

For all Teachers (non SISF faculty)

Standard I – Curriculum, Planning and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using the is data to improve instruction, providing students with constructive feedback on an ongoing basis.

Element I-A-4 Well Structured Lessons: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Proficient

Exemplary

Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.

Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Articulation of learning objectives | Lesson plans |
| Discussion of agenda and expectations | Standards-based unit plans |
| Connection of lesson to larger unit goals | Curriculum map |
| Connection of lesson to contemporary elements and contemporary relevance | Group Work expectations (rules) |
| Adapting lesson to meet the needs of students | Project or Performance expectations |
| Meaningful movement (in the classroom related to instruction) | Picture of learning objectives |
| Engagement in critical thinking and problem solving work | Graphic organizers / Keys to Literacy strategy |
| Purposeful closure | Formative assessments |
| Effective questioning techniques that engage all | Student use of technology, multi-media |

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| Written lesson plans for period of observation | Video of student engagement |
| Thematic Unit Outline/Web | Video of student reflection, risk taking |
| Grade level or subject team collaboration | Photos of student engagement |
| Posted lesson objectives | Work samples |
| Attending professional development | Classroom websites |
| *differentiated instruction (small groups) | Meeting notes, attendance sheets |
| Posted norms and expectations | Student work samples |
| *whole group to partner to individual | Certificate of PDPs |
| *turn and talk | *examples of accommodated and modified work-scaffolding and challenge for all |
| *cold calling | *rubrics |
| *wait time | Teacher created test and retest driven by data |
| Understanding by Design strategies | Rubric based projects |
| Daily schedule | Journal entries |
| Journeys Focus Wall posted | worksheets |
| Classroom rules/management | Center work |
| student group work including partner work | Final written product |
| Hardcopy of notes for students | Exit slips |
| Appropriate use of classroom space for lessons | Thumbs up or thumbs down |
| Repeated directions as needed | White board |
| Center time | Photos of chart paper with active classroom work |
| Responses to open ended higher level thinking questions | Photos of Power Point |
| Flow-beginning, middle, end | Common Planning Time notes |
| Vocabulary from lesson | Bulletin board |

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| Gradual release of responsibility | Pictures of evidence (students working, lesson, group work, centers, individual work) |
| Following Journeys and Envisions units with fidelity; utilizes instructional materials effectively and with rigor | Visual Models |
| Flexible groupings*** | Pre/Post Assessments |
| Effective use of activators* and summarizers* | Activators & Summarizers |
| Posted agenda | Alignment to Standards |
| Student engagement* | Weekly agenda board |
| Cooperative learning* | Lesson initiation and closure Student data analysis Team developed instructional work products Analysis of student learning needs Curriculum mapping |
| Essential questions | Essay/Reports/Math Reflections |
| Lessons aligned to standards | Student projects |
| Writer's conference | Tickets to Leave..POD |
| Timing of lesson | Labs (reports) |
| Planbook | Options to complete additional projects |
| Student Work Samples | Student contest/challenges |
| Framing of Lesson | Mixed abilities to promote extended learning |
| Bulletin Boards | Class activities include range of problems to meet ALL |
| Activate Prior Knowledge | Student question and answer as a class discussion. Imagery would be evidence |

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| <p>Cross curricular connections</p> <p>Class management routines</p> <p>Grade level appropriate activities</p> <p>Constant review & regular revisiting</p> <p>Measurable and communicated outcomes-referred to, summarized</p> <p>Tiered lessons</p> <p>Peer coaching</p> <p>Clear expectations</p> <p>RBT in practice</p> <p>Following time schedule</p> <p>SBI-lesson or unit plans</p> <p>Observed outcomes</p> | |
| Collaborative groups | |
| Visuals | |
| Teacher circulating | |
| Engaged students volunteering information | |
| Brainstorming activities | |
| Formative assessments | |
| 2 Column notes-Keys to Literacy Strategies | |
| Labs-hands on activities | |
| Manipulatives | |
| Use of technology (computers etc.) | |
| Re-teach based on common assessments/mini lessons on common weaknesses | |

