (synthesis, evaluation). Use technology tools and resources to access their knowledge, make comparisons, classify, analyze and engaging in higher-order thinking skills.
Element Descriptors	<p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> Knowledge: Recall data or information. Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words. Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Evaluation: Make judgments about the value of ideas or materials. <p>Habits of Mind – Teachers reinforce students' lifelong dispositions to become effective learners, including the ability to use critical thinking, creative thinking, self-regulation, and metacognition.</p> <p>Higher-Order Strategies – Higher-order questions, seminar strategies, and use of authentic projects and student investigations.</p> <p>Higher-Order Thinking Skills – Discrete, observable skills such as comparison, classification, analysis of perspectives, and induction.</p>			

Examples of Data Sources

Artifacts

Lesson plans and/or curriculum unit plans that evidence strategies incorporating higher-order thinking skills, student reflections, student work samples, student formative and summative course evaluation data (survey or open-ended questions)

Conference Discussion Topics

The teacher can explain how he/she has attempted to learn about higher-order strategies, the value of students as sources of knowledge about his/her own learning, and ways the teacher strives to keep instruction focused on higher levels of learning.

Discussion Prompts

- In what ways have you sought to keep instruction in your classroom focused at a higher level of learning?
- In what ways have you used accessible technology tools and resources to promote higher-order thinking?
- How, if at all, have you sought to extend your learning this year about higher-order thinking skills, processes, and “habits of mind?”
- How do you challenge special education students to use higher-order thinking skills?

SBI 1.3 The teacher makes appropriate use of differentiation.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not make appropriate use of differentiated instruction. The teacher uses a single plan for all learners with content presented in the same way to all students regardless of readiness levels, and/or student interests.	The teacher sometimes modifies instruction to accommodate some student needs; however, a majority of instruction tends to be teacher-centered and whole-group in approach, marginalizing some students or groups.	The teacher consistently adjusts instruction according to the learning needs of the students, including modifications of content, process, product, and learning environment.	The teacher systematically plans for student differences by monitoring student progress to allow for ongoing differentiation. Instruction and the learning environment are adjusted to maximize the performance and engagement of students based on diagnostic data.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans to teach and assess all students in the same way. Makes a single plan for whole class instruction, or does not plan. <p>Observations</p> <ul style="list-style-type: none"> Is unaware of or rejects student attempts to provide input about their needs. Follows plans as prepared without consideration for student needs or frustration. Expects all students to use the same materials without consideration for reading levels or learning profiles. Does not incorporate the use of accessible technology resources to differentiate instruction. <p>Conferences</p> <ul style="list-style-type: none"> Is unable to describe the needs of specific students or groups. Does not know how to learn about students as individuals or groups. Is unaware of important characteristics or common adaptations for exceptional students. Does not understand learning profiles or how to adapt instruction to meet students' strengths and abilities. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Occasionally modifies planning for some students, but tends to utilize a teacher-centered, whole group approach. Plans to use only minimally demanding strategies with students who are identified as struggling. <p>Observations</p> <ul style="list-style-type: none"> Has not developed a systematic method of observing all students, but reacts to them as a large group or attends to only a few students. Relies on a few instructional strategies, more for the teacher's comfort level than for student needs. Uses some materials to support diverse learners. Uses some additional materials to support diverse learners. <p>Conferences</p> <ul style="list-style-type: none"> Learns how different forms of assessment provide unique insights into student strengths and needs. Reviews permanent record files for insight into the academic strengths of each student. Demonstrates a working knowledge of exceptionalities, including characteristics and appropriate adaptations. Works productively with special needs teachers. Understands learning profiles and tries to adapt instruction to meet student needs. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans for student differences. Creates lessons that operate at multiple levels to meet the developmental needs of diverse learners. Plans, delivers, and assesses lessons and units to facilitate student success. Plans in advance, but sometimes adapts plans as knowledge of specific students evolves. <p>Observations</p> <ul style="list-style-type: none"> Observes students' routines and habits, collecting formal and informal data in order to reflect on and adapt instruction. Makes a wide variety of resources available that are appropriate for specific learners. Uses a variety of resources, including accessible technology resources, to support the engagement of diverse learners. <p>Conferences</p> <ul style="list-style-type: none"> Builds and seeks to expand a repertoire of observational and data collection tools in order to assess students and their learning. Expands on knowledge of student exceptionalities by working with students over time and with colleagues certified in these areas. Articulates how students respond to variations of strategies. Explains how data supports differentiated instructional choices. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans systematically for student differences by monitoring progress. Plans differentiated lesson goals designed to focus specifically on strengths and weaknesses of students while leading all to achieve the same standards. Adjusts pacing, content, and instructional strategies to maximize the performance and engagement of each student, and follows up on the success of those strategies with further assessment. <p>Observations</p> <ul style="list-style-type: none"> Utilizes skills and tools for collecting data from students about their learning, problems, and misconceptions (e.g., reflection, interview, discussion, etc.). Explains choices and differentiation of strategies so students understand why classroom experiences vary. Shares with other teachers how accessible technology tools and resources are used to differentiate instruction. <p>Conferences</p> <ul style="list-style-type: none"> Assesses and uses knowledge of students' stages of development, learning profiles, and areas of exceptionality in instructional decisions.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not clearly relate their work to standards. Do not receive support for special needs as required by law. Work individually or in whole-group settings and rarely in small-groups. Demonstrate learning in only one way. Are not aware of their own strengths and interests related to the content area. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Work to meet the same standards in the same ways. Work as individuals and in small and large groups that are organized around interests or abilities. Are aware that the teacher adapts instruction for some students. Work occasionally in ways that are designed to support their own learning techniques. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Meet the same standards, usually through the same content/process, but may demonstrate learning through differentiated products. Discover and examine their strengths, talents, interests, and resources with teacher guidance. Complete individualized activities designed to achieve success in specific content and/or skills. Participate successfully in group learning activities specifically designed to help peers of varied academic strengths and weaknesses work together. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Meet the same standards, even though content, process, and product differ across students. Reflect on their own learning techniques, stages of development, and areas of exceptionality. Work with teachers to create plans and processes that meet their individual needs and goals.
Element Descriptors	<p>Differentiation — Adjustment of the teaching process according to the learning needs of the students. Differentiated instruction is provided to support students according to their instructional needs, including modification of content, process, product, and learning environment based upon students’ readiness levels, learning profiles, and interests, as well as background knowledge.</p> <p>Diverse Learners — Learners with varying interests, cultural backgrounds, socio-economic differences, academic abilities, learning profiles, etc.</p> <p>Equitable Engagement — Expectation for each learner to be engaged at the level of successful performance.</p> <p>Exceptionalities — A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.</p> <p>GeorgiaStandards.Org (GSO) — Website with dynamic, interactive, online resources that enhances and supports teaching and learning in Georgia with the Georgia Performance Standards (GPS) as the main focus. Provides online tools and resources necessary for teachers to accomplish this goal. Teachers have immediate access to the state standards, model instructional units, performance tasks, samples of student work and teacher commentary, best practice videos, professional learning materials, and instructional web resources aligned to the standards. All standards and resources are available in printable document formats or through a powerful search engine.</p> <p>Learning Profile — Ways that students learn, including learning styles, intelligence preferences, culture, gender, etc.</p> <p>Learning Style Theory — Theory that people learn in different ways, such as auditory, visual, or kinesthetic learning.</p> <p>Student Response System — Systems that allow the teacher to question/assess a class of any size and then gather results and display them to the class in real time. Students respond by clicking a response keypad.</p>			

Artifacts

Lesson plans and/or curriculum unit plans that evidence differentiation strategies, pre-assessment student data, pictures or other documented examples of differentiated student products for a lesson, examples of tools used to collect student data that support differentiation, student formative and summative course evaluation data (survey or open-ended questions), evidence of collaboration with gifted or special education teachers to support differentiation (meeting minutes, notes, emails, collaboratively developed lesson plans, etc.), teacher reflection on use of various differentiation strategies

Conference Discussion Topics

The teacher can discuss different types of observational and data collection tools used to better focus on students and their learning; ways that the teacher has worked with colleagues certified in exceptional areas, the response of students to various differentiation strategies, and linkage of student data to the selection of differentiation strategies.

Discussion Prompts

- In your use of differentiation, how have you determined which strategies were appropriate for use with your students?
- How have you adapted instruction in your classroom?
- How have you worked with special education teachers and gifted certified teachers to develop differentiation strategies for your students?
- How do you use accessible technology tools and resources to differentiate instruction?

SBI 1.4 The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use flexible grouping practices. If any grouping practices are used at all, they often are inflexible with students working in unchanging ability-level or management-based groups only.	The teacher uses grouping for management purposes and to meet some learning goals; however, students are usually assigned to non-flexible groups with high expectations for some groups and lower expectations for others.	The teacher uses diagnostic and formative assessments to form groups, expecting all groups to meet the same standards. Groups primarily serve learning purposes and change to accommodate new learning goals.	The teacher consistently uses flexible grouping practices based upon effective and ongoing diagnostic and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Groups all students into ability groups that do not change. • Directs teaching only toward whole group or individual work, with little or no attention to small group needs, interests, or readiness to learn. • Does not consider small group or individual student needs in planning. <p>Observations</p> <ul style="list-style-type: none"> • Uses groups only as a classroom management tool, if at all. • Does not teach and/or model desirable behaviors for small or large groups and independent work. • Does not provide feedback to improve work habits and relationships during group work. • Does not use accessible technology resources to facilitate group work. <p>Conferences</p> <ul style="list-style-type: none"> • Uses no formative or diagnostic assessments to group students. • Tries a grouping strategy, but gives up after one attempt, arguing that students are incapable of learning in small groups. • Cannot explain the reasons, uses, or pros/cons for various grouping practices. • Is unsure how students could take on roles to build productive groups. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Assigns students to ability groups that rarely change or change primarily for management or disciplinary reasons. • Creates groups that lack purpose, resulting in activities with little meaning rather than learning opportunities. • Plans and uses appropriate grouping practices for some learners. <p>Observations</p> <ul style="list-style-type: none"> • Provides directions on how to accomplish group assignments. • Provides feedback to improve work habits and relationships during group work. • Assigns roles for each group member. • Begins to use accessible technology resources to support collaborative group work. <p>Conferences</p> <ul style="list-style-type: none"> • Holds different expectations for different groups of students. • Cannot explain or provide data to show how students are divided into groups or why groups might be changed. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Adapts groups based on formative assessment of student readiness, interests, and learning profiles. • Schedules small group instruction to target identified areas of need. • Selects some grouping strategies based on assessment of learning differences and student needs prior to instruction. <p>Observations</p> <ul style="list-style-type: none"> • Gives clear directions on how to work productively. • Solicits feedback from students about the functionality of independent work and small groups and adjusts instruction accordingly. • Helps students to perform productive group roles and to self-assess their performance with limited teacher intervention. • Teaches students how to help one another and values their collaboration. • Facilitates group collaboration through accessible technology resources. <p>Conferences</p> <ul style="list-style-type: none"> • Explains the reasons why students are divided into specific work groups. • Collects data from students about grouping practices that help students learn best. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Creates and changes learning groups, often based on diagnostic or formative assessment, student interests, talents, and strengths. • Uses diagnostic and formative assessments and other tools to determine student understanding and adapt grouping accordingly. • Chooses, adapts, and changes delivery modes/grouping practices that support learning goals of lessons and students. <p>Observations</p> <ul style="list-style-type: none"> • Uses grouping strategies that focus on inquiry processes and enhance student engagement. • Creates settings in which students take on leadership, teaching, and collaborative roles. • Facilitates group collaboration globally through the use of accessible technology resources. <p>Conferences</p> <ul style="list-style-type: none"> • Focuses and reflects on data from students and from student learning as the major reason to select, continue, or abandon a grouping practice for a particular learning opportunity. • Articulates principles and techniques of various grouping practices.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> State that their teacher is inconsistent in grouping decisions. Disrupt small and large group work because it is not meaningful to them. Do not play productive roles in groups. Perceive that the teacher prefers some students over others. Work from assigned seats that never change. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Notice and like some of the grouping practices the teacher uses. May be assigned roles in groups with little guidance. Assume assigned roles in group work, as defined by the teacher. Remain in the same working group for long periods of time or even when groups are non-functioning. Feel engaged in some group work. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Practice leadership and support roles in groups with their teacher's help. Provide feedback to the teacher about how they learn best, when they are confused, and what help they need. Learn and enact explicit roles and responsibilities (e.g., group member, listener, partner, worker, etc.). Learn in ways that are comfortable and productive for them. Explain different grouping options typically used by the teacher. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Can explain purposes behind different grouping options used in the classroom. Accept, create, and reflect on a variety of appropriate roles and responsibilities that help individuals work together productively in groups. Help teachers critically assess the productivity of various delivery modes and strategies. Experiment with and reflect on their own skills and actions in leadership and support roles.
Element Descriptors	<p>Diagnostic Assessments — A variety of assessment tasks and processes used to determine student level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson.</p> <p>Flexible Grouping — Fluid and constantly changing, allowing for student movement within and across groups, based upon assessment data, GPS, and related learning goals.</p> <p>Grouping Strategies — Grouping based on ongoing diagnosis and formative assessment related to readiness levels, interests, and learning profiles. Examples include whole group, small group, cooperative learning pairs and groups, individual, interest-based, skills-based, and knowledge based.</p> <p>Formative Assessments — Evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to the student and teacher concerning learning successes and failures. Examples include pre- and post-tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback. Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so they can adjust their learning process.</p> <p>Online Collaboration — Wikis, blogs, web pages, and other electronic communication tools used to plan and enhance instruction or otherwise grow professionally.</p>			

