

CITE 2013-2014 – Possible Evidence of Effective Practice (Look-Fors)

Standard 1 – OUTCOMES: Teacher selects World Class Outcomes.
1.1 Teacher selects World Class Outcomes from the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
(4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50%
<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> -Record keeping plans (backward plans, weekly lesson plans) -Pre and post conference discussions (pre and/or post observation forms), ongoing discussions with teachers, can access and articulate WCO -Observable in the classroom (could be posted, part of class discussion or part of the routine) -Student reflection (evidence of the GVC either written or oral) -Students can share their knowledge of outcomes, evident in their work and products
1.2 Teacher selects World Class Outcomes that integrate content with other disciplines.
4 Point Matrix
<p>HE: Teacher demonstrates thorough application of the World Class Outcomes from the GVCs by incorporating World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i></p> <p>E: Teacher demonstrates knowledge of the World Class Outcomes from the GVC by selecting World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.</p>
<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> -Record keeping plans (backward plans, weekly lesson plans), intentional integration is evident in plans (backward, weekly) -Pre and post conference discussions (pre and/or post observation forms), integration observable in classroom -Incorporated in assessment (found in stage 2) -Collaboration of interdisciplinary planning is observed directly or indirectly through resources -Students can share their knowledge of integrated content evident in their work and products
<p>PE: Teacher selects World Class Outcomes that have connections to other disciplines. I: Teacher selects outcomes that include minimal connections to other disciplines.</p>
1.3 Teacher selects differentiated World Class Outcomes.
4 Point Matrix
<p>HE: Teacher collaborates with students to select personalized, developmentally appropriate (based on age, cognitive and/or social/emotional abilities) World Class Outcomes identified in stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP. <i>* World Class Target Prerequisite: Backward Planning (2 of 3)</i></p> <p>E: Teacher plans personalized, differentiated learning that is developmentally appropriate (based on age, cognitive and/or social/emotional abilities) during stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.</p>
<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> -Record keeping plans (backward plans, weekly lesson plans) -Pre and post conference discussions (pre and/or post observation forms) -Intentionally planned personalized learning in stage 1 -Student ownership (student goals reflect differentiated progression) -Student has input into their plans (ALP and/or goals) -Student plans or portfolios, journals -Stage 1 includes evidence that outcomes are differentiated for students (groups of students) -Teacher knows the strategies and modifications needed for personalized learning to occur -Evidence that teacher has collaborated with multidisciplinary team
<p>PE: Teacher plans learning that addresses specific learning needs of some students. I: Teacher uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes.</p>
1.4 Teacher evaluates assessment data to select (or refine) World Class Outcomes.
4 Point Matrix
<p>HE: Teacher collaborates with students to evaluate data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes identified in stage 1 of backward planning.</p> <p>E: Teacher evaluates data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes during stage 1 of backward planning.</p>
<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> -Discussions in data meetings, data dialogues, RtI meetings -Student conferencing -Plans are modified based on data -How data is used from RtI meetings, interim and summative -Data reflects outcomes, not just skill acquisition -Record keeping (paralleled by data tracked from stage 2, grade book) -Adjusting student goals -How are progress monitoring tools being used?