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| Rubrics communicate expectations and outcomes | |
| Chunk lessons and instructions | |
| Observe a lesson introduced and explained accurately and appropriately. Sketches and worksheets | |

Element I-B-1 Variety of Assessment Methods: Uses a variety of informal and formal assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

| Proficient | Exemplary |
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| Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards. | Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Student demonstrations (debate, instruction, etc) | Rubrics, Check lists |
| Performance of skills | Tests |
| Pre- and Post-Tests | Formative assessments: exit slips, tickets out |
| Writing prompts | Formative assessments: position paragraphs, six pack assignments |
| Meaningful closure: Exit tickets, etc. | Do Now questions |
| Administration of formative assessment | Guidelines for projects/research papers |
| Charting student performances | Benchmarks for papers |
| Scaffolding during assessments | Map activities (could be contained in the student projects) |
| Discussion of data and results | Response logs for readings, video |
| Discussion of assessment choices | Student projects (poster, PowerPoint, video) |

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| Expectations for assessments | Student writing samples |
| Teacher Observation | Common final exam questions |
| Screening | Self-assessments |
| Lesson Plans | Group logs (group members reflect on their participation) |
| Evidence of various methods of assessment | Journals |
| Student data analysis | Progress Reports |
| *whiteboard assessment | Report Cards |
| *questioning techniques | Work Samples |
| *teacher/student conferencing | Photos of student engagement |
| *peer conferencing | Videos of student participation |
| *wait time | Pretests, post tests, quizzes |
| Oral response to open ended questions | Student data analysis |
| Peer teaching/coaching | screeners |
| Small group discussions | *special education-related assessments |
| Jeopardy review for tests | Rubric based projects |
| Test prep games | Journeys turn and talks/informal assessments |
| Study Island, abcya.com, multiplication.com | Unit/lesson tests |
| Journeys | Teacher created tests and retests driven by data |
| Leveled readers | Online data (study island) |
| Student placement in centers based on data- Elementary | KWL |
| Data Collection | Modified worksheets |
| Pre-assessment | Photographs of notes |
| Post-assessment* | Unit tests |

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| Anecdotal records | Homework |
| Differentiated center work | Growth graphs |
| Homework | Scoring guide |
| Varied math groupings for RTI | Rubrics |
| Cold calling | Clipboard notes relative to student performance |
| Prior knowledge (KWL, 3-2-1) | DRA, DIBELS, DIAL-4 |
| Use of disaggregated MCAS data | Anecdotal observations |
| Use of district developed screeners | Communication with parents (newsletters, email, conference notes, beginning of year communications) |
| Self-assessment | Assessment Spreadsheets & analysis |
| Slates | MCAS Data Formative & Summative Assessments |
| Projects | Teacher developed assessments |
| Games | Student portfolio |
| Comprehension tests | Actual test/student results |
| Math unit tests | Student reflections/goal setting/self assessments |
| DRA's | Teacher reflections |
| Journey's Benchmarks | Sorting/scoring/evaluating |
| Universal Screener | Results leading to instructional planning |
| Centers | Audio recordings to listen and reflect |
| Anecdotal Observations | Minutes, notes, revised common assessments |
| Pre/post Tests | Record progress (of learning songs) on Charts |
| Daily Reading Work | Student work /results |
| Unit Math Tests | MCAS – national exams |

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| Journals/Final Writing | Teacher created Rubrics |
| Reading Logs | Mini plays/group discussions |
| Student Work Samples | PODs created based on data collection-recreate problem (similar but different) to allow for mini lessons. After review filter similar problem in future homework to check for improvement. |
| End of Unit Assessments | Scholastic Reading Inventory |
| Provision of Wait Time | KWL chart, test, quizzes |
| Conferences w/ Teachers & Specialists | R.A.F.T.(role, audience, format, topic) |
| Multiple ways to show understanding/explain thinking Encourage multiple responses Pair-share Probing questions | Non-graded assignments |
| All students answer questions | Self scoring |
| Standard based summative assessments | |
| Unit organizers | |
| Midterm/final (may or may not be common) | |
| Student observation by teacher | |
| exit slips/projects | |
| Dept. or Data team meetings used to create the above | |
| Use open-response formats, such as answering open-ended questions – writing assignments | |