Examples of Data Sources	<p>Artifacts Lesson plans and/or curriculum unit plans that evidence flexible grouping strategies, diagnostic and formative student data, examples of tools used to collect student data that supports flexible grouping, student formative and summative course evaluation data (survey or open-ended questions), teacher reflection on use of various flexible grouping strategies, student engagement data</p> <p>Conference Discussion Topics The teacher can discuss the links between student data and grouping practices and student perceptions of grouping practices.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • What is your process for determining how to group students for particular lessons? • How do you use data to support your grouping practices? • How do you determine whether or not a grouping practice is working well? How do you make adjustments to improve the effectiveness of the groupings?
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SBI 1.5 The teacher uses accessible technology effectively to enhance student learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use accessible technology to enhance student learning.	The teacher uses accessible technology; however, technology is used primarily with the whole class, select students, or as a tool for tutorials and drill.	The teacher routinely uses accessible technology to enhance student learning and support their achievement.	The teacher develops, implements, and evaluates a comprehensive approach for using accessible technology to enhance learning and achievement for all students.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not reference the use of technology to support instruction in plans. Does not utilize school productivity tools (e.g., grading software programs, data analysis programs, etc.). Selects and uses technology and instructional media that are unrelated to GPS. <p>Observations</p> <ul style="list-style-type: none"> Does not use accessible technology resources to support instruction (presentation systems, instructional media, tools that require student participation, assessment tools, etc.). Fails to use technology tools and resources to teach GPS. <p>Conferences</p> <ul style="list-style-type: none"> Does not seek assistance from colleagues on the use of technology to support instruction. Does not embrace new accessible technologies. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses technology to present information to whole group. Discovers technology resources via professional learning opportunities, Internet resources, and collaborative learning communities. Utilizes technology resources provided by the school and district only for managing information, creating materials, etc. (e.g., recordkeeping tools such as grading programs, productivity tools, etc.). Incorporates instructional media and technology in some lessons; however, does not always choose materials connected to GPS. <p>Observations</p> <ul style="list-style-type: none"> Uses technological resources for whole class instruction (video projector connected to the teacher's workstation). Uses technology as practice (tutorial and drill) with some students. Uses technology as a tool for play, reward, remediation, or enrichment. <p>Conferences</p> <ul style="list-style-type: none"> Expands the use of technology resources by seeking colleagues' guidance on using technology in the classroom. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses technology resources routinely to support instruction with strategies selected to meet individual student differences. Integrates instructional technology resources that align with GPS into lesson plans. Builds a repertoire of appropriate technology resources found on the Internet and incorporates these in planning instruction. <p>Observations</p> <ul style="list-style-type: none"> Uses technological resources to support instruction that actively involves learners (e.g., student response systems, interactive whiteboards, etc.). Ensures that students have physical access, support, and time to use classroom and school technology resources. Helps students establish connections between GPS and the technology and instructional media used to support instruction. Cooperates with special needs teachers to use assistive technology to support special needs learners. <p>Conferences</p> <ul style="list-style-type: none"> Works with colleagues, mentors, and other resource personnel to locate, design, and use a variety of appropriate technology resources to support the specific needs of all learners. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Incorporates instructional technologies that extend lessons beyond the classroom. Designs lessons that enable students to integrate technology into their performance tasks. Locates and uses appropriate resources that support appropriate levels of engagement by diverse learners (e.g., language modifications for ELL, assistive technology, etc.). <p>Observations</p> <ul style="list-style-type: none"> Overcomes the barriers that some students have to accessing technology resources in creative ways. Involves students in instructional delivery using appropriate technology resources. Engages students in taking responsibility for the use and care of individual and shared materials, resources, and technology. <p>Conferences</p> <ul style="list-style-type: none"> Evaluates the appropriateness of technology resources for instruction and develops a comprehensive plan for technology use. Mentors new teachers and colleagues as they share technological resources.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not engage in the use of accessible technology tools and resources to support instruction. Are not given access to available technology. Use technology to fill time or do drill work or tutoring only. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Use technology with teacher assistance to support instruction. Learn through technology tools and resources in whole class instruction. Begin to utilize constructive technology tools and resources when accessible, such as graphic organizers, to build upon prior knowledge and construct meaning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Demonstrate ease of use with a wide variety of technology and software resources as a part of planned instruction. Have equal access to school and classroom technology resources. Use accessible technology tools and resources to complete computer-based simulations and bounded exercises with predictable outcomes. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Integrate technology into their performance tasks that specifically address their learning profiles and developmental levels. Use accessible technology tools and resources to construct, share, and publish to a worldwide audience. Demonstrate true ownership of technology as a set of tools and resources to complement their learning process.
Element Descriptors	<p>Accessible Technology — Use of technology that is available, in working order, and is accessible in the classroom and/or the school for the students and the teacher. Special allowances should be made for teachers who travel from room to room and for schools in which technology is not equally accessible to all students.</p> <p>Assistive Technology — Technology designed specifically to allow individuals with disabilities to perform functions that might otherwise be difficult or impossible.</p> <p>Student Response System — Systems that allow the teacher to question/assess a class of any size, gather results and display them to the class in real time. Students respond by clicking a response keypad.</p> <p>Technology-Based Instruction — Design that promotes developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and processes to support diverse strengths and needs of all learners.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans and/or curriculum unit plans that evidence use of technology, examples of presentations, instructional games or projects that have been developed to incorporate technology and Internet resources, student formative and summative course evaluation data (survey or open-ended questions), teacher reflection on use of various technology tools and their effectiveness, student engagement data, minutes or notes from meetings where lessons incorporated the use of technology</p> <p>Conference Discussion Topics The teacher can describe how he/she uses instructional technology in the classroom and how he/she collaborates with other teachers to incorporate new ways of integrating technology.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> How have you worked with your colleagues this year to locate technology tools and resources? What is an example of a lesson you developed that incorporated technology? 			

Standards-Based Instruction Teacher Standard 2: The teacher challenges all learners to achieve high levels of learning as defined by the Georgia Performance Standards (GPS).

SBI 2.1 The teacher consistently demonstrates high expectations for all learners, asking students to play an active role in setting their own personal learning goals.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not demonstrate high expectations for all learners. The majority of instruction reflects low expectations for learners with no time spent on students setting or reflecting on learning goals.	The teacher holds high expectations for some students, but not all. Goal setting activities focus on the whole class rather than individual students. Individual goal setting activities may not reflect high expectations for each learner.	The teacher demonstrates high expectations for the majority of students. The teacher works with students on goal-setting activities that focus on individual students and encourage students to aim high.	The teacher consistently demonstrates high expectations for learners by providing students with appropriate ongoing support for goal setting and self assessment to facilitate their taking ownership of their learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not exhibit high expectations for learners. Creates low level activities and plans that promote acquisition of disconnected sets of facts and skills. Does not teach students to set goals or expect students to self-assess for goal setting. Does not teach students about long- and short-term goal setting. <p>Observations</p> <ul style="list-style-type: none"> Does not communicate expectations for learners. Uses instructional strategies that only require students to recall facts. Engages students in only textbook or worksheet-driven learning activities. Uses strategies that foster low expectations for students. Does not encourage students to demonstrate what successful work looks like or “set the bar high.” Incorporates low-level expectations in most tasks. Does not engage students in using accessible technology tools and resources to set learning goals, plan activities, and evaluate progress toward meeting GPS. <p>Conferences*</p>	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Expects most students to achieve at the same level; however, the expected level is not always high enough to ensure mastery of GPS. Focuses goal setting activities on whole class rather than addressing individual needs. Includes some opportunities for students to self-assess, but activities do not always lead to goal setting. <p>Observations</p> <ul style="list-style-type: none"> Focuses questioning techniques and instructional strategies at the knowledge/recall and comprehension levels. Demonstrates high expectations only for the most gifted students in the classroom. Focuses goal setting on whole class understanding of GPS. Uses scoring rubrics that demonstrate expectations for learners; however, the top level is not always consistent with mastery of GPS. Begins to engage students in using accessible technology resources to set learning goals, plan activities, and assess progress toward meeting GPS. <p>Conferences*</p>	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans activities designed to help students improve understanding. Plans instruction for students on how to set long- and short-term goals. Plans for use of student self-assessment instruments to determine strengths and weaknesses in goal setting. Includes student interests and input in goal setting activities. Plans time to review student progress toward goals. Selects student benchmarks or expert work to demonstrate expectations. <p>Observations</p> <ul style="list-style-type: none"> Uses questioning strategies that require students to use higher-order thinking skills. Demonstrates high expectations for students, regardless of ability level. Provides learners with benchmarks or examples of student work that illustrate various achievement levels for each goal. Uses scoring rubrics that reflect high expectations for most activities. Engages students in using accessible technology resources to set learning goals, plan activities, and assess progress toward meeting GPS. <p>Conferences*</p>	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Demonstrates high expectations for learners with an emphasis on individualized learning. Includes activities that engage students in identifying and solving problems. Uses student goal-setting activities at beginning points (e.g., course, unit, grading period, etc.) and reviews student goals throughout the unit. <p>Observations</p> <ul style="list-style-type: none"> Engages students in authentic and standards driven work. Poses questions that require students to evaluate, make predictions, and experiment within their learning. Teaches students how to use benchmarks to understand their progress. Teaches processes designed to give students ownership of their goal monitoring and progress toward meeting GPS. Uses available technology resources to engage students in performance tasks involving real-world issues and higher levels of thinking. <p>Conferences*</p>

* Examples of Evidence for Conferences are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot articulate expectations for learning. • Do not believe they can perform as well as their peers. • Cannot articulate goals related to individual learning needs. • Do not understand the purpose of or process for setting learning goals. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Articulate that students are expected to meet the standards, but may be unsure of what mastery looks like. • Expect that they will meet some standards, but not all. • Use student agendas or other school-to-home communication to record information. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Grasp the meaning, not just the facts, of the content they learn. • Explain and demonstrate how they can meet or have met standards. • Explain personal learning goals and how they have met them. • Use agendas (or other school-to-home forms of communication) to record individual learning goals. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Demonstrate ability to make decisions, prioritize information, and draw conclusions. • Maintain and explain goal-setting and/or growth portfolios in order to provide evidence of personal growth in targeted course content and skills. • Use accessible technology, such as e-portfolios, to demonstrate standards mastery.
Element Descriptors	<p>Appropriate Instructional Support to Achieve High Expectations — Teachers provide students with appropriate and ongoing support and coaching to ensure the achievement of GPS and personal learning goals. Teachers receive support and coaching to self-regulate, self-evaluate, and self-monitor.</p> <p>Benchmark — A detailed description of a specific level of student performance expected of students at a particular age, grade, or developmental level. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as checkpoints to monitor progress toward meeting performance goals within and across grade levels.</p> <p>E-portfolio — A purposeful collection of student work that illustrates efforts, progress, and achievement in one or more areas. Additionally, a critical component of a portfolio is the combination of a learner's reflection on the individual pieces of work, as well as an overall reflection on the story that the portfolio tells. When used in P-12 schools, reflective/formative learning portfolios have the potential to support a deeper level of engagement and self-awareness, making it easier for students to understand their own learning and to provide teachers and parents with a richer picture of what students know and are able to do, as well as their ongoing development.</p> <p>Performance Task — A performance task may be a formative or summative assessment that checks for student understanding, misunderstanding and/or progress toward the standards/learning goals at different points during a unit of instruction. A performance task involves the application of knowledge and skills rather than recall and result in tangible products or observable performances. Performance involves meaning-making, encourages self-evaluation and revision, requires judgment to score, and is evaluated using predetermined criteria (rubrics).</p> <p>Personal Learning Goals — Effective learning goals are: important to the student personally; within their power to make happen through their own actions; something they have a reasonable chance of achieving in a set time frame; and clearly defined with a specific plan of action.</p> <p>Teacher Expectations — According to the School KeysSM, teachers are expected to hold high expectations for all students based upon GPS and related learning goals and expect students to assume responsibility for their own learning. Research has shown that teacher expectations greatly impact student achievement. When teachers have low expectations for students, believing that some students cannot reach high levels of achievement, students tend to perform at lower levels. Teachers should avoid setting expectations based on social class, race/ethnicity, gender, economic status, physical attractiveness, cumulative folder information, and conversations with previous teachers. Instead, they should set high expectations for all students.</p>			

**Examples of
Data Sources**

Artifacts

Lesson plans; scoring rubrics; pre- and post-observation information form; curriculum units including classroom assessments, performance tasks, etc.; student work samples, teacher written reflection, student formative and summative course evaluation data (survey or open-ended questions), student self-assessment instruments; email addresses for school-to-home communication

Conference Discussion Topics

The teacher can describe how high expectations are set and describe how students play an active role in setting their own learning goals.

Discussion Prompts

- How do students set their own learning goals in the classroom?
- How do you support student goal-setting and self-assessment during your lessons?