PE: Teacher uses data from the Balanced Assessment System (BAS) to select World Class Outcomes.
I: Teacher does not consider data to select outcomes.
1.5 Teacher integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to select one or more 21 st century skills that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: 21st Century Skills (1 of 4)</i>
E: Teacher plans for the natural integration of 1 or more 21 st century skills during stage 1 of backward planning, where authentic.
POSSIBLE EVIDENCE: -Evidence in plans (units, backwards plans) -Deliberate inclusion in stage 1 -Connections to outcomes are clear and logical -Students can share their knowledge of integrated content evident in their work and products
PE: Teacher selects 21 st century skills during stage 1 of backward planning.
I: Teacher makes no effort to select 21 st century skills.
Standard 2 – ASSESSMENT: Teacher uses performance assessments that require students to demonstrate World Class Outcomes.
2.1 Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to use quality formative assessments/tasks that monitor student progress toward mastery of World Class Outcomes during stage 2.
E: Teacher creates or selects formative assessments/tasks to monitor the progress of all students toward mastery of World Class Outcomes.
POSSIBLE EVIDENCE: -Formative assessments (check for quality) -Could be observable in the classroom (planned and on-the-fly formative data collection) -Evidence documented in stage 2 of backward plan -Teacher demonstrates how they used assessments/tasks in a formative manner -Teacher reflection in their portfolio -Discussion during pre/post conference (how have the students grown, how have they adjusted?) -Student response and/or reflection journals -Data/record keeping system -Referrals to RtI (use of data), interventions identified within/outside of classroom -Collaboration with team based on data -Teacher/student creation/identification of rubric/assessment -Clear alignment to Outcomes, not just skills (transfer level?)
PE: Teacher uses formative assessments/tasks, at grading periods and other periodic check points, to monitor student progress toward mastery of World Class Outcomes.
I: Teacher uses limited formative assessments/tasks to monitor student progress on World Class Outcomes.
2.2 Teacher uses a balanced assessment approach, including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to use quality interim assessments/tasks that provide an appraisal at benchmarks to monitor student progress toward mastery of World Class Outcomes during stage 2.
E: Teacher creates or selects interim assessments/tasks that provide an appraisal at benchmarks to monitor the progress of all students toward mastery of World Class Outcomes.
POSSIBLE EVIDENCE: -“Offramps” (adjustments/paths within plans) are built into plan based on predictive results of interim assessment -Interim assessments (check for quality) -Evidence documented in stage 2 of backward plan -Teacher reflection in their portfolio -Discussion during pre/post conference (how are the students progressing?) -Student response and/or reflection journals -Data/record keeping system -RtI process (use of data), interventions have timeline and specific indicators for success -Teacher/student creation/identification of rubric/assessment -Clear alignment to Outcomes, not just skills (transfer level?)
PE: Teacher uses interim assessments/tasks, at grading periods and other required reporting periods, to monitor student progress toward mastery of World Class Outcomes.
I: Teacher uses limited interim assessments/tasks to monitor student progress on World Class Outcomes.
2.3 Teacher uses a balanced assessment approach, including summative assessments, to measure student performance of World Class Outcomes at the end of the learning process.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

<p>HE: Teacher collaborates with all students to use quality summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes during stage 2. <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4)</i></p>
<p>E: Teacher creates or selects summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes.</p>
<p>POSSIBLE EVIDENCE: -Teacher used interims + WCOs to build summative -Clear alignment to Outcomes, not just skills (transfer level?) -Summative assessments (check for quality) -Could be observable in the classroom (planned summative) -Evidence documented in stage 2 of backward plan -Teacher demonstrates how they used them in a formative manner (?) to modify / guide future instruction -Teacher reflection in their portfolio -Discussion during pre/post conference (how have the students grown, how have they adjusted?) (How captured as evidence?) -Student response choice and/or reflection journals -Data/record keeping system -Referrals to RtI (use of data), interventions identified within/outside of classroom -Collaboration with team based on data -Teacher/student creation/identification of rubric/assessment or product</p>
<p>PE: Teacher uses summative assessments/tasks, at grading periods and other periodic check points, to evaluate student progress toward mastery of World Class Outcomes.</p>
<p>I: Teacher uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes.</p>
<p>2.4 Teacher provides each student with specific, timely, and personalized feedback on World Class Outcomes.</p>
<p>4 Point Matrix</p>
<p>HE: Teacher collaborates with students to facilitate personalized feedback that provides the learner with actionable information on progress toward mastery of World Class Outcomes through analysis of balanced assessment data from formative, interim, and summative assessments. <i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i></p>
<p>E: Teacher facilitates feedback to students on their progress toward mastery of World Class Outcomes from formative, interim, and summative assessments.</p>
<p>POSSIBLE EVIDENCE: -System for student goal setting (learning contracts) -Evidence of student/teacher conferencing -Student data dialogues -Feedback systems (blogs, journals, reflections, Google docs, website) -Quality feedback is observed -Evidence that feedback is personalized, individual</p>
<p>PE: Teacher provides feedback to students, at grading periods and other periodic check points, on progress toward mastery of World Class Outcomes.</p>
<p>I: Teacher provides minimal, generic, or no feedback to students.</p>
<p>2.5 Teacher uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p>
<p>4 Point Matrix</p>
<p>HE: Teacher collaborates with students to develop/identify personalized, performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics, and evident through student-determined demonstrations of learning. <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i></p>
<p>E: Teacher creates or selects performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p>POSSIBLE EVIDENCE: -Elements of the 4 Cs are in the rubrics being used -Data tracking includes student performance on the 4 Cs -Use of the 4 Cs rubrics -Student work/products demonstrate the 4 Cs -Students can articulate their understanding and/or use of the 4C's</p>
<p>PE: Teacher creates or selects performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p>I: Teacher does not measure student understanding of the 4 Cs.</p>
<p>2.6 Teacher uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher collaborates with students to develop/identify personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance. <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21st Century Skills (2 of 4)</i></p>
<p>E: Teacher creates or selects performance assessments/tasks that measure all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance.</p>
<p>POSSIBLE EVIDENCE: -Elements of the 21st century skills are in the rubrics/assessments/tasks -Data tracking includes student performance on the 21st century skills</p>