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| Assess in all areas, reading, writing, listening & speaking | |
| Ongoing information comprehension checks | |
| Having students elaborate orally their understanding of a concept | |
| Teacher checking | |
| Group learning | |
| Journal entries | |
| Homework collected daily and graded | |
| Thumbs up – thumbs down | |
| Prompt the class about understanding | |
| Class response systems | |
| Having students repeat what previous students have said | |
| Dip sticking and Mini Dry erase | |

Element I-C-2 Sharing Conclusions with Colleagues: Analyzes data from assessment, draws conclusions, and shares them appropriately.

| Proficient | Exemplary |
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| Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning. | Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Demonstrates professional demeanor and follows professional norms in workshops, meetings, other activities when collaborating with colleagues to share data, discuss conclusions, and plan for instructional support | District or department ticket to leave, PD documents, photo of group work, brainstorming session |
| DCAP strategies observed in instruction and/or assessment tools | Reflection sheet; new or adapted lesson |
| Class web pages – add access to appropriate staff to view assessments/projects | Class webpages (student projects posted and shared for feedback) |
| Shares materials appropriately with colleagues | |
| Uses appropriate tone when engaging in professional activities to learn, implement or refine district, school or department initiatives. | Agendas for Department Meeting or PLC work in applying this element |
| Use of first class calendar to invite appropriate staff to provide feedback/analysis for classroom teacher | Work products from PD days/hours |
| Application of common rubric | Emails: dates, times, topics of meetings |
| Sharing student work products at PD | IEP meetings, team sign in |
| Notes in digital device for meetings/collaboration | Written documentation of DCAP strategies |

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| Common Planning | Assessments |
| Grade level or subject team collaboration | Meeting Notes, attendance sheet, etc. |
| *regular schedules weekly meetings with colleagues and support staff | Data analysis that informs instruction |
| *parent teacher conferences will include any support staff working with child | Peer coaching |
| Faculty meeting discussions | Team developed instructional work products |
| Lunches and half day discussions | *providing pre & post test results to reading/math specialists |
| PD Days | Data from specialists |
| Planning time with Sp. Ed. Teachers | Common planning sheets/notes |
| IST Participation | Data meetings with specialists |
| Informal team consultations/meetings | Digital data sheets |
| CPT*** | Weekly lesson and benchmark tests; comparison charts to view skill development (i.e. child to child, child to class, child to grade) |
| Record of IEP consultation | Review of student work/progress; comparison charts to view skill development (i.e. child to child, child to class, child to grade) |
| Evidence of modified assessments | CPT notes*** |
| Evidence of modified materials | IEP notes |
| Varied RTI groupings | Copies of modified materials |
| Data meetings* | Growth graphs |
| Collaboration for intervention | Grouping lists |
| Collaboration for instructional planning | Modified tests |

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| Specialist Consultations | DIBELS results |
| PLC/Think Tanks | IST paperwork |
| Final Products | Communication log |
| Collaboration with grade level | Final products |
| Unscheduled staff check-ins during transition periods | Consultation log |
| Hallway discussions | Final products |
| Emails and memos | Notes from IEP and 504 meetings |
| Dept. analysis of MCAS results | Grade book |
| Analyze common assessments (MCAS practice, etc.) | Meeting notes |
| Co-taught lessons/observation of one another | Data from classes |
| Peer observations | Adjusted curriculum |
| Rounds | Differentiated lessons |
| Walk throughs | Data from said meetings (memos, minutes) and common lesson plans |
| Contracts for students | Common assessment data |
| DCAP | Content of team conferences |
| Show of hands indicating answers to formative assessment | Student progress reports (IEP & school) |
| Informal meetings between classes, lunch, preps | National exams – assess growth |
| Art show | Written feedback |
| Discuss success/weakness of lessons | Analyzing MCAS scores |
| Cross subject of discussions and brainstorming | Presenting ideas to colleagues |
| | Lessons that support other disciplines |
| | Video of students answering questions |