SBI 2.2 The teacher effectively communicates learning expectations using both language of the standards and strategies that reflect a standards-based classroom.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not communicate learning expectations to students using the language of the standards or strategies that reflect a standards-based classroom.	The teacher attempts to communicate learning expectations to students; however, the teacher does not always state the standard being addressed during lessons or uses limited standards-based strategies to communicate expectations.	The teacher communicates GPS-aligned learning expectations to students by using both the language of the standards and a variety of standards-based strategies that help students understand the standard's meaning.	The teacher consistently communicates GPS-aligned learning expectations to students by using the language of the standards and a variety of standards-based strategies. The teacher also involves students in unpacking and translating the standards.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Does not explain lesson goals or expectations for student work. Creates assignments without explaining lesson goals or expectations. Becomes frustrated when students question assignments or grades. Does not identify or display work samples to demonstrate levels of performance toward GPS mastery. Does not use rubrics or other strategies to communicate levels of performance, including GPS mastery. Displays only commercial or teacher-generated materials in the classroom that are not explicitly connected to the standard(s). Does not post standards or locates them in out-of-the-way places. <p>Conferences</p> <ul style="list-style-type: none"> Cannot articulate how students can achieve success or what success looks like. Does not hold students responsible for meeting standards. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Mentions standards orally at the beginning of class but does not refer back to them. Posts standards in classroom, but rarely discusses what they mean or how they relate to instruction and student assessment. Posts examples of student work, but the work does not always connect to the standards. Helps students with work by pointing out errors, but does not sufficiently explain the connection to GPS. Uses rubrics or other strategies to communicate levels of performance; however, assessment strategies may not be descriptive or related to the standards. Uses basic strategies to make standards accessible to students, such as paraphrasing, repetition, visual cues, essential questions, etc. <p>Conferences</p> <ul style="list-style-type: none"> Is unsure how to help students understand or meet standards. Seeks guidance from colleagues on procedures that demonstrate student achievement on standards. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Uses the language of the standards during instruction and when providing feedback to students. Uses exemplary work, benchmarks, or examples of student work that illustrate various levels of achievement. Refers to exemplary work, benchmarks, or examples of student work frequently during the sequence of instruction. Teaches students how to compare their work to the benchmark work to identify next steps. Posts and routinely refers to the standards and supporting materials (e.g., word walls, essential questions, etc.) during instruction. Recognizes student difficulties in meeting the standard(s) and adjusts instruction to meet the needs of learners. Provides students with models and specific examples of how their work can meet standards. <p>Conferences</p> <ul style="list-style-type: none"> Explores and adopts procedures that communicate standards. Articulates how a set of benchmark work displays progress over time toward the standards. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Encourages students to routinely compare their work to exemplary work samples. Provides students with in-depth information regarding the correlation between grading procedures and achievement of course standards. Involves students in generating, locating, organizing, using, and evaluating learning activities, materials, and assessments that support individual and class achievement of standards. Facilitates student development of classroom materials that support standards-based learning. Works with students to describe and design a variety of methods students can use to meet expectations. <p>Conferences</p> <ul style="list-style-type: none"> Articulates strategies used routinely to keep standards at the forefront of teaching and learning. Collects and utilizes a resource bank of student work samples and expert exemplars that demonstrate GPS mastery. Collaborates with colleagues to determine what mastery looks like based on GPS and actual student work.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot explain the GPS standards they are supposed to be learning, in the language of the standards or in their own words. • Cannot explain how they need to perform on a task to receive a passing grade. • May point to standards, but do not understand the language or how to achieve success. • Complete work, but cannot explain what they have learned. • Do not know what mastery looks like on a particular standard. • Do not know where the teacher has posted standards. • Have no opportunity to see exemplary student work. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Know the language of the standards around which the teacher organizes instruction, but frequently remain unclear about their meaning. • Locate standards with assistance from teacher or other students. • Sometimes identify the learning expectations for which they are responsible. • Are unsure why their work does or does not meet the standard. • Create projects with technology tools and resources that are not always standards-based and display little understanding of learning expectations. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Examine their own work and can explain how it connects to GPS. • Use accessible technology tools and resources to show they understand learning expectations. • Explain how they need to perform on most tasks to receive a passing grade. • Describe the learning expectations for which they are responsible, either in their own words or in the language of the standard(s). • Can compare their work against standard-specific benchmarks and show evidence of the standards in their work. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Explain standards and how their work demonstrates success. • Describe the learning expectations for which they are responsible in the standards language and in their own words, demonstrating a deeper level of understanding. • Evaluate their own work in relation to class-generated or school-designated benchmarks for achievement of standards. • Collaborate with the teacher to generate and design a variety of ways to use accessible technology tools and resources to exceed expectations.
Element Descriptors	<p>Benchmark Work – Samples of work, such as anchor papers, exemplars, and projects, that exemplify what excellent student work should look like.</p> <p>Exemplary Work (exemplars) – Examples of student work that demonstrate mastery of standards or specific elements. Anchor papers, projects, and work samples from expert sources can serve as exemplars.</p> <p>Language of the Standards – Vocabulary used in the standards and elements, which is referenced continuously throughout the instructional period and may be paraphrased by the teacher.</p> <p>Learning Expectations – A set of goals for mastery of a given standard through a performance task.</p> <p>Student Work – Student work reflects student achievement of GPS and related learning goals, including when students demonstrate the ability to explain what they are doing and why.</p>			

**Examples of
Data Sources**

Artifacts

Exemplars, rubrics, student work related to the standards displayed in the classroom, collaborative/course/professional learning team minutes or notes in which benchmarks and standards were discussed

Conference Discussion Topics

The teacher can discuss and describe grading procedures and the use of benchmarks.

Discussion Prompts

- How have you used benchmarks and exemplars this year in your classroom as related to student mastery of standards?
- What is an example of how you have worked with your colleagues to develop exemplars and benchmarks for your students this year?
- How have you created, modified, or used rubrics to communicate expectations?

SBI 2.3 The teacher provides effective feedback/commentary on student performances, including the use of fair and equitable grading based on mastery of the Georgia Performance Standards (GPS).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not provide effective feedback/commentary on student performances, or the feedback/commentary that is given may not align with the GPS. Grades given are not aligned with actual performance on the GPS.	The teacher provides limited feedback/commentary; however, the feedback/commentary given may not be aligned with the GPS. Grades given are not always aligned with actual performance on the GPS.	The teacher provides GPS-based feedback/commentary on student performances. Grades given are aligned with actual performance on the GPS.	The teacher consistently provides detailed, GPS-aligned feedback/commentary on student performances. Grades given are aligned with actual performance on the GPS and include specifics about strengths and next steps.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Uses assessments solely to assign grades and not to provide feedback/commentary or inform future instruction. • Does not identify or display exemplary work samples to demonstrate levels of performance toward GPS mastery. • Does not use rubrics to communicate levels of expected performance. • Bases grading on elements other than learning (e.g., behavior, motivation, etc.). <p>Observations</p> <ul style="list-style-type: none"> • Limits feedback to evaluative judgments. • Does not provide oral or written feedback/commentary beyond a grade on student work. • Does not make connections between GPS and the assessments administered. • Assigns grades, but does not discuss what they mean with individual students. <p>Conferences</p> <ul style="list-style-type: none"> • Does not demonstrate an understanding of the connection between grading procedures and guiding students toward mastery of GPS. • Cannot articulate how available technology resources can be used to provide student feedback. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Prepares students for summative assessments based on GPS through review and practice. • Creates opportunities for students to be assessed on their current knowledge and skills relative to GPS. • Responds to student work, but not in depth or not always in a timely manner to affect instruction. • Uses rubrics to communicate possible levels of performance, but the highest level rubrics do not consistently reflect mastery of GPS. <p>Observations</p> <ul style="list-style-type: none"> • Gives corrective feedback, but does not always connect feedback to the standards. • Informs students about the importance of content and skills being assessed. <p>Conferences</p> <ul style="list-style-type: none"> • Understands the connection between grading procedures and GPS, but is not confident in ability to make accurate connections. • Learns a wide range of grading options from classes, colleagues, reading, and other sources. • Examines and assesses the fairness, accuracy, uses, problems, and value of various grading options. • Expresses interest in increasing student feedback through the use of accessible technology tools. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Plans time and guidance for students to reflect on and assess progress. • Identifies a repertoire of benchmarks of student work that shows various levels of achieving standards. • Responds to student work in relation to GPS, providing time for corrections prior to final grading to facilitate student success. <p>Observations</p> <ul style="list-style-type: none"> • Explains and demonstrates the purposes and procedures of assessment to students, using benchmarks and standards. • Listens to student feedback about grades to determine how to clarify grading processes and reporting. • Provides oral feedback/commentary to students as they work, usually referring to standards. <p>Conferences</p> <ul style="list-style-type: none"> • Develops and implements consistent, fair, and accurate grading procedures for student work. • Explains which grading procedures work best for students, including those with special needs. • Adopts grading procedures that accurately reflect student progress on standards. • Explains how available technology resources can support student feedback. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> • Plans time to discuss strengths and weaknesses with individual students. • Uses a wide range of grading procedures that accurately and equitably reflect student achievement. • Teaches students how to use benchmarks to understand their achievement of goals. <p>Observations</p> <ul style="list-style-type: none"> • Provides specific oral and written commentary on student work and connects the comments to the standards. • Provides exemplary work models to clarify expectations for performance. • Encourages electronic peer review activities (e.g., blogs, wikis, etc.). <p>Conferences</p> <ul style="list-style-type: none"> • Explains how students are provided with in-depth information on the correlation between grading procedures and GPS achievement. • Invites student input into grading procedures to facilitate understanding of how grades reflect learning. • Remains current in knowledge of research and best practices in grading procedures. • Articulates how student work samples and grades compare to benchmarks to determine the degree of alignment with desired student achievement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot articulate how teacher gives feedback other than a grade on an assignment. • Cannot explain how they need to perform on a task to receive a passing grade. • Do not understand why they receive certain grades. • Report that grades are unfair or randomly given. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Report that they usually feel prepared for summative assessments. • Explain some of the grading procedures used by the teacher. • May not be able to relate their grades or teacher feedback to GPS. • Believe that some grades the teacher gives are not fair. • Respond to some teacher feedback by improving their performances. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Explain how they need to perform on most tasks to receive a passing grade. • Are aware that the teacher works individually with struggling students on what they need to learn and where they need to focus efforts. • Have multiple opportunities to achieve mastery and improve grades. • Articulate grading procedures. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Identify examples of GPS elements in their own work or in exemplary work. • Refer to teacher-provided exemplary work to understand what is needed to meet standards. • Engage in peer review activities. • Perceive that grading and feedback provided by teacher represent an accurate reflection of student achievement of standards.
Element Descriptors	<p>Benchmark — A detailed description of a specific level of student performance expected of students at a particular age, grade, or developmental level. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as checkpoints to monitor progress toward meeting performance goals within and across grade levels.</p> <p>Commentary — Oral or written feedback that identifies the features of a work sample that illustrate the relevant parts of a standard(s). Commentary draws attention to the qualities of student work with direct reference to the performance descriptions for the relevant standards.</p> <ul style="list-style-type: none"> • Student Commentary - Oral or written self-reflective, metacognitive comments made by the student that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher in terms of student understanding. As a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners. • Teacher Commentary - Oral or written comments made by the teacher that provide feedback to the student regarding his/her progress toward the specified standard(s). Comments may include praise in addition to feedback and will often include guidance in addition to the feedback. • Note: Public commentary is posted commentary that specifies the evidence in student work that effectively illustrates relevant parts of the standard(s). Private commentary is commentary that identifies the features of a work sample that illustrate the relevant parts of a standard(s) as well as feedback and guidance for next steps. Private commentary is meant for the student, teacher and parent, not the public. 			

Element Descriptors	<p>Feedback — Involves information communicated between the teacher and learner based upon diagnostic, formative, and summative assessment data involving how students are performing relative to GPS. Effective feedback is timely, specific, and provided throughout the learning process. Teachers understand and utilize different types of feedback that are aligned to the standards. For example, descriptive feedback tells students about their learning; whereas, evaluative feedback tells the students how they performed in comparison to others. Descriptive feedback is the hallmark of standards-based education and leads to revision and improved student learning (Keys to Quality: Implementation Resource). Descriptive comments provided to or by a student let the student know very specific information about what a student is or is not doing in terms of performance needed to meet identified standards/learning goals.</p> <p>Rubrics — Based on a continuum of performance quality and a scale of different possible score points, the rubric identifies the key traits or dimensions to be assessed and provides key features of performance for each level of scoring.</p> <p>Summative Assessments — A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of the course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, state assessments, etc.) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for GPS.</p>
Examples of Data Sources	<p>Artifacts Lesson plans, curriculum units including formative and summative classroom assessments, performance tasks, student work samples, teacher written reflection, student formative and summative course evaluation data (survey or open-ended questions), exemplars provided to students; rubrics</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How have you used benchmarks and exemplars this year in your classroom as related to student mastery of standards? • What is an example of how you worked with your colleagues to develop exemplars and benchmarks for your students this year?

Assessment of Student Learning

**Uses
Diagnostic
Assessment
Strategies**

**Uses
Formative
Assessment
Strategies**

**Uses a Variety
of Summative
Assessment
Strategies**

**Uses
Data to
Design
Interventions**

ASSESSMENT - *The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.*

Assessment of Student Learning Teacher Standard 1: The teacher uses a variety of effective and balanced assessment techniques that are systematically implemented.