-Use of the 21 st century skills rubrics -Student work/products demonstrate the 21 st century skills -Students can articulate their understanding and/or use of the 21 st century skills
PE: Teacher creates or selects performance assessments/tasks that measure some of the relevant 21 st century skills with measurement standards that include specific criteria for each level of performance.
I: Teacher does not measure student understanding of the 21 st century skills.
Standard 3 – INSTRUCTION: Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.
3.1 Teacher uses backward planning to facilitate student mastery of World Class Outcomes.
4 Point Matrix
HE: Teacher personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes based on students' individual needs. Next, in stage 2, the teacher selects differentiated performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the teacher constructs personalized learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1. All GVCs (World Class Outcomes) are taught in backward planned units. <i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i>
E: Teacher begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes. Next, in stage 2, the teacher selects performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the teacher constructs learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1.
POSSIBLE EVIDENCE: -Backward plans, unit plans; alignment between this planning, instruction and assessment...how have you differentiated for learners? -Evidence through classroom observations (BP in hand) coupled with pre/post conversations - Evidence of data used to plan
PE: Teacher's planning process includes some components of backward planning.
I: Teacher begins the planning process by selecting a learning activity.
3.2 Teacher uses balanced assessment data to plan World Class learning opportunities.
4 Point Matrix
HE: Teacher collaborates with students to review previous summative and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate the mastery of World Class Outcomes, and improve teacher practice.
E: Teacher uses previous summative and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate the mastery of World Class Outcomes, and improve teacher practice.
POSSIBLE EVIDENCE: -Differentiated groups identified in stage 3, groups are flexible -Evidence of "offramps", different opportunities based on learner needs -Plan incorporates multiple learning opportunities -Reflection piece of teacher planner (unit) -Evidence that assessment data has influenced learning opportunities -Observable adjustments "on-the-fly" based on assessments -Effective plan for use of Educational Assistants to support the learning (where applicable) - Pre and post conversations - Student portfolios, data
PE: Teacher uses previous summative data and current formative and interim data (BAS) to construct learning opportunities that facilitate the mastery of World Class Outcomes.
I: Teacher uses limited data to drive learning opportunities.
3.3 Teacher facilitates differentiated learning opportunities for all students to master World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to develop personalized, sustainable learning opportunities that facilitate mastery of World Class Outcomes based on the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice. <i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i>
E: Teacher offers students more than one personalized, sustainable learning opportunity to facilitate mastery of World Class Outcomes. Evidence of differentiation in instruction for all students is observed in classroom practice.
POSSIBLE EVIDENCE: -Student facilitated or student centered groups -Grouped by interest and readiness -Learning opportunities are authentic (not worksheets) -Students demonstrate transfer of knowledge -Student interests are evident through student choice or work/product -Learning pace and flow is adjusted "on the fly" based on student input -Effective use (and adjustment) of Educational Assistants to support the learning (where applicable)
PE: Teacher offers students more than one learning opportunity.
I: Teacher offers one learning opportunity for all students.