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| | Photos of students demonstrating engineering design |
| | Transition meeting with high school staff |
| | Art show reviews |

Standard II: Teaching All Students

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Element II-A-2 Student Engagement: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness.

| Proficient | Exemplary |
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| Consistently uses instructional practices that are likely to motivate and engage most students during the lesson. | Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Actively participating | Written product, project |
| Asking questions | Posters, Pictures |
| Doing Assignments | Pre and Post Tests |
| Participating in group work, discussions | Logs and journals |
| Interacting with other students | Self-assessments |
| Reacting to instruction | Participation in extra-curricular activities related to content |
| Peer coaching | Work samples |
| Written lesson plans for period of observation | Videos of student participation |

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| Individual goals | Photos of student engagement |
| Methods for engaging all students | Teacher's position in the room |
| Peer coaching (students) | Class and school policies posted |
| Cultural sensitivity evidence through observation | Behavioral norms |
| *expectations of excellence posted in class | Student surveys |
| *various strategies for encouraging maximum participation | Processing partners |
| *norms for classroom discussion/participation | Established routines |
| Effective hook | *behavior contract sent home signed and returned |
| Seating arrangement | *second step (lesson plan/on the schedule) |
| High level questioning | Hard copy of notes |
| Student feedback | Modified worksheets |
| Personal connections of students to work through conversations | Graphic organizers |
| Leveled groups | KWL charts |
| Centers | Parent emails |
| Intervention blocks | Writing samples |
| Inclusion models | Student Product/Work (ex: photo of children completing word sort; video to show progression) |
| I Do, We Do, You Do Guided Practice & Release | Lesson plans that highlight motivating and engaging lessons |
| Visualizer, other technology | Scaffolding |
| Think, pair, share | Differentiated homework* |
| Partner work | Seating arrangements |
| Activate prior knowledge* | Activator |

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| Discussion of topics for unit | Focus wall |
| Hands on activities, tools, manipulatives* | Essential questions |
| Collaboration with peers | Exemplars, models |
| Differentiated instruction* | Investigation photos, worksheets |
| Established routines* and expectations* | Group/pair lists |
| Making connections | Behavior Management Plans |
| Informal assessments during centers | Agenda/centers posted |
| Behavior Management Plans w/ positive supports | Rubrics (student centered) |
| Classroom rules | Name cards/calling sticks |
| Intervention blocks | Leveled activities |
| Anonymous student exemplars | Intervention groups |
| Vary instructional modes | Classroom incentives |
| Pictures/books | Posted mastery objectives, work exemplars |
| Student of the week | Examples of accommodated & modified work |
| Small group, individual & whole group activities | Student surveys |
| Multisensory provisions | Formal and informal assessment data |
| Student connections Relationship building Evidence of re-teaching and challenging Questioning techniques Higher order thinking skills Frequent checks for understanding Student conferences Provision of incentives Be aware of cultural traditions | Grade books |

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| Provision of specific feedback | |
| Varied grouping formats suited to the task | Placement data |
| Posted – agenda explained objectives matched to standards | Study Island Performance Evidence of revised student work |
| Student behavior reflects understanding of classroom routines and behavioral expectations | Student work assessments |
| Models of student work displayed | Student portfolios |
| Peer teaching | Student self-assessments |
| Learning stations | Short/long term goals by students/teachers with reflections |
| Activities – projects – to keep students engaged and motivated | Grouping plan (based on formative assessments) |
| Community projects | Smart board to explain |
| Flexible grouping based on student's needs | Daily writing/motivator, warm-up, activators |
| Differentiated materials based on skill level/difficulty | Charts, illustrations, Power Point (multi-modal/presentations) |
| Working with Special Educator | Extra credit/enrichment projects |
| Use technology students know | Classroom climate and environment maintained |
| Planning projects based on the intelligences | Group presentations |
| Student driven classroom learning | Recording of musical group for students to evaluate overall engagement |
| Thumbs up – thumbs down | |
| Lessons relevant to student's own lives | |
| All students of musical ensemble involved and playing | |