AL 1.1 The teacher uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weaknesses in order to inform planning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use diagnostic assessment data to determine student or class strengths and weaknesses or to plan for instruction. The teacher does not identify student or class strengths or weaknesses.	The teacher uses some diagnostic strategies to identify student strengths and weaknesses and prior knowledge to guide planning for instruction; however, diagnostic assessment is not an integral part of unit planning.	The teacher uses a variety of diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness. Diagnostic assessment is part of most planning.	The teacher makes diagnostic assessment a systematic component of all instructional units. The teacher uses a variety of formal and informal types of diagnostic assessments to inform planning and teaching.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not include diagnostic assessments in plans. Is not guided by diagnostic data when planning for differentiation. Does not consider students' prior knowledge to determine starting points for instruction. <p>Observations</p> <ul style="list-style-type: none"> Does not use informal or formal diagnostic assessments at the beginning of a lesson or unit. Does not probe for prior knowledge during a lesson. Does not match instruction to prior knowledge of learners. <p>Conferences</p> <ul style="list-style-type: none"> Cannot describe how a unit or lesson was planned based on diagnostic data. Cannot articulate how he/she determines the readiness level of students to take on new content. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Includes diagnostic assessments at the beginning of some instructional units. Plans for differentiation based on diagnostic data. <p>Observations</p> <ul style="list-style-type: none"> Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit. Asks questions to determine prior knowledge during a lesson. <p>Conferences</p> <ul style="list-style-type: none"> Has a general understanding of student readiness to learn new content. Understands the need to differentiate lessons to address the needs of students who start the lesson at a lower level of understanding, but is not always certain how to plan for or manage a differentiated lesson. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students. Identifies and connects prior knowledge in the content area(s) to new learning. Includes a variety of opportunities for differentiation based on diagnostic data. <p>Observations</p> <ul style="list-style-type: none"> Differentiates the lesson to address the needs of all students in the classroom. Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, dibels, anticipation guides, etc.). <p>Conferences</p> <ul style="list-style-type: none"> Describes how diagnostic assessment data was used to adapt a unit or lesson. Explains how assessment data from current students were analyzed and used in planning. Explains how diagnostic assessment data is used for flexible grouping of students. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses a variety of diagnostic assessment strategies in all instructional planning. Initiates some learning cycles (courses, instructional units, etc.) with an emphasis on self-assessment. Uses disaggregated data from diagnostic assessments to guide planning. Prepares all students to examine a variety of pre-assessment data in order to examine their own learning. Collects data on student interests prior to instruction and considers the data when planning for instruction. <p>Observations</p> <ul style="list-style-type: none"> Involves students in deciding how instruction will be differentiated based on diagnostic data results. Uses engaging strategies for diagnosing student readiness to learn. <p>Conferences</p> <ul style="list-style-type: none"> Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used. Discusses individual and class strengths, misconceptions, and areas of weakness based on diagnostic assessment data. Describes student involvement in diagnosing individual strengths and weaknesses.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot recall the teacher using diagnostic assessment strategies. • Indicate frustration with content because they lack prior knowledge to support acquisition of new content or skills. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Give limited examples of how the teacher assesses prior knowledge. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Give a variety of examples of how the teacher assesses prior knowledge at the beginning of most instructional units/courses, etc. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Expect diagnostic assessments to be used at the beginning point of instruction. • Give examples of both formal and informal diagnostic assessments the teacher has used.
Element Descriptors	<p>Diagnostic Assessments — A variety of assessment tasks and processes used to determine student level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson.</p> <p>Differentiation — The adjustment of the teaching process according to the learning needs of the students. Differentiated instruction is provided to support students according to their instructional needs, including modification of content, process, product, and learning environment based upon students’ readiness levels, learning profiles, and interests as well as background knowledge.</p> <p>Disaggregated Data — Data that has been sorted in various ways, such as by gender, ethnicity, students with disabilities, teacher, content area, school, etc.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans and/or curriculum units that evidence planned use of diagnostic tools, pre-assessment activities, activating strategies, and differentiated instruction based on pre-assessment data</p> <p>Conference Discussion Topics The teacher can explain the use of diagnostic data to inform instruction.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How are you using assessment data to plan your lesson or unit plans? • How are you differentiating based on diagnostic data? • What is your process for analyzing and interpreting diagnostic data you collect on your students? 			

AL 1.2 The teacher uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the Georgia Performance Standards (GPS).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use formative assessment strategies either to monitor student progress or to adjust instruction to meet student needs.	The teacher uses some formative assessment tasks and tools to guide adjustments of whole-class instruction; however, formative assessment is rarely used at the individual level or may be inconsistently implemented.	The teacher consistently uses formative assessment tasks and tools to monitor student progress over the course of most units and to adjust instruction to meet students' individual learning needs relative to GPS.	The teacher consistently uses a variety of formative assessment tasks and tools to monitor student progress over the course of all units and adjusts instruction to maximize student achievement relative to GPS for all learners. The teacher also involves students in decisions about adjustments to instruction to enhance their learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not use formative assessments to guide instruction. Makes a single plan for all learners. <p>Observations</p> <ul style="list-style-type: none"> Does not adjust instruction to meet the needs of students who are having difficulty understanding the lesson. <p>Conferences</p> <ul style="list-style-type: none"> Cannot describe how a unit or lesson was designed or adapted based on assessment data. Cannot describe how formative data can be used to modify instruction. Grades formative assessments as if they were final, summative work. Does not explain the value of formative assessment, but depends entirely on summative assessments at the end of learning cycles. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Plans for some formative assessment, but does not know how to use data to adjust instruction to meet individual student needs. Rarely re-teaches and then primarily re-teaches to the whole class in areas identified as weaknesses. Typically assesses student learning at the end of a unit (summative evaluation) to determine student achievement rather than to identify students in need of support. <p>Observations</p> <ul style="list-style-type: none"> Adjusts instruction at the whole-class level and does not address individual needs. Demonstrates limited skills in making adjustments based on formative assessment data. Notices consciously how students respond to teaching strategies, but is not comfortable adjusting instruction in the middle of a lesson. <p>Conferences</p> <ul style="list-style-type: none"> Reviews or grades work after it is too late to adjust instruction or support learners early in the cycle. Requires time to reflect to make adjustments to instruction. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses formative assessments to guide adjustments to instruction. Adapts plans as he/she develops knowledge of specific students. Experiments with a variety of formative assessment measures, including student notes and reflections, assignments, quizzes, demonstrations, concept maps, etc. <p>Observations</p> <ul style="list-style-type: none"> Adjusts instruction to address the needs of students who are having difficulty understanding. Encourages student questions and class discussion and uses student input for spontaneous planning and adjustments. Provides alternative explanations and seeks effective approaches when student questions reveal lack of understanding. Blends classroom-based assessment methods into the instructional process in unobtrusive ways. Uses effective questioning techniques to probe for understanding. <p>Conferences</p> <ul style="list-style-type: none"> Explains how formative assessment data are analyzed and how adjustments are made to meet student and group needs. Discusses how credit is given for participation on formative assessments, but uses grades to measure achievement. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Regularly uses formative student self-assessments and rubrics to plan, monitor, and adjust instruction. Conducts frequent formative assessments from the beginning of a unit to the end to monitor student achievement. Creates alternative strategies for individuals and groups having specific difficulties. <p>Observations</p> <ul style="list-style-type: none"> Involves students in deciding how to adjust instruction to meet the needs of all learners. Listens to students informally, but strategically, outside the classroom to gain insights to help make instructional changes. Links formative assessments directly to summative assessments and demonstrates this connection to students. <p>Conferences</p> <ul style="list-style-type: none"> Collects, analyzes, and interprets formative student learning data consistently and explains disaggregated data as a normal part of teaching. Describes how units or lessons are adapted based on assessment data.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Cannot give examples of how the teacher uses formative assessment data to adjust instruction. • Do not understand the purpose of formative assessments. • Demonstrate frustration with new knowledge because teacher does not adjust to meet their needs. • Do not receive feedback on formative assessments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Recognize teacher’s use of formative assessments. • Give limited examples of how the teacher adjusts instruction based on formative assessment data. • Do not understand feedback on formative assessments or how to use it for learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Give several examples of how the teacher gave different tasks to different individuals or groups. • Learn from their misconceptions as the teacher uses formative assessments to adjust teaching to meet student needs. • Learn from their confusion and struggles as the teacher uses formative assessments to adjust teaching to meet student needs. • Participate in and learn from a variety of appropriate formative assessments. • Demonstrate readiness for summative assessments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Use self-assessment activities to identify their own strengths and weaknesses. • Contribute to decisions about adjustments to instruction. • Describe frequent formative assessments from the beginning of a unit to the end. • Achieve high levels on summative assessments as a result of the teacher preparing them for success.
Element Descriptors	<p>Disaggregated Data — Data that has been sorted in various ways, such as by gender, ethnicity, students with disabilities, teacher, content area, school, etc.</p> <p>Formative Assessments — An evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and failures. Examples include pre- and post-tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary and feedback. Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so they can adjust their learning process.</p> <p>Self-Assessment — A process in which learners assess their own performance against particular standards or criteria. For example, anchor papers serve as a sample of student work that exemplifies a specific level of performance.</p> <p>Summative Assessments — A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of the course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, state assessments, etc.) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for GPS.</p>			

**Examples of
Data Sources**

Artifacts

Student data records, lesson plans, documentation of instructional changes (e.g., noted in electronic spreadsheet or student data notebook, in the lesson plan, etc.), samples of formative assessments used

Conference Discussion Topics

The teacher can describe how he/she uses formative assessment data and analysis and interpretation of assessment data to make informed adjustments to instruction.

Discussion Prompts

- How are you using formative assessment data to adjust instruction? How are you differentiating based on formative assessment data?
- What is your process for analyzing and interpreting formative assessment data you collect on your students?
- What is an example of how you used data to adjust instruction?

AL 1.3 The teacher uses a variety of summative assessment strategies to evaluate student status relative to mastery of the Georgia Performance Standards (GPS).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use summative assessment tasks or tools to evaluate students' mastery of the required curriculum.	The teacher uses some summative assessment tasks and tools to evaluate mastery of the required curriculum. The teacher aligns assessments with the curriculum, but does not always include details at the element level in the assessments.	The teacher uses a variety of summative assessment tasks and tools to evaluate student achievement. The teacher aligns assessments with the required curriculum in order to reflect student understanding at the element level.	The teacher consistently uses a variety of summative assessment tasks and tools to evaluate student achievement relative to mastery of the required curriculum. The teacher's summative assessments require students to use higher-order thinking skills, thus demonstrating a deeper understanding of content.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not use common assessments established by the school as measures of GPS mastery. Does not design and/or use summative assessments that are aligned with GPS and/or state assessments. Does not plan for review of material prior to summative assessments, or includes only brief lower-order review. Does not include time for review of summative assessment results with students. <p>Observations</p> <ul style="list-style-type: none"> Does not explain how summative assessments match with lesson content. Does not link prior formative assessment to summative assessments. <p>Conferences</p> <ul style="list-style-type: none"> Selects items for summative assessments that may not be correlated to GPS. Cannot describe how summative assessments measure the standards taught in a unit or lesson. Cannot describe how the results of previous summative assessment affect curriculum implementation. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses summative assessments solely for the purpose of assigning grades. Aligns summative assessments with GPS at the standard level, but not necessarily at the element level. Concentrates on lower levels of thinking (recall-based) in summative assessment strategies. Uses grade level/department summative assessments, but is not involved in the development of assessments and does not clearly understand the purpose and use. <p>Observations</p> <ul style="list-style-type: none"> Matches summative assessment(s) with lesson content. Informs students about the importance of content and skills measured by summative assessments. Gives students some feedback about summative assessment results. <p>Conferences</p> <ul style="list-style-type: none"> Describes how summative assessments measure achievement of the standards addressed in a unit or lesson. Knows about state- and locally-mandated assessment and the use of results. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Develops instructional units that reveal clear connections between formative and summative assessments. Uses summative assessments that align closely with GPS at all levels. Uses common assessments created by collaborating with other teachers. Uses a variety of summative assessments that are valid and reliable measures of student achievement. Uses summative assessment results to plan future units and redeliver instruction. <p>Observations</p> <ul style="list-style-type: none"> Provides students with choices of ways to demonstrate their learning. Reviews summative assessment results with students. <p>Conferences</p> <ul style="list-style-type: none"> Describes how the summative assessments are aligned with state-mandated assessments. Describes how the results of a unit's summative assessment affect future planning and instruction. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Allows students to choose appropriate measures to demonstrate their achievement. Creates, uses, and analyzes data from common assessments with colleagues. Incorporates higher-order thinking skills in the summative assessments used to measure GPS mastery. Links formative assessments directly to summative assessments and demonstrates this connection to students. <p>Observations</p> <ul style="list-style-type: none"> Develops classroom-based assessments with students in order to prepare them to meet and ensure that they have met standards. Leads students in self-assessment of performance on culminating activities. <p>Conferences</p> <ul style="list-style-type: none"> Describes the rationale behind the construction of summative assessments. Describes how the summative assessments across units impact curriculum implementation. Works with colleagues to analyze summative assessments to modify curriculum implementation and design of future assessments.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Receive only report cards as indications of student achievement. • Do not receive teacher feedback on summative assessments that might promote knowledge of GPS content. • Cannot describe how end-of-unit assessments relate to content covered. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Receive some teacher feedback on summative assessments that promotes understanding of GPS content. • Describe how end-of-unit and other summative assessments relate to content and standards covered. • Engage in only one or two types of summative assessments. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Achieve on summative assessments, including common assessments, as a result of preparation by the teacher. • Receive detailed teacher feedback on summative assessments as well as re-teaching that promotes specific knowledge of GPS content. • Describe their strengths and weaknesses based on summative assessments. • Articulate the relationship between formative and summative assessments and GPS. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Experience a wide range of performance-based assessments designed to demonstrate learning. • Achieve at high levels on summative assessments, including common assessments, as a result of the teacher’s deep understanding of the assessment process, content, and standards. • Learn as a result of summative assessments because they are asked to think at high levels of application, synthesis, evaluation, and judgment.
Element Descriptors	<p>Common Assessments — The result of teachers collaborating and coming to consensus about what students should know, understand, and be able to do according to the standards. Common assessments evaluate student performance on the standards and provide teachers with information about strengths and weaknesses across a group of students.</p> <p>Element — Elements are part of the content standard that identify specific learning goals associated with the standard.</p> <p>Summative Assessments — A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of the course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, state assessments, etc.) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for GPS.</p> <p>Valid and Reliable Measures — Reliable measures are repeatable and yield consistent scores, and valid measures assess what is supposed to be measured. In order to be valid, a test must be reliable, but reliability does not guarantee validity.</p>			
Examples of Data Sources	<p>Artifacts Student data records, lesson plans, copies of common assessments, student/teacher conference notes that reflect the discussion of summative and formative assessments, sample assessments that shows alignment of summative assessment to GPS, examples of performance-based assessments</p> <p>Conference Discussion Topics The teacher can describe how he/she aligns summative assessments with state-mandated tests (CRCT, EOCT, GHSGT) and the impact of summative assessments on future instruction.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How are the summative assessments for your class connected to the GPS or other standards? • How does the data from the summative assessments inform your future instruction? 			