3.4 Teacher facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher collaborates with students to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product. <i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i>
E: Teacher facilitates learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.
POSSIBLE EVIDENCE: -Evidence of inquiry based -Student centered learning, less teacher talk directly observable; more student ownership -Multiple outlets/products for student demonstration of learning -Focus on why, not what, consistently working toward higher levels of Blooms -Questions/tasks reflect the higher end of Bloom's - Learning opportunities transcend content, walls of the school; impacts community or world - Types of questions asked elicit higher level thinking - Student products - Evidence of student struggle...sufficient wait time, do not answer the question for the student, etc.
PE: Teacher facilitates learning opportunities that require students to know, understand, and apply information and skills.
I: Teacher facilitates learning opportunities that require students to memorize and recall information.
3.5 Teacher facilitates learning opportunities that engage all students.
4 Point Matrix
HE: Teacher collaborates with students to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership. <i>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</i>
E: Teacher facilitates challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
POSSIBLE EVIDENCE: -Evidence of student input into learning -Students can make connection to real-world, personal life -Not just compliance (own their learning) -Authentic interest in learning -Evidence of personalization, multiple strategies -Engrossed in activity/topic/work -Students can articulate the purpose -Students driving conversations, discussions -Students engaged with the content at high levels - Teacher demonstrates knowledge of individual students - Student demonstrates knowledge of how/why - Students ask questions - Teachers facilitation leads to increased student engagement
PE: Teacher facilitates sustainable learning opportunities for students.
I: Teacher facilitates activities.
3.6 Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.
4 Point Matrix
HE: Teacher collaborates with students to develop/identify learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes. <i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i>
E: Teacher facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes.
POSSIBLE EVIDENCE: -Effective use/inclusion/facilitation of available technology -Authentic inclusion of technology -SAMR model (substitution, augmentation, modification, redefinition) -Utilized by student, given the opportunity by teacher
PE: Teacher uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom.
I: Teacher and student use of technology is limited.
3.7 Teacher facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
4 Point Matrix
HE: Teacher collaborates with students to facilitate differentiated learning opportunities with clear learning objectives for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills). <i>* World Class Target Prerequisite: 21st Century Skills (3 of 4)</i>

E: Teacher naturally integrates differentiated learning opportunities with clear learning objectives for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
POSSIBLE EVIDENCE: -4 Cs have been taught -Evidence of 4Cs in learning, stage 3 -4 Cs observed/practiced in classroom -Students demonstrate/model use of the intentionally embedded 4 Cs -Teacher demonstrates skill in inquiry to drive student inquisition - Teacher facilitates inquiry based learning
PE: Teacher provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
I: Teacher provides isolated events or activities on the 4 Cs.
3.8 Teacher facilitates learning opportunities that require students to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher collaborates with students to facilitate learning opportunities that require students to use 21 st century skills. <i>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</i>
E: Teacher naturally integrates learning opportunities for students to develop 21 st century skills.
POSSIBLE EVIDENCE: -21 st century skills have been taught -Evidence of 21 st century skills in learning, stage 3 -21 st century skills observed in classroom -Students demonstrate/model use of the intentionally embedded 21 st century skills -teacher demonstrates skill in inquiry to drive student inquisition - Teacher facilitates inquiry based learning - Student participation in planning learning/classroom opportunities
PE: Teacher provides learning opportunities for students to develop 21 st century skills, where authentic.
I: Teacher provides isolated events or activities on 21 st century skills that are not connected to other learning.
3.9 Teacher demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.
4 Point Matrix
HE: Teacher demonstrates strong content area knowledge (including literacy and numeracy) aligned to the GVC by accurately responding to student questions, anticipating common student misconceptions and misunderstandings, connecting it to other content areas, and knowing where the current learning is in the learning progression. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i>
E: Teacher demonstrates content area knowledge (including literacy and numeracy) aligned with the GVC.
POSSIBLE EVIDENCE: -Teacher demonstrates skill in inquiry to drive student inquisition for subject matter - Teacher questioning facilitates student learning, helping students to learn -Pre and post conference discussions -Observable teacher interaction with peers, leadership roles, team planning -Application of teacher learning in classroom, throughout building -Mentoring - Teacher facilitates inquiry based learning - Teacher is able to provide expert knowledge of content and ability to connect to other disciplines, experiences, perspectives
PE: Teacher demonstrates a superficial understanding of content aligned with the GVC.
I: Teacher demonstrates a lack of content knowledge aligned with the GVC.
Standard 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Teacher models and collaborates with students to create an environment that is safe.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: Teacher facilitates an environment that is both physically and emotionally safe for all students.
POSSIBLE EVIDENCE: -Identifiable layout or design arrangements to promote student safety -Evidence of socially and/or emotionally safe environment through observations (student and teacher interactions) -Yearlong (or year-to-date) classroom data on discipline referrals, bullying, and/or student conflict -Analyzing the root cause of student conflict when occurring during teacher's class time - Processes organized and structured, clarity of classroom systems, physical as well as emotional - Evidence of student voice in creation of safe environment
PE: Teacher presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.