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| ELL students paired with buddy | |
| P.E. observed high percentage of students engaged in movement | |
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Element II-B-1 Safe Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates student to take academic risks, challenge themselves, and claim ownership of their learning.

| Proficient | Exemplary |
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| Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Encouraging language | Celebrating student work |
| Building relationships through interaction with students | Teacher website |
| Teacher as a role model | Rewrite guidelines |
| Set up of classroom, seating matches activity, organized, safety in mind | Formative assessment with feedback |
| Posting objectives, homework and agenda | Student input guides for planning projects |
| Wait time | Pictures and videos of student work |
| Students comfortable taking risks, making mistakes | Clarity about academic progress |
| Teacher circulates around the room | Student self-evaluation |
| Engaging questioning strategies | Timely written feedback |
| Students volunteer answers | Templates and models |
| Multi-modal instruction for different learning styles | Assignments with choices |
| Student conferences/Purposeful group work | Rubrics to support expectations |

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| Written lessons plans for period of observation | Student surveys and feedback |
| Thematic units | Classroom rules |
| Common planning | Teacher's position in the room |
| Differentiated instruction | Class and school policies posted |
| Cultural sensitivity evidence through observation | Behavioral norms |
| *classroom routines: job charts | Established routines |
| *role playing (Second Step) | *posted schedule |
| Relationship building with students | *behavior chart |
| Posted rules | *second step lesson plan |
| Behavior plans | No Bullying Poster |
| Team Hansen expectations posted | Allergy free regulations followed |
| Safe classroom set up | Classroom floor plan |
| Students visibly demonstrate respect for each other | Weekly Second Step poster |
| Behavior slips | Materials |
| Behavior management color coded charts | Students writings |
| Classroom promotes/exhibits a safe learning environment both physically and intellectually through both setup and materials | Physical environment |
| Ample wait time is given for student response | Materials – accessible & enticing – promoting independence and responsibility |
| Positive reinforcement can be heard | Posters about rules and expectations |
| Strategies for maximum participation | Student discipline data |
| Flexible groupings | Folder of ticket out |
| Discussion of rules | Website with class expectations posted |
| Student self-assessment | Develops formal behavior plans |

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| Teacher assistance with social issues | Develops activities and work for various work stations |
| Promotes safe and positive behaviors | Feedback with staff regarding white slips, etc. changing strategies that don't work Intervention room/detention |
| Strong lessons matching agenda | After school homework club |
| "No Secret" grading policy | Completed project |
| Classroom management practices | Display student work showing all abilities |
| Classroom culture | POD same place differentiated by day – set out at start of week |
| Model risk taking (succeeding and failing) | Checklist on board cueing students how to be prepared |
| Daily schedule | Written in kid friendly language in agenda |
| Discussion norms | 3-2-1- summarizer |
| Verbal/written feedback encouraging risk-taking | Student surveys |
| Goal setting – student generated | Keys to Literacy Strategies |
| Locked doors | Written feedback on assignments |
| Timely & specific feedback (verbal & written) | Classroom discussion or peer discussion. Evidence in class work |
| Family tradition/heritage writing | Video of performance/speaking (or audio recording) |
| Literacy provided | Clear class rules and consequences as posted |
| Accept multiple answers | |
| Tolerance for differences | |
| Student sharing opportunities | |
| Mistakes are okay – modeling own mistakes | |

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| Creation of safe exploratory environment | |
| Social skills instruction | |
| Role playing, peer models | |
| Agenda – including daily goals | |
| Bell ringer | |
| Ticket out/exit ticket | |
| Go over homework | |
| Organized supplies | |
| Verbal encouragement | |
| Positive reinforcement/feedback | |
| Implementation of behavioral plan/strategy | |
| Seating arrangements | |
| Immediately addressing student concerns | |
| Observing administrative safety plans | |
| Physically safe classroom | |
| Awareness of student personal issues | |
| Separate discordant students | |
| Student selection of individualized project (long term) | |
| Provide classroom environment where students feel free to ask questions, make mistakes, to know that it's okay to make mistakes – provide feedback to correct thinking errors | |
| Use of humor (appropriate) in the classroom | |
| Reward risk taking | |