Assessment of Student Learning Teacher Standard 2: The teacher analyzes assessment and evaluation data to plan for continuous improvement for each student and for subgroups of students.

AL 2.1 The teacher uses assessment data in a timely and systematic manner to design and implement appropriate interventions that enable continuous improvement for all students.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not use assessment data to design or implement appropriate interventions that might enable student improvement.	The teacher uses some assessment data during the learning process to identify student needs; however, the teacher may provide interventions that are limited in scope or not necessarily offered at the appropriate time in the learning process.	The teacher analyzes a variety of assessment data throughout the learning process to measure students' performances. The teacher identifies student needs and implements appropriate interventions to enable continuous improvement for all students.	The teacher has established a system for ongoing, timely analysis of a variety of relevant assessment data to measure student performance throughout the learning process. The teacher consistently and continuously implements appropriate interventions to address the needs of all students.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Fails to recognize student needs in the cognitive-intellectual-academic, affective, social-relational, or physical domains. • Presents content in the same way to all learners, regardless of individual learning needs. • Uses only whole-class instruction and does not incorporate strategies to address individual student needs. <p>Conferences</p> <ul style="list-style-type: none"> • Does not analyze data to identify student needs. • Does not analyze data in a timely manner. • Does not identify struggling students who may need interventions before they fail. • Communicates that some students cannot succeed. • Is not aware of how to provide effective academic interventions (assistance and enrichment) for individual students. • Cannot articulate the school’s process for identifying students who need additional assistance (Response to Intervention - RTI). • Cannot describe how a unit or lesson was adapted based on assessment data to meet student needs. • Does not contribute data to the RTI process. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Attends to student needs minimally in one or more learning domains (cognitive-intellectual-academic, affective, social-relational, or physical). • Adjusts the lesson only to address the needs of some students (e.g., struggling students, special populations, etc.). • Applies interventions to the whole class rather than to those in need. <p>Conferences</p> <ul style="list-style-type: none"> • Examines disaggregated student achievement data, but knows few strategies for providing assistance and enrichment to individual students. • Provides some interventions when students are struggling, but these may need to occur sooner or may need to target more students. • Provides basic data to the data team and/or SST team within the RTI process. • Describes the use of assessment data at the whole-class level to plan instruction. • Articulates the school process for meeting student needs (e.g., RTI). • Communicates that all students can succeed, but is not sure how to help them do so. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Recognizes student needs across multiple learning domains and intervenes appropriately. • Adjusts the lesson to address the needs of most students. <p>Conferences</p> <ul style="list-style-type: none"> • Uses assessment data to plan instruction based on individual and subgroup needs. • Identifies struggling students early in the learning process and provides appropriate interventions. • Knows how to access resources to support struggling students. • Articulates how data are used to identify student needs (e.g., formative and summative assessments, attendance, discipline, etc.). • Explains how students are monitored and moved in and out of safety net programs based on assessment results. • Provides timely and substantial data to the data team and/or SST team within the RTI process. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Utilizes performance tasks that proactively meet student needs in all learning domains. • Adjusts the lesson with student input to meet the needs of all learners. <p>Conferences</p> <ul style="list-style-type: none"> • Explains how assessment data from current students were disaggregated, analyzed, interpreted, and used. • Considers needs of special populations in all planning. • Anticipates student needs before they occur through in-depth analysis of student data. • Explains how lessons are designed and adapted for any given student. • Reviews data to catch struggling students early and accesses and provides comprehensive interventions. • Does “whatever it takes” to ensure student success. • Collaborates with peers to ensure success for all students. • Plans collaboratively with safety net teachers to match instruction with individual student needs.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Student Evidence</p> <ul style="list-style-type: none"> Exhibit behaviors that indicate learning needs in one or more domains are not being met (e.g., sleeping, off task, disruptive, chronic absences, frustration, etc.). Do not receive the extra assistance they need. 	<p>Student Evidence</p> <ul style="list-style-type: none"> Are aware of teacher’s efforts to meet the needs of some students. Are engaged in learning when their needs are being met. 	<p>Student Evidence</p> <ul style="list-style-type: none"> Are enrolled in support programs if they need extra assistance. Receive enrichment. Recognize that the teacher meets the needs of all students. Are engaged in learning and on task. 	<p>Student Evidence</p> <ul style="list-style-type: none"> Thrive in all major learning domains (e.g., cognitive-intellectual-academic, the social-relational, and physical). Recognize that the teacher does “whatever it takes” to ensure students succeed.
Element Descriptors	<p>Affective Domain – This relates to how individuals feel emotionally and physically while learning and includes both internal factors.</p> <p>Cognitive-Intellectual-Academic Domain – Domain concerned with how individuals think, including their intellectual capabilities, level of development, and preferred thinking styles. Related terms/concepts include cognitive or thinking styles, intellectual development, and critical thinking.</p> <p>Physical Domain – Relates to the five senses and physical being of learners.</p> <p>Response to Intervention (RTI) – RTI is the process of aligning appropriate assessment with purposeful instruction for all students. This process emphasizes how well students respond to changes in instruction. The essential elements of RTI are the provision of scientific research-based instruction in general education, monitoring of student progress in response to the instruction, layers of increasingly intensive scientifically-based interventions (based on data), and use of progress monitoring to shape instruction as well as make educational decisions.</p> <p>Social-Relational Domain – Relates to the dynamics of classroom relationships and the interactions between and among the teacher and students.</p>			
Examples of Data Sources	<p>Artifacts Conference notes, student data records, database that includes students and types of interventions employed to address student needs, minutes from data teams, and/or SST teams within the RTI Process.</p> <p>Conference Discussion Topics The teacher can explain how to use assessment data to identify struggling students and determine appropriate resources. The teacher can explain process methods for monitoring students and addressing needs.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> How do you use assessment data to plan instruction based on student and sub-group needs? How do you contribute to the RTI process? How do you monitor students and use various types of data to assess their needs? What types of data do you use? Give an example of a student for whom you identified a need and provided an intervention. 			



PROFESSIONALISM: *Consists of the norms, values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.*

Professionalism Teacher Standard 1: The teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

P 1.1 The teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not establish classroom rules and procedures to support a positive, productive learning environment. The teacher does not adequately monitor students and/or respond to inappropriate behavior.	The teacher establishes classroom rules and procedures; however, these do not consistently support a positive, productive learning environment.	The teacher establishes classroom rules and procedures focusing on a positive, productive learning environment. The teacher clearly communicates rules and procedures so that learning time is maximized.	The teacher proactively addresses problems to promote a positive, productive learning environment. The teacher facilitates student ownership of the learning environment to promote student achievement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Does not consistently demonstrate or model respect and acceptance in interactions with students (e.g., use of sarcasm, limited interactions with individual students, inappropriate classroom management techniques/ discipline, excessively loud voice). Provides a physical environment with components that may be a safety hazard or limit access for some students (e.g., resource placement, arrangement of furniture). Does not monitor student activities. Does not respond productively to inappropriate student behavior. Does not have classroom rules/procedures posted in the classroom. Does not have school rules/procedures posted in the classroom. <p>Conferences</p> <ul style="list-style-type: none"> Emphasizes compliance and obedience rather than acceptance of rules and procedures. Is unaware of or ignores procedures required for student behaviors in school areas. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Greets and talks individually with many students. Maintains a physically safe environment that is fairly orderly and inviting. Monitors student activities. Responds inconsistently to inappropriate student behavior. Arranges classroom furniture, space, and resources appropriately to support some activities. Posts rules and procedures in the classroom, but does not refer to them at appropriate times. Implements required school management plans and procedures for classrooms and school areas. <p>Conferences</p> <ul style="list-style-type: none"> Has some knowledge of research-based practices for promoting inclusive learning, but has not begun to fully utilize them. Seeks assistance in managing entire class, individuals, or groups when necessary. Accesses school staff (e.g., counselors, special needs/inclusion teachers) to help individual students maintain appropriate, productive behaviors. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Models respect and acceptance through interactions and classroom management. Reinforces positive interactions by consistent monitoring and correction of behaviors. Provides a physically safe and inviting environment where materials and technology are accessible. Posts rules and procedures in a prominent place and refers to them at appropriate times. Creates a versatile classroom layout that facilitates movement, communication, and quiet spaces appropriate to planned activities. Has classroom rules and procedures that clearly define the expectation of respect and acceptance of others. <p>Conferences</p> <ul style="list-style-type: none"> Develops and implements an effective classroom management plan, including fair and effective consequences for unproductive behaviors. Explores research-based practices for promoting inclusive learning. Recognizes students who may be marginalized and attempts interventions. Seeks to understand the underlying causes and solutions for individual misbehaviors. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Provides opportunities for students to learn and practice behaviors that reinforce positive, productive relationships (e.g., resolve conflicts, celebrate successes, and explore cultural diversity). Provides time, space, and guidance for students to develop and maintain a learning community. <p>Conferences</p> <ul style="list-style-type: none"> Develops, follows, and revises a research-based, proactive classroom management plan appropriate for current students, classroom, and school contexts. Works with students to design, monitor, and enact fair and effective consequences. Uses multiple strategies to promote acceptance (e.g., celebrates student achievement, facilitates student collaboration, and encourages learning about cultural differences). Collects data from multiple sources (e.g., student inquiries, collaboration with other teachers) to better understand students and help them work together productively. Plans for and runs a classroom focused on learning so that management becomes a secondary consideration.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Demonstrate a lack of respect for certain students and/or the teacher. • Impede learning because of inappropriate or disruptive behaviors. • Make limited contributions to maintaining the learning environment (e.g., do not follow procedures for material distribution and collection, behavior is unsafe or threatening). • Report that they are not treated fairly by the teacher. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Treat the teacher respectfully. • Show respect for classmates in most instances. • Follow classroom procedures inconsistently, which may jeopardize a safe and orderly environment. • Assume responsibility for individual behavior, but do not feel responsible for overall classroom environment. • Are not always aware of classroom rules and procedures. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Follow classroom procedures consistently, contributing to a safe and orderly environment. • Show respect for classmates and the teacher. • Expect consequences for inappropriate behaviors because they are informed. • Accept the fairness of the management plan. • Work well with others. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Participate actively in positive, supportive interactions with classmates and teacher. • Offer constructive ideas for improving the learning environment. • Contribute to development of classroom rules and procedures. • Report that they feel respected and treated fairly by teacher and peers. • Articulate to outsiders how their classroom works and the reasons for management decisions.
Element Descriptors	<p>Inclusive Learning — A way of thinking about education that focuses on learning and the match between what an individual needs to learn and what is provided.</p> <p>Learning Environment — The physical or virtual setting in which learning takes place.</p> <p>School Rules and Procedures — Can be tied to schoolwide discipline plan. Usually includes procedures such as safety procedures for tornados, fires, etc.</p> <p>Stakeholder Groups — All those who have a vested interest in the education of students, including family members, teachers, students, employers, community members, etc.</p>			
Examples of Data Sources	<p>Artifacts Handouts on classroom procedures, student interest survey and results, student formative and summative course evaluation data (survey or open-ended questions), rules and consequences posted in the room, student agenda</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • What are some examples of the ways you work to make connections with your students? • How have you strived this year to make your classroom and inclusive one? • What is your process for developing classroom rules and procedures? • How do you address inappropriate behavior? 			