4.2 Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher collaborates with all students to form and maintain a restorative classroom community. Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed. <i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i>
E: Teacher facilitates the opportunity for students to develop a restorative classroom community. Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
POSSIBLE EVIDENCE: -Classroom observations of student interactions and restorative practices -Teacher facilitation of restorative circles -Teacher knowledge of restorative practices during pre and post conferences -Teacher to student and student to student interactions - Student knowledge of restorative practices - Evidence of student voice in creation of safe environment
PE: Teacher provides the opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.
I: Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment. <i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: Teacher facilitates an environment where students express different points of view in a safe and respectful environment.
POSSIBLE EVIDENCE: -Classroom observations of student reflection dialogues, facilitated discussions involving multiple perspectives and/or views -Evidence of dialogue opportunities (Socratic seminars) outline in lesson plans - Evidence of student voice in creation of safe environment - Evidence of planning/facilitation to elicit varied points of view
PE: Teacher promotes an environment where some students feel safe to express different points of view.
I: Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Teacher models and establishes positive relationships with all students.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Teacher respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom. <i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: Teacher respectfully interacts with all students.
POSSIBLE EVIDENCE: -Observed respectful exchanges between teacher and students - Evidence of the teacher getting to know their students individually, both as a learner and a fellow human being - Evidence of interest in students outside of the classroom -School survey data -Kudos or recognitions from students (part of the school's recognition or celebration program)
PE: Teacher creates a classroom environment that encourages and builds positive relationships with most students.
I: Teacher creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 Teacher works collaboratively with colleagues for the benefit of students.
4 Point Matrix
HE: Teacher creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
POSSIBLE EVIDENCE: -Team planning -Coordination with multidisciplinary teams -Clubs, activities, etc. -Work on PLC's, District level (CIL's, QAL's, DAL, DATLL etc.)
PE: Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.

5.2 Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. <i>* World Class Target Prerequisite: Professional Growth & Development (1 of 2)</i>
E: Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
POSSIBLE EVIDENCE: -Growth plan -Connection between “data” (previous evals, student data, school goals, etc.) that is used to determine growth needs and growth goals -Evidence that growth plan is connected to providing choice, a world class education, or improved system performance
PE: Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 Teacher demonstrates application of professional learning to practice.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice. <i>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)</i>
E: Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
POSSIBLE EVIDENCE: -Participation in conferences, classes, workshops, and/or seminars directly related to teacher’s area of practice, and direct evidence that new learning has been incorporated into practice with students -Artifacts that show new learning in practice -Book studies or evidence of reading current educational research - Follow through on growth plan - Shares new learning with colleagues
PE: Teacher implements new knowledge or skills learned through professional development.
I: Teacher participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 Teacher differentiates communication with families based on the individual needs of the student.
4 Point Matrix
HE: Teacher fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students master World Class Outcomes. <i>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students master World Class Outcomes.
POSSIBLE EVIDENCE: -Examples of various communications (weekly newsletters, phone calls home, notes, emails) -Evidence of collaboration with other school professionals in order to communicate clear consistent messaging -Direct evidence of establishing a relationship with parents to partner in learning - Evidence of availability
PE: Teacher differentiates communication with families to help students meet education goals.
I: Teacher communicates with families regarding student progress and educational goals as required.
5.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher leads and models professional behavior within the building and throughout the district and community. <i>* World Class Target Prerequisite: Leadership (4 of 4)</i>
E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
POSSIBLE EVIDENCE: -On time for class, duty, meetings, and school responsibilities -Carries themselves as a professional (in all activities) -Handles disagreements with others in a respectful, courteous manner - Remains positive, a role model for others
PE: Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.