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| Eliminate unstructured time | |
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Element II-C-1 Respects Differences: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

| Proficient | Exemplary |
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| Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Discussion Points (counseling) | Texts/Course readings |
| Direct teaching of tolerance and respectful behavior | Personal inventories/Student Questionnaires |
| Opportunities to address cultural differences | Course Syllabus |
| Seating arrangements (Pairing/Groups of Students) | Common Core Writing: Comparative Analysis |
| Differentiated Instruction (Opportunities for choice and differentiated assessments) | Seating Charts |
| Getting to know students on a personal level | Photos of student engagement |
| Choices of literature reflective of cultural differences | Videos of student participation |
| Written lesson plans for period of observation | Student surveys |
| Cultural units: webs, maps | Cultural connections |
| Books in the classroom reflecting cultural diversity | Samples of projects |
| Music reflecting cultural diversity | Journeys and Envisions Fluid/Dynamic Groupings |
| Cultural sensitivity | Pictures of work products (graphs, skits, etc.) |
| Inclusive practices | Sample of art |
| Respectful attitude | Journeys and social studies texts |

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| Peer coaching | Lesson modeling |
| Collaborative learning activities | Second Step* |
| Multiple intelligence projects | Relationship building |
| Use of Multiple Intelligence Strategies | Multicultural posters |
| Posters with diverse families and differing abilities | Multicultural puppets used |
| Literature is available to students with main characters that are diverse | Use of guest speakers |
| Songs, art, and games from diverse cultures are played and constructed | Choice of literature |
| Reading texts about diverse backgrounds | Family photos displayed |
| Promote tolerance | Student photos displayed |
| Video clips and discussions about behavior | Bringing in artifacts from their backgrounds – clothing, music, etc. |
| Reading and discussion about social events | Slide shows of different places worldwide |
| Embeds details about global issues and events* | Ted videos that promote diversity |
| Connections | Multi lingual handouts |
| Promoting diverse languages | Behavioral expectations posted |
| Choice time and center materials | Classroom expectations posted |
| Discussion of holidays, celebrations and traditions | Smart board work |
| Flexible groupings | KWL |
| Plans for gifted learners | Team work – whole group assessment |
| Plans for gender differences | Student involved with above issues – goal settings based on strengths/challenges |
| Promotes tolerance | Khan academy examples |
| Read alouds for issue re-diversity | Cultural fairs |

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| Social Studies Program | Foreign language week activities |
| Weekly Reader | Student generated T-shirts (foreign language) |
| Respect differences | Create an assessment to demonstrate student experiences with classroom connections |
| Students teach others (Spanish, sign language) | Activities on word origins |
| Include details about global issues and events in classroom discussion | Writing about family traditions |
| Second Step | Evidence throughout the year not just during designated months. Buddy system, student leaders |
| Acceptance of multiple answers | Performances – plays in language, music of culture |
| Social skills lessons Allows students to show strengths | Maps, music, books |
| Encouraging, discussing and celebrating diversity in the classroom | |
| Adult guest speakers | |
| Field trips | |
| Sharing language of heritage | |
| Religious holidays – recognize | |
| Students are respectful in conversation | |
| Teachers are respectful in conversation | |
| Equitable time for all to speak | |
| Gender and ethnicity material available | |
| Interest inventory | |
| Home surveys | |
| First day of school activities – get to know you | |