P 1.2 The teacher maximizes instructional time.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not maximize classroom instructional time. Time is frequently lost as a result of discipline and classroom management issues. Non-instructional tasks often detract from the time spent on learning.	The teacher attempts to maximize instructional time through classroom procedures; however, classroom instruction is sometimes interrupted as a result of classroom management issues or inconsistent implementation of procedures.	The teacher maximizes instructional time by being ready to teach and having procedures in place that are consistently followed. Instruction is rarely interrupted as a result of discipline and classroom management issues.	The teacher maximizes instructional time by developing a productive learning community in the classroom and involves students in developing classroom management procedures and routines that maximize instructional time.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Does not begin and end class on time. Does not have appropriate materials ready for instruction. Does not clearly describe what students are to do and how they are to move, behave, or interact so that time is lost in repetition or disciplinary actions. Assigns students to small group or independent work without guidance or clear expectations. Does not facilitate easy access to teacher or student materials in the classroom. Does not intervene when students are off-task or intervenes in ways that disrupt the learning of others. Does not have a plan for how to handle off-behaviors by students who finish assignments early. <p>Conferences</p> <ul style="list-style-type: none"> Does not seek or disregards suggestions from peers, mentors, or administrators to improve use of instructional time. Suggests that students need “down time” as an excuse for non-learning activity. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Begins and ends class on time, but instruction is sometimes interrupted by classroom management issues. Has appropriate materials ready for instruction for most lessons. Creates some routines for non-instructional duties, managing materials and time, and transitioning between learning segments; however, routines are not consistently utilized. Observes and provides constructive feedback to improve student work habits and relationships, but does not always reinforce improvements. Communicates expectations for productive behaviors in small and large groups and independent work settings, but does not consistently monitor and intervene to reinforce these productive behaviors. Has minimal plans for and is uncertain what to do when some students finish work early. <p>Conferences</p> <ul style="list-style-type: none"> Seeks assistance from peers, mentors, or administrators in managing instructional time, when necessary. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Provides bell-to-bell instruction that is rarely interrupted by management issues. Has appropriate materials and resources consistently ready for instruction. Monitors activities to ensure that students use resources and time efficiently and effectively. Creates a well-planned and versatile classroom layout that facilitates movement, communication, and quiet spaces appropriate to individual needs and to planned activities. Ensures that students have physical access, support, and time to use classroom and school resources, including technology. Keeps students on task throughout and across lessons. Plans for and clearly articulates what students are to do if they complete work earlier than others. <p>Conferences</p> <ul style="list-style-type: none"> Describes how classroom schedules are adjusted based on student needs to maximize time on task for all learners. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Engages students consistently in learning (bell-to-bell) without disruptions. Creates highly engaging learning opportunities with students that utilize time and resources productively to extend learning. Provides seamless transitions between activities with no loss of time. Monitors student learning and is actively engaged with students throughout class time. <p>Conferences</p> <ul style="list-style-type: none"> Assists and mentors peers in developing routines and strategies to maximize instructional time. Articulates how students help others who work at different rates. Constantly assesses and discusses the nature and productivity of their learning environment with students.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Move furniture, materials, or technology around at will, often ignoring teacher’s directions. • Engage in off-task conversations with peers. • Do not use resources appropriately. • Are unaware of or ignore classroom routines. • Complete tasks at varying times and have no direction as to what to do next. • Interrupt teacher or peers with irrelevant comments, conversations, or behaviors. • Spend class time in activities that distract from learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Spend most instructional time focused on learning and on task. • Are aware of expectations for productive behavior, but do not always meet those expectations. • Use resources and materials efficiently and, for the most part, understand and follow rules for their care. • Get off task during transitions between types of activities (e.g., small to large group) or when they finish early. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Transition smoothly and without disruption among small and large groups and independent learning. • Use classroom space and resources efficiently to support their own learning and that of peers. • Manage time and resources. • Engage in learning activities for the entire class period. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Work productively as a member of a learning community. • Manage time and tasks when working independently and in groups. • Help new students learn to manage time and resources, including technology. • Have equal access to school and classroom resources, including technology, so that instructional time is maximized. • Begin learning activities immediately upon entering the classroom and continue until dismissed. • Recognize they are an active member of the learning community.
Element Descriptors	<p>Instructional Time — Allocated time on task, academic learning time, and engagement time are all components of instructional time.</p>			
Examples of Data Sources	<p>Artifacts Substitute teacher folder, student engagement data, schedules posted in the room, student agenda, lesson plan details</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How do you handle situations where students finish instructional tasks at varying rates? • How do you plan for substitute teachers? • What strategies do you use to get the class period started without time wasted? • Have you sought guidance from colleagues or offered to help other teachers maximize instructional time? 			

P 1.3 The teacher fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all students in the classroom.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not foster an inclusive learning community, celebrates diversity, or acknowledges the achievements of students in the classroom. The teacher does not demonstrate an awareness of and/or appreciation for cultural differences.	The teacher is beginning to take steps to make most individuals and groups feel a part of the learning community by demonstrating an awareness of and appreciation for cultural differences; however, the teacher appears to be selective as to who receives or fails to receive acknowledgment for achievements and accomplishments.	The teacher consistently encourages a climate of inclusion by building on the experiences and perspectives of diverse students in creating a culturally responsive classroom and by frequently celebrating the achievements of groups and individual students within the classroom.	The teacher is sensitive to and uses knowledge of student uniqueness to sustain an inclusive and culturally responsive classroom where the achievements of all students are acknowledged and celebrated within and beyond the classroom. The teacher facilitates student collaboration to recognize accomplishments and celebrate diversity in the learning community.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Does not incorporate activities and information in lesson or unit plans that represent diverse cultures. Does not plan activities geared toward understanding and working productively with other cultures. Does not plan any recognition of student achievement. <p>Observations</p> <ul style="list-style-type: none"> Exhibits behaviors that demonstrate a lack of acceptance of students as unique learners. Marginalizes some students or groups of students or allows them to be marginalized by other students. Does not display student work in the classroom or beyond in a manner that acknowledges achievement (e.g., no student work on display or all student work is displayed without regard to quality). Does not provide positive verbal and/or nonverbal reinforcement or recognitions of student achievements. <p>Conferences</p> <ul style="list-style-type: none"> Does not seek opportunities to learn more about different cultures, languages, and peoples. Is unaware that students may not have equal access to resources. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Incorporates activities and information in lesson plans that are representative of diverse cultures. Plans some activities geared toward understanding and working productively with other cultures. Plans for end of unit celebrations of student work and accomplishments. <p>Observations</p> <ul style="list-style-type: none"> Uses pertinent examples and analogies from learners' cultures in some lessons to introduce or clarify new concepts. Uses techniques to foster better acceptance of some individual students. Celebrates the success of certain students and/or the whole class. Displays only certain students' work. <p>Conferences</p> <ul style="list-style-type: none"> Is aware that not all students have equitable access to resources, but is unsure how to provide access. Displays limited knowledge of how to foster the self-esteem of diverse students by failing to recognize opportunities to celebrate accomplishments. Reflects on ways that he/she may unconsciously disrespect people who are different. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Uses classroom strategies to promote students' respect for others who are different from themselves. Uses cultural characteristics, experiences, and perspectives of diverse students to create culturally rich lessons. Routinely plans for students to share and celebrate one another's accomplishments. <p>Observations</p> <ul style="list-style-type: none"> Develops classroom strategies as needed to address students' lack of respect for others who are different from themselves. Uses a variety of resources to support engagement of diverse learners. Displays a variety of successful student work prominently in the classroom to represent multiple perspectives and ways of knowing. Recognizes individual students and groups for accomplishments. Offers praise and positive reinforcement consistently, even for small gains. <p>Conferences</p> <ul style="list-style-type: none"> Takes advantage of opportunities to recognize student achievements within and beyond the classroom. Seeks opportunities to learn more about different cultures. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units</p> <ul style="list-style-type: none"> Promotes critical thinking and problem solving, collaboration, and the recognition of multiple perspectives. Facilitates student collaboration to increase understanding and appreciation of diversity. Generates both class and schoolwide opportunities to celebrate student accomplishments. <p>Observations</p> <ul style="list-style-type: none"> Infuses discussions of race, class, and gender in teaching, helping students negotiate the real world and critique inequities. Acknowledges students' achievements in front of their peers in appropriate ways. Engages students in celebrating personal accomplishments and those of their classmates. <p>Conferences</p> <ul style="list-style-type: none"> Investigates and shares research-based practices that promote inclusive learning communities. Plans systematically for opportunities to meaningfully celebrate successes of students and each student's uniqueness. Works with students and colleagues to create schoolwide and community-based opportunities for students to share their quality work.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Display discriminatory behaviors. • Do not participate appropriately in activities geared toward understanding of others. • Are aware that some students are marginalized, but do not necessarily see it as a negative situation. • Treat teacher or classmates disrespectfully. • Report that teacher allows some students to be marginalized or treated unfairly. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Work with other students when assigned, but may not include some students in their groups. • Participate in some activities geared toward understanding and working productively with other cultures. • Receive some acknowledgement in the classroom for successes. • Treat classmates and teacher respectfully. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Report that the teacher recognizes them as unique learners and strives to acknowledge their differences. • Engage in discussions of differences without marginalizing groups of students. • Are receptive to working with other students from all groups. • Receive regular acknowledgements, celebrations, and recognitions. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Participate in positive, supportive interactions with classmates and exclude no students. • Demonstrate comfort in communicating about differences. • Produce work samples that address cultural diversity and acceptance. • Are acknowledged in the classroom and beyond for their achievements. • Contribute ideas about how to highlight their own and other students' achievements.
Element Descriptors	<p>Climate of Inclusion — Classroom that welcomes diversity and a wide range of student differences.</p> <p>Culturally Responsive Classroom — Classroom environment where teaching has the following characteristics:</p> <ul style="list-style-type: none"> • Acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as content to be taught in the formal curriculum. • Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities. • Uses a reasonable range of instructional strategies. • Teaches students to know and praise their own and each others' cultural heritages. • Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools. <p>Discriminatory Student Behaviors — Includes using inappropriate terms, talking about differences in a negative manner, bullying, or excluding students from groups.</p> <p>Student Recognitions — Examples include student work that demonstrates mastery, student honors earned beyond the classroom, kudos board, and/or student-constructed self or peer profiles.</p> <p>Student Acknowledgements — May include feedback on work products; work displayed in the classroom, school, or community; or achievements highlighted on school announcements or in the newspaper.</p>			

**Examples of
Data Sources**

Artifacts

Lesson plans, variety of student recognitions including student work that demonstrates mastery, student honors earned beyond the classroom, kudos board, student-constructed self or peer profiles, student formative and summative course evaluation data (survey or open-ended questions), teacher reflection

Discussion Prompts

- How do you recognize and celebrate diversity in your classroom?
- What opportunities have you had this year to recognize student achievement and successes both within and outside the classroom?

P 1.4 The teacher helps students take responsibility for their own behavior and learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not expect or encourage students to be responsible for their own learning or behavior.	The teacher expects and encourages students to engage in self-monitoring and self-improvement of behavior and learning; however, the teacher provides limited guidance to students on how to monitor their own learning and behavior.	The teacher establishes a learning environment that includes lessons on and opportunities for students to engage in self-monitoring and self-improvement of behavior and learning.	The teacher consistently encourages, guides, and supports students' self-monitoring and self-improvement abilities as well as their personal efficacy in taking responsibility for their own behavior and learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Does not plan activities that lead students to self-monitor behavior or progress (e.g., self checks, reflections, rubrics). • Monitors classroom inconsistently resulting in students being off task. • Directs learning activities with no opportunity for students to make learning choices. • Does not encourage or reinforce self-governing or self-improving behaviors in students. • Does not expect or model active listening in collaborative settings. • Does not demonstrate respectful behavior to others. • Does not allow students to solve problems or model how to do so. <p>Conferences</p> <ul style="list-style-type: none"> • Does not work with students to set individual learning and behavior goals. • Does not provide students with constructive feedback on how to improve work habits or relationships. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Expects students to self-monitor behaviors, but is not always able to show them how to do so. • Incorporates some opportunities for students to learn how to self-monitor behavior and progress. • Provides some opportunities for students to make learning choices. • Monitors and responds to most off-task behaviors, but interventions do not often lead to students' taking responsibility. • Uses verbal and nonverbal cues to address both positive and negative student behaviors. • Listens to students' input and tries to get them to listen to one another, but not always successfully. <p>Conferences</p> <ul style="list-style-type: none"> • Focuses on whole class achievement goals rather than on the growth and development of individual learners. • Provides inconsistent feedback about students' work habits and relationships. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Involves students in record-keeping for self-assessment and self-monitoring. • Teaches students how to accept responsibility for their own learning and class productivity. • Provides many opportunities for students to self monitor learning and behavior. • Expects and models active listening in collaborative settings. • Teaches students how to monitor their own behaviors in relation to learning expectations, classroom configurations, and individual and group learning needs. • Provides time and guidance for students to reflect on their progress, express their frustrations, and think about how they can modify their behaviors to be more successful, if needed. <p>Conferences</p> <ul style="list-style-type: none"> • Discusses strengths and needs with individual students, encouraging them to take personal responsibility for their learning and behavior. • Provides ongoing constructive feedback about student work habits, relationships, and progress to help students see next steps. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> • Provides time, space, and guidance for students to create and maintain a learning community. • Provides opportunities for students to design/determine and evaluate learning opportunities and assessments. • Creates a learning environment where students feel safe, valued, and willing to take risks to enhance their learning. • Encourages students' independence to direct their own learning and behavior, within defined parameters. • Teaches students to examine their own motivation, both positive and negative, and to experiment and self-regulate with conscious strategies for productive learning. • Invites students to participate actively in the decision-making that directly impacts their learning community. <p>Conferences</p> <ul style="list-style-type: none"> • Helps students create personal learning and behavior goals that they can revisit regularly to determine their progress. • Engages students in displaying and explaining their own progress toward achievement goals (student work samples, portfolios, projects, reflections).