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| Forbid discrimination/bullying | |
| Sharing different ways to approach solving problems | |
| Relate topics to student's lives, interests, making sure to touch on the range of student personalities | |
| Celebrating all students' successes i.e. spelling bee, literary magazine, solar car, student of the week | |
| Reading material in classroom | |
| Instruction differentiated to meet various levels and abilities | |
| Use of FM system (Redcat) system | |
| Full in inclusion classes | |
| Discussion: high school/college prep, behavior & its effect on others | |
| Concentration on content based vocabulary | |
| "Getting to know you" survey | |
| Differentiated projects like R.A.F.T. | |
| Appropriate accommodations made for IEP, 504, ELL students | |
| Teachers respectful of various student responses | |
| Genre choice, author choice | |
| Collaboration with other classrooms/content areas | |
| Fostering home/school/community school interactions | |

Self reflected projects that incorporate personal preferences and history

Element II-D-1 Clear Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

| Proficient | Exemplary |
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| Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |

| Evidence (Observations/See/Hear) | Artifacts (digital products, photos, etc.) |
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| Behavioral corrections | Rubrics/scoring guides |
| Daily objectives posted | Exemplars |
| Students could articulate objectives to evaluator | Daily Objectives (document, PowerPoint or picture of objectives on the board) |
| Routines established in the classroom | Syllabus/Class Expectations sheet from start of the year |
| Allows for student make up or retake with student effort | Posted rules in the classroom |
| Refers to core values and classroom rules | Core Values poster |
| Positive reinforcement and/or scaffolding | Discipline reports |
| Unit development | Clear instructions for assignments |
| Written lesson plans for period of observation | Posting grades and providing feedback |
| Differentiation | Lesson plans and materials that set routines |
| IEPs | Letters home to parents that set expectations |
| Modified Curriculum | Safety contracts |
| Homework assignments | Photos of student engagement |

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| Timely and specific feedback | IEP documentation |
| Common planning | Data collection |
| Objectives stated at beginning of lesson | Work samples |
| Wait time | Progress reports |
| Clearly posted classroom expectations | Assessment results |
| Stated (verbally/written) essential questions | Homework board |
| Building expectations are clearly posted | Picture of Journeys focus wall with EQ or CCS |
| Communicate between teacher and student about behavior and work expectations | Partner reading |
| Upstander expectations | Differentiated text |
| School Rules posted | Lessons or books on tape/technology |
| Rewards & consequences | Parent notice about behavior expectations |
| Frame lesson | Supply a photo of expectation posters |
| Modifications | Objectives |
| Rubrics | Framing lesson |
| Reinforce the positive | Bulletin boards with posted exemplars |
| Consistency of sayings for curriculum related skills | Assignment sheets |
| Visual supports | Differentiated lesson plans for Intervention Blocks |
| Classroom management Charts for organizing/sequencing | Grade books |
| Display exemplar work* | Pictures of students with reward (i.e. pj day) |
| Second Step lesson plans | Allows for retakes and make-up work with effective effort |
| Re-teaching | Student feedback |
| Modeling good and best effort | Charts for organizing/sequencing |

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| Behavior reinforcement system | Photographs |
| Agenda posted on board | Assessment tools |
| Teacher consistently explaining steps of the lesson and expected output – “Today we will learn . . .” | Leveled lessons* |
| Parent communication | Small group instruction |
| Study guides | Classroom management through routines and transitions |
| Anchor activities for early finishers | Variety based on learning styles |
| Homework calendar/homework posted consistently | Syllabus of what’s to come |
| Appropriate reading levels | Scaffolded notes |
| Accessing background knowledge and real life experiences | Emails/printed/Edline progress reports, phone logs |
| Provide visuals for lessons: notes, diagrams that target different abilities | Failed/passed tests went home for parental signature |
| Use various types of technology to enhance instruction | Post classroom expectations on Edline |
| Using Edline to post projects. Assessments, possibly with handouts on line | Note taking expectations |
| Using I-we-you approach (gradual release of responsibility) | Provide information on . . . classroom material and related links to give real time visual of concepts being taught |
| Enforcing use of student agendas to record homework, assessments | Study Island |
| Essential questions | Brain Pop |
| After school hours to make learning accessible to all | Effective use of YouTube |

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| Check homework | Specific feedback to move learning forward |
| Additional instruction sheets | Student work that show mastery of skill |
| | Accuracy in work and self-assessment, awareness of expectations |