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Demonstrate inappropriate behaviors resulting in disruption of the learning environment. • Participate predominately in teacher-directed activities with little student choice. • Rely on the teacher to evaluate their progress and behavior and do not have opportunities or incentive to self-evaluate. • Do not know how and are not asked to analyze their own work or articulate why it meets, exceeds, or does not meet standards. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Demonstrate appropriate behavior in most situations. • Engage in some self-monitoring using teacher-constructed instruments. • Examine their strengths, talents, interests, and resources, but only under teacher guidance. • Make some choices about their learning. • Respond to teacher’s verbal and nonverbal cues about both positive and negative student behaviors. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Work both independently and cooperatively in purposeful learning activities. • Keep records of their own progress, behavior, and accomplishments (e.g., grade sheets, personal reflections, etc.). • Analyze work against benchmarks and articulate why it meets, exceeds, or does not meet GPS. • Monitor their behavior with teacher guidance, adjusting behavior when appropriate to support learning. • Report that they feel successful and respected as learners. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Make individual and group choices with escalating degrees of freedom within teacher provided parameters. Apply strategies learned in new contexts without teacher supervision. • Reflect on, discuss, and provide evidence of personal strengths across time to demonstrate ongoing learning. • Engage in self-awareness and self-regulation as learners. • Become increasingly confident and self-directed as they take responsibility for their own learning.
Element Descriptors	<p>Teacher Expectations — According to the School KeysSM, teachers are expected to hold high expectations for all students based upon GPS and related learning goals and expect students to assume responsibility for their own learning. Research has shown that teacher expectations greatly impact student achievement. When teachers have low expectations for students, believing that some students cannot reach high levels of achievement, students tend to perform at lower levels. Teachers should avoid setting expectations based on social class, race/ethnicity, gender, economic status, physical attractiveness, cumulative folder information, and conversations with previous teachers. Instead, they should set high expectations for all students.</p>			
Examples of Data Sources	<p>Artifacts Student formative and summative course evaluation data (survey or open-ended questions), student reflections, teacher reflections, student-maintained self progress charts</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How do you provide feedback to students? • How do you help students take responsibility for their own learning and behavior? 			

Professionalism Teacher Standard 2: The teacher promotes the active and sustained involvement of students, families, and the community in order to reinforce the continuous improvement of all students.

P 2.1 The teacher strives to establish respectful and productive relationships and cooperative partnerships with families and the community in order to support student learning and well-being.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not communicate with or build relationships with families and/or community members.	The teacher interacts with family or community members; however, the teacher limits most contact to academic or discipline related problems or one-time events (e.g., speakers) and is unsure how to build relationships.	The teacher builds productive relationships with families and community members in order to support student learning and well-being. The teacher interacts with students, families, and community members in a consistently positive and professional manner.	The teacher establishes and maintains ongoing, cooperative partnerships with families and the community to support student learning and well-being. The community and family involvement and support become an established part of the classroom learning environment.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observation* (of interactions with family members)</p> <ul style="list-style-type: none"> Does not prepare for meetings with families. Does not seek assistance from support staff to facilitate effective communication with families. Does not interpret school, district, and/or state curriculum and standards for families to ensure they understand learning expectations. Does not provide families with information about student progress toward standards, beyond school-required grade reports. <p>Conferences</p> <ul style="list-style-type: none"> Does not offer opportunities for families to be involved in their child's education beyond schoolwide outreach efforts. Does not attempt to communicate with family members. Does not maintain a record of communications with families. Uses predominately one mode of communication. Limits communication with family members to behavior issues. Does not take steps to learn about and/or is not sensitive to student home environments that might impact learning. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observation (of interactions with family members)</p> <ul style="list-style-type: none"> Listens to and addresses family concerns with sensitivity. Prepares for meetings and communications with families, seeking assistance from support staff as appropriate. Strives to communicate school, district, and state curriculum and standards to families. Provides information on student progress that families can usually understand, using multiple methods to communicate. <p>Conferences</p> <ul style="list-style-type: none"> Communicates with families primarily through established school and district procedures. Provides limited opportunities for families to participate in or visit the classroom. Maintains a file of family contact information and records minimal notes about the communications. Initiates contacts with families to discuss concerns. Focuses communications on delivering information rather than involving families in the educational process. Is aware of and communicates concerns about learning and well-being to families and appropriate resource personnel. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observation (of interactions with family members)</p> <ul style="list-style-type: none"> Demonstrates familiarity with each student's family as appropriate for grade level. Encourages families to create home environments that foster student learning and well-being. Provides families with information on how to help students extend learning. <p>Conferences</p> <ul style="list-style-type: none"> Uses appropriate technology and the school and district established procedures to increase family communication, awareness, and involvement. Involves families in classroom activities on a regular basis. Creates regular two-way interactions with families using more than one communication strategy. Maintains a comprehensive file of communications with families and records detailed notes summarizing interactions. Initiates family contact regularly for positive feedback and to discuss concerns. Collaborates with most families to help them access resources/services to improve student learning opportunities. Forms relationships with community partners to support student learning. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observation (of interactions with family members)</p> <ul style="list-style-type: none"> Encourages families to collaborate in the goal-setting and assessment of student progress. Works respectfully with families in settings inside and outside of the classroom, including extracurricular, community, and whole-school activities. Engages students in displaying and explaining achievements to their families and/or audiences beyond the classroom (student-led conferences, presentations to stakeholder groups, etc.). Helps families understand how external factors can impact the social, emotional, physical, and intellectual development of learners. <p>Conferences</p> <ul style="list-style-type: none"> Seeks to create ongoing school-family partnerships that are learning-focused and reciprocal. Recognizes, validates, and seeks to use talents and expertise from family and community members to further student learning. Reaches out to students, families, school personnel, and community members as full partners in school and classroom events, helping students make productive learning environment connections.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not receive written feedback on work that can be shared with their family. Cannot explain how the teacher communicates with their families. Are unaware of opportunities for their families to be involved in their education beyond schoolwide outreach efforts. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Consider the school newsletter and website as the primary forms of communication between the teacher and their families. Know that the teacher communicates with their families if there is a problem with their learning or their well-being. Report that the teacher provides limited opportunities for their family to participate/visit in the classroom. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Observe that both school and home share common expectations for their progress and well-being. Give examples of how the teacher involves their families in classroom activities on a regular basis. Report that the teacher initiates contacts with their families regularly for both positive feedback and concerns. Are comfortable having their family members visit the classroom. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Participate in building the relationship between the teacher and home. Facilitate the teacher's effort to use family members' talents and/or expertise to enhance learning. Collaborate with their families to set learning goals and assess their progress. Consider family members to be full partners in supporting student learning and well-being.
Element Descriptors	<p>Communicating with Families (Methods for) — Attachments to progress reports that delineate student achievement relative to course standards, archived folders of student work samples, student agendas, email, parent/advisor meetings, website, etc.</p> <p>Family Member's Role in Assisting Student Learning — Parents function as critical supporters and catalysts for the learning of their children, including helping to ensure that their home is a place that fosters and values learning and academic achievement.</p>			
Examples of Data Sources	<p>Artifacts Letters to families, emails to families, family member contact logs, conference notes, photographs of family members or community partners serving as volunteers in the classroom or as guest speakers.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> How do you involve family members and community partners in your classroom? What do you find is the most effective way to contact family members of your students? Why do you think this is the most effective method? 			

Professionalism Teacher Standard 3: The teacher takes responsibility for professional growth in order to support high levels of learning for all students.

P 3.1 The teacher grows professionally through job-embedded learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher is not engaged in job-embedded learning for professional growth or does not integrate professional learning into daily practice.	The teacher engages in job-embedded learning opportunities and successfully integrates some learning into practice.	The teacher routinely seeks job-embedded learning opportunities and successfully integrates most learning into practice.	The teacher systematically perceives teaching as an ongoing process of job-embedded learning and engages with other colleagues in a community of learning for practice.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conferences</p> <ul style="list-style-type: none"> Does not learn through experiences and/or does not change instruction as a result of job-embedded learning. Does not seek answers from peers/mentors, coaches, or other instructional leaders to questions that emerge during practice. Does not collaborate or cooperate with peers. Does not solicit feedback from students to broaden understanding of student perspectives. Does not learn how to read test results and/or other official paperwork to guide instructional planning. Does not seek to learn about students and potential school and community influences. Does not use a systematic approach to reflect upon teaching. Does not know if a lesson was effective or achieved its goals. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conferences</p> <ul style="list-style-type: none"> Reflects orally on some lessons, but not on how the reflection process impacts professional development. Makes some notes after teaching a lesson. Uses teacher guides for textbooks to expand content and pedagogical content knowledge. Uses the Internet to research content area topics and find appropriate support materials. Seeks answers to questions about student learning/behavior/work that emerge from practice and solicits insights from peers/mentors, reading/research, further reflection, students, and families. Collects data periodically from students to broaden understanding of student perspectives. Learns to read test results and other official paperwork and uses information to assist learners. Learns about students and potential external influences on their learning through discussions with colleagues. Learns through experiences and occasionally changes practices accordingly. Seeks input from colleagues when faced with challenges. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conferences</p> <ul style="list-style-type: none"> Explains their systematic approach to reflection and how it is used on a consistent basis to support learning. Knows and can explain how lesson goals were achieved. Articulates how reflection has led to improvement in instruction. Participates in learning community activities with colleagues. Maintains notes from collaboration with colleagues. Maintains reflection notes on teaching and learning. Seeks to learn independently in the content area(s) through personal experiences, reading, collaborations with others, etc.. Seeks new ways to learn through the media, technology, and from other individuals. Analyzes the impact of teaching decisions on student learning/behavior/work and makes adjustments to future lessons. Makes ongoing comparisons between what is taught and learned and adapts teaching as needed, even while a lesson is in progress. Tries out new ideas and assesses their effectiveness. Examines the work of other teachers and their students. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conferences</p> <ul style="list-style-type: none"> Understands that reflective thinking frees teachers from limiting routines, and enables them to act in intentional ways to achieve what students need for learning. Articulates how systematic reflection has improved teaching, student learning, behavior, well-being, and work. Builds habits of recording insights, questions, and challenges in a reflective journal. Explains how job-embedded learning impacts professional growth. Seeks and reviews new resources from professional organizations in the content area(s) taught. Articulates how a wide variety of content area resources are used to learn and expand knowledge. Engages in collaboration with colleagues and seeks input from instructional coaches and leaders. Seeks to secure resources necessary to support his/her learning (e.g., grants, materials, mentors, etc.). Participates as an active member and leader of a professional learning community.

* Examples of Evidence for Lesson Plans/Curriculum Units and Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not perceive that the teacher changes practice or improves throughout the year. Are not asked to provide feedback on perspectives or experiences with learning in the classroom. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Report that the teacher has made changes in order to improve his/her practice in some areas. Provide examples of times when the teacher adjusted instruction to meet student needs. Benefit as learners from seeing the teacher learn more and share resources to extend classroom learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Provide thoughtful feedback to teacher about new ideas and strategies tried by the teacher. Report that the teacher regularly adapts instruction to improve learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Are aware that the teacher systematically reflects on teaching and learning to make adjustments to instruction and assessments. Reflect on their own work using a systematic reflection process as a result of teacher modeling the process.
Element Descriptors	<p>Collaboration — A process where two or more people work together toward common goals. Collaboration deepens learning and the interpersonal support necessary for creatively solving complex problems of teaching and learning.</p> <p>Data-driven — Teachers and administrators utilize disaggregated student data to determine adult learning priorities, to monitor progress, and to help sustain continuous improvement.</p> <p>Job-Embedded Learning — Job-embedded learning, also known as on-the-job learning, is learning that occurs while teachers and administrators engage in their daily work. Some examples of job-embedded learning include reflection on teaching, lesson study, peer observations, meeting with instructional coaches, collaboration with colleagues to address curriculum, assessment, instruction, and selection of resources to support instruction, and learning communities.</p> <p>Student Data Gathered as Part of Reflection Process (sources of) — Examples include journals, work samples, class reflection, assessments, and discussion.</p>			
Examples of Data Sources	<p>Artifacts Reflection notes or log, notes from professional conversation with colleagues including mentors, notes from peer observations</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> What impact, if any, have professional interactions with colleagues such as collaboration, coaching, mentoring, or participating in professional learning community activities had on your professional development this year? How do you incorporate reflection into your professional learning? When was a time this year when you tried out a new instructional strategy? How did you learn about it? What happened when you tried it out? How did you assess the effectiveness of the strategy? What was the result? 			

P 3.2 The teacher enhances content knowledge and pedagogical skill through a variety of research-based and current professional learning opportunities.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher does not participate in professional learning opportunities to enhance content knowledge and pedagogy.	The teacher engages in some professional learning activities; however, participation may be limited to activities articulated by the school improvement plan or state and local initiatives.	The teacher frequently participates in professional learning opportunities beyond the required minimum in order to enhance content knowledge and pedagogical skill and to keep current in the assigned content area.	The teacher is a life-long learner, keeping abreast of changes in the field. The teacher continually enhances content knowledge and pedagogical skills and is considered by colleagues to be a resident expert in a particular field of study.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conference</p> <ul style="list-style-type: none"> • Is unable to articulate new strategies acquired through professional learning activities. • Does not know which professional learning opportunities are needed to enhance content or pedagogical skills. • Does not know which professional learning opportunities are needed to support continuous school improvement. • Cannot show or demonstrate any materials or concepts learned during professional learning opportunities. • Does not demonstrate any positive impact on instruction as a result of completed professional learning opportunities. • Makes errors in content information shared with students. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conference</p> <ul style="list-style-type: none"> • Articulates the need for professional learning as documented by the school improvement plan. • Articulates the need for professional learning to enhance content knowledge and pedagogical skills. • Possesses a calendar of professional learning opportunities that he/she plans to attend to enhance content knowledge and/or pedagogical skills. • Participates as an active inquirer in required professional development experiences. • Creates a year-long plan for professional learning, including short- and long-term goals based on past evaluation and self-assessment using the teacher performance standards. • Reviews and discusses self-assessment results with mentors, instructional leaders, and/or learning communities as appropriate and/or available. • Selects and/or designs professional development opportunities with mentor(s) that will help meet professional learning goals. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conference</p> <ul style="list-style-type: none"> • Articulates new strategies acquired at professional learning opportunities. • Shares new concepts and strategies gained through professional learning opportunities. • Shares a portfolio of materials gathered from attending various professional learning opportunities. • Attends content area workshops and conferences. • Reads professional journals to stay abreast of the profession. • Takes courses and/or workshops (college, online, RESA, ETC) that increase content knowledge and/or pedagogical skills in relevant areas. • Seeks in-depth understanding of a variety of instructional strategies. • Shows results of professional learning in both teacher reflection and plans. • Self-assesses on a regular basis, collecting and organizing evidence (especially of student learning) to demonstrate improvement. 	<p><u>Teacher Evidence</u> Lesson Plans/Curriculum Units* Observations* Conference</p> <ul style="list-style-type: none"> • Articulates new strategies and concepts gained through professional learning opportunities. • Distinguishes between “new ideas” and research-based pedagogical insights that are more likely to impact student learning. • Shares professional learning with faculty and students. • Demonstrates accurate and current knowledge of content and pedagogical skills by facilitating professional learning opportunities for other faculty. • Demonstrates accurate and current knowledge of content and pedagogical skills by redesigning lessons to achieve desired learning outcomes. • Facilitates reciprocal learning relationships with career and cross-career colleagues. • Participates as an active member and leader of an ongoing professional learning community.

* Examples of Evidence for Lesson Plans/Curriculum Units and Observations are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Do not perceive that the teacher changes practice or improves throughout the year. Are not asked to provide feedback on their perspectives or experiences with learning in the classroom. Are exposed to limited strategies that may or may not facilitate learning. Are not taught the most up-to-date content knowledge. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Report that the teacher has made changes in order to improve his/her practice in some areas. Provide examples of times when the teacher adjusted instruction to meet student needs. Benefit as learners from seeing the teacher learn more and share resources to extend classroom learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Report that teacher allows them to actively participate in lessons. Learn about new findings in the content area. Describe their teacher as knowledgeable. Improve learning and achievement related to the teacher's learning. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> Report that teacher constantly teaches lessons in new ways. Report that lessons actively involve the students. Value and seek teacher's expertise in the content area. Work with the teacher as a role model to self-assess learning and set standards-based goals. Talk with teacher about current issues in their fields of study and in education, and use this information to reflect on their own knowledge and educational experiences.
Element Descriptors	None Provided			
Examples of Data Sources	<p>Artifacts Portfolios, calendar of proposed professional learning activities, lesson plans, notes from professional learning activities</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> What professional learning have you sought out this year? What has been your most meaningful professional learning experience this year? What made it so? Were you able to use this experience in your classroom? What is the best article you have read this year? How, if appropriate, were you able to incorporate any aspects of what you learned into your teaching this year? How has participation in professional learning impacted student achievement? 			

Professionalism Teacher Standard 4: The teacher shares in the responsibility for the continuous improvement of the school.

P 4.1 The teacher actively supports the school improvement plan (SIP).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	The teacher is not aware of the school improvement plan or the does not support it through participation in the ongoing school improvement planning process.	The teacher is aware of the school’s continuous improvement process and has a basic understanding of how the school improvement plan relates to classroom instruction; however, the teacher only participates in school improvement planning and implementation as required by the school or district.	The teacher understands the process and content of the SIP. The teacher actively participates in school improvement related planning and seeks to meet designated short- and long-range performance goals and to overcome identified student performance gaps.	The teacher has an in-depth, comprehensive understanding of the school’s continuous improvement process. This understanding guides the teacher’s classroom instruction. The teacher takes on leadership roles in school improvement planning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Does not use processes and strategies that address the goals identified in the school improvement plan (SIP). Does not use processes and strategies that address gaps in student performance identified in the SIP. Does not adapt strategies and processes to create a reasonable range of approaches to learning so that most students find learning a fit much of the time. <p>Conferences</p> <ul style="list-style-type: none"> Does not demonstrate understanding of how the school's improvement planning process guides classroom instruction. Does not participate in the school improvement planning process. Does not provide input into school decisions through feedback opportunities, such as surveys or focus groups. Does not participate with school committees involved in decision making related to school improvement. Does not contribute data to the school improvement process. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Uses a few strategies that address the goals in the SIP, but most teaching and learning is not guided by the SIP. Uses research-based strategies that address student performance gaps identified in the SIP occasionally, but not as a regular practice. Adapts strategies and processes to sometimes create a range of approaches to learning so that most students find learning a fit much of the time. <p>Conferences</p> <ul style="list-style-type: none"> Demonstrates a basic understanding of how the school's improvement planning process guides classroom instruction. Participates only in the required school improvement planning activities. Contributes data to the school improvement process as required. Completes school and district surveys and offers some input on school improvement when a forum is provided (e.g., focus groups). 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Uses many research-based strategies that address the goals in the SIP. Provides instruction to address gaps in student performance identified in the SIP. Adapts strategies and processes to regularly create a range of approaches to learning so that most students find learning a fit much of the time. <p>Conferences</p> <ul style="list-style-type: none"> Understands how the school's improvement planning process guides classroom instruction. Articulates how personal practice is influenced by the SIP. Assumes responsibility for gathering and analyzing data to inform decision-making in the classroom and for schoolwide improvement. Engages in regular team/grade level/department meetings to analyze student performance toward SIP goals. Participates actively on committees related to planning for school improvement. Seeks or creates opportunities to impact decisions about school improvement. Includes students in gathering input for the SIP. 	<p>Teacher Evidence Lesson Plans/Curriculum Units* Observations</p> <ul style="list-style-type: none"> Provides instruction that is fully aligned with the goals of the SIP. Uses and constantly seeks new research-based processes and strategies to address gaps in student performance. Adapts instruction to consistently create a range of different approaches to learning so that most students find learning a fit much of the time. Consistently uses research-based strategies and processes. <p>Conferences</p> <ul style="list-style-type: none"> Demonstrates a comprehensive understanding of how the school's improvement planning process guides classroom instruction. Assumes a leadership role in the school improvement planning process. Leads a school group to analyze data for school improvement. Creates opportunities for students to have a voice in the school improvement process. Reflects and compares individual classroom practices to SIP goals and continuously seeks to improve.

* Examples of Evidence for Lesson Plans/Curriculum Units are not provided due to the nature of this standard.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Perform tasks not related to the goals of the school improvement plan (SIP). • Perform tasks that do not reflect adaptation for student needs because work is the same for all students. • Do not demonstrate knowledge of the SIP. • Are unaware of the teacher’s involvement in school activities beyond the classroom. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Perform some tasks that are related to the goals of the SIP. • Perform some tasks that are reflective of adaptation for student needs. • Receive some information about the SIP. • Know that the teacher meets with other teachers, but are unclear why. • Participate in schoolwide opportunities available to students to provide input on school improvement. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Perform tasks that are mostly related to the goals of the SIP. • Perform tasks that typically reflect adaptation for student needs. • Report that the teacher and others at the school work together to support their learning. • Offer their input toward school improvement through the teacher. 	<p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Participate in additional school improvement activities linked to teacher’s growing leadership role. • Articulate how their learning tasks are related to the SIP. • Articulate how tasks are adapted for them as individual learners. • Know how to seek assistance from teachers and others at the school when they need it.
Element Descriptors	<p>Actively Support the School Improvement Plan — Includes both participation in the planning process (collecting, contributing, and analyzing data) and implementation of the school improvement plan.</p>			
Examples of Data Sources	<p>Artifacts Lesson plans, classroom assessments and performance tasks, pre- and post-observation forms, student work samples, school improvement plan meeting minutes, teacher reflections</p> <p>Conference Discussion Topics The teacher explains how the school improvement plan’s goals guide classroom processes and procedures, including student learning and assessment. The teacher provides details about collection and analysis of data related to the school improvement plan. The teacher explains how interventions are designed and implemented to support student learning.</p> <p>Discussion Prompts</p> <ul style="list-style-type: none"> • How do you view your role in the school improvement process? • How have you been involved in the school improvement process this year? • In what ways has your practice been influenced by the school improvement process, if at all? • How has student achievement been impacted by implementing the school improvement plan? 			

Student Achievement

**Academic
Achievement
Progress in GPS
Curriculum**

**Academic
Achievement
Progress in Non-
GPS Curriculum**

STUDENT ACHIEVEMENT - “Annual teacher evaluations shall as a minimum take into consideration the following: (1) the role of the teacher in meeting the school’s student achievement goals, including the academic gains of students assigned to the teacher.” Georgia Code 20-2-210 (b) (1) and (a)

“In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article.” Georgia Code 20-2-210 (b) (1) and (c)

Student Achievement Teacher Standard 1: The teacher has a positive impact on student learning and academic achievement.

SA 1.1 Students taught by the teacher demonstrate the Georgia Performance Standard (GPS) related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	No quantifiable evidence exists that student achievement has increased, based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has increased, but has not met the established benchmark identified by the school district.	Quantifiable evidence exists that student achievement has met the benchmark based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has exceeded the benchmarks based on multiple measures of student learning including pre- and post-measures identified by the school district and also includes data from multiple measures of student learning.

Examples of Data Sources

Artifacts

- Benchmark assessments
- Common assessments
- Diagnostic assessments
- Individual-level teacher results based on roster of students taught by the teacher for a semester or school year in the current school year. Data needed are the group pass rate (percent of teacher's students who passed/met or exceeded state standards) on state-mandated academic achievement tests for appropriate grade level and subject taught.
- State- and district-level student data on percent who meet/exceed state standards at grade level and in subject areas tested by state-mandated student achievement measures (e.g., CRCT results, EOCT results, GHSGT results for first-time test takers in grade 11, Georgia Writing Assessment, etc.)

NOTES:

Using multiple assessments to evaluate student achievement is encouraged.

Due to a discrepancy between availability of state-mandated test data (May/June) and the legal date for completing the annual performance review (April), this element rating may need to be completed as an addendum to the annual performance review and added to the teacher's evaluation file for the next school year.

SA 1.2 Students taught by the teacher of content areas not addressed by the Georgia Performance Standards (GPS) demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).

	Not Evident	Emerging	Proficient	Exemplary
Continuum of Improvement	No quantifiable evidence exists that student achievement has increased, based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has increased, but has not met the benchmarks based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has met the benchmarks based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has exceeded the benchmarks based on multiple measures of student learning including pre- and post-assessments identified by the school district.

Example 1	<p>Teacher Generated Performance Standards</p> <p>This option is similar to Example 3 in SA 1.1. A district-wide group of teachers could collaborate to determine proficiency or progress standards for a given subject. The type of assessment would depend on the skills and knowledge that students are expected to master. Art and music classes, for example, may require students to demonstrate skills through performance. Art students might be required to amass a portfolio that exhibits progress and eventual mastery of certain skills. Band students may be required to make recordings or give live performances.</p>
Example 2	<p>Certification Based Assessment</p> <p>Students in some fields, such as career and technical education, can seek certification that they have mastered certain skills. These certification tests may have been developed by national associations, state boards, or private companies. Districts may choose to adopt some of these tests as assessments of proficiency for their own coursework. This strategy has the advantage of holding students to a recognized standard and allowing for comparisons to students outside the district. Drawbacks may include the monetary cost of testing and the challenge of finding tests that are representative of course content.</p>
Example 3	<p>National Standards</p> <p>Some subjects may be covered by standards set by a national organization. For example, physical education students may be assessed using the President's Physical Fitness Test. Students that achieve passing scores may be considered proficient, and progress can be measured across multiple testing periods. In addition, information from sporting associations may be used to assess students' knowledge of the rules and strategies of various sports.</p>