

Standards of Effective Teaching – ECFE Early Childhood Teacher

45% Elements of Effective Instruction
35% Environment for Learning
20% Professional Responsibilities

Note:
Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements of Effective Instruction					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Written Lesson Plans		<ul style="list-style-type: none"> Lesson plans are unavailable or inconsistently available when asked Lesson plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment No accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked but May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment Some accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked and Are complete: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment Accommodations planned for differentiation of most learners 	Meets Proficient AND: <ul style="list-style-type: none"> Includes accommodations for all learners
Authentic Learning Supports SPPS Standards		<ul style="list-style-type: none"> Learning tasks have little to no connections to SPPS ECFE and MN early childhood standards Activities rarely support participation in natural and inclusive learning environments 	<ul style="list-style-type: none"> Learning tasks sometimes support SPPS ECFE and MN early childhood standards Activities reflect a learning outcome and students sometimes involved in authentic learning activities Activities sometimes support participation in natural and inclusive learning environments 	<ul style="list-style-type: none"> Learning tasks consistently support SPPS ECFE and MN early childhood standards Activities reflect a learning outcome and students regularly involved in authentic learning activities Activities regularly support participation in natural and inclusive learning environments 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Students routinely select and adapt authentic learning activities to meet and support SPPS ECFE standards with supports and adaptations as needed</u>
High Academic/Developmental Expectations		<ul style="list-style-type: none"> Some academic/developmental expectations are rigorous with some busywork (unclear purpose) Conveys a negative attitude toward the content Some students receive the message that they are expected to attain high standards and some students do not 	<ul style="list-style-type: none"> Most academic/developmental expectations are rigorous with minimal busywork (unclear purpose) Communicates importance of work/intervention, but with little conviction and minimal buy-in by students Most students consistently receive the message that they are expected to attain high standards 	<ul style="list-style-type: none"> High rigor in which students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all students can learn Virtually all students receive the consistent message that they are expected to attain high standards 	Meets Proficient AND: <ul style="list-style-type: none"> Both students and teachers maintain a culture of high academic/developmental expectations
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the content Has limited understanding of cultural norms about child development 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the content Shows some understanding of cultural norms about child development 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt instruction to make content accessible for all Students are able to show up as their authentic selves through the content Shows solid understanding of cultural norms about child development 	Meets Proficient AND: <ul style="list-style-type: none"> Displays continuing search for best practice pertaining to diverse learners

Elements of Effective Instruction

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Pedagogical and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of pedagogical knowledge Shows little understanding of child development and/or curriculum content 	<ul style="list-style-type: none"> Displays basic understanding of pedagogical knowledge Shows some understanding of child development and/or curriculum content 	<ul style="list-style-type: none"> Displays pedagogical knowledge and reflects on current research and best practices within the field Shows solid knowledge of child development and/or curriculum content 	Meets Proficient AND: <ul style="list-style-type: none"> Shares pedagogical and/or content knowledge with other staff to impact practices of others Published in content area Presenter or leader for professional organization
Lesson Recognizes Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Rarely crafts lessons that embed students' interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life application of lessons Minimally creates student learning experiences that are racially and culturally relevant IEP, IFSP, IIP, and 504 accommodation are inconsistently executed 	<ul style="list-style-type: none"> Sometimes crafts lessons that embed students' interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life application of lessons Sometimes creates student learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts lessons that embed students' interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications of lesson Regularly creates student learning experiences that are racially and culturally relevant IEP, IFSP, IIP, and 504 accommodation are consistently executed 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides student choices based on each student's individual experiences</u>
Lesson Objectives/ Goals		<ul style="list-style-type: none"> Goals are seldom stated or no goals are stated. If stated, goals are not measurable Goals are rarely and/or never clear, or are stated as student activities Goals rarely take into account the varied learning needs of individual students or groups Goals rarely align to standards 	<ul style="list-style-type: none"> Goals are stated and sometimes measurable Goals are inconsistently clear, and may include activities Goals sometimes take into account the varied learning needs of individual students or groups Goals sometimes align to standards 	<ul style="list-style-type: none"> Goals are stated and measurable Goals are consistently clear and are NOT activities Goals always take into account varied learning needs of individual students or groups Goals regularly align to standards 	Meets Proficient AND: <ul style="list-style-type: none"> Able to articulate rationale for the selection of goals and how they explicitly support standards
Accessing Prior Learning		<ul style="list-style-type: none"> Limited attempts to access prior knowledge Displays limited understanding of prior knowledge for students Rarely or never considers the current skills of the students Infrequently recognizes students' interests, abilities, and experiences to access prior learning Infrequently recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Occasionally attempts to access prior knowledge Displays some understanding of prior knowledge for some students Occasionally considers the current skills of the students Occasionally recognizes some students' interests, abilities, and experiences to access prior learning Occasionally recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Regularly attempts to access prior knowledge Displays solid understanding of prior knowledge for most students Regularly identifies and applies appropriate instruction to the current skills of the students to meet most needs Regularly recognizes students' interests, abilities, and experiences and uses them to provide developmentally appropriate activities to access prior learning Regularly recognizes students' racial and ethnic diversity and uses it to engage prior learning 	Meets Proficient AND: <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all students, including diverse language and learning needs Consistently uses knowledge of individual student skill levels to meet all student needs Always recognizes students' interests, and students are able to share interests/experiences to engage other learners Always recognizes students' racial and ethnic diversity and uses it to engage prior learning
Teacher Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of student comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to student's various learning styles Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing and/or actions that students will be required to perform Instructions are clear, concise, and logically organized Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles Encourages students to make deductions in order to explore the new concepts Students are interacting with teacher and each other during modeling 	Meets Proficient AND: <ul style="list-style-type: none"> Demonstrates creative and unique modeling techniques based on students developmental needs

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Instructional Techniques		<ul style="list-style-type: none"> Utilizes a minimal variety of instructional techniques which do not consider effective strategies for students with diverse language and learning needs Rarely embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Sometimes attempts varied instructional techniques but is inconsistent Returns to less effective instructional practices if something new does not work Sometimes embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) Consistently embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students demonstrate their ability to access these resources and strategies independently to experience success Practitioner shows exceptional creativity and flexibility in facilitating learning within in natural environments
Differentiation		<ul style="list-style-type: none"> Modifications, accommodations and adaptations are minimally provided for students to participate in group settings Few or no students receive differentiated instruction 	<ul style="list-style-type: none"> Inconsistent modifications, accommodations and adaptations are provided for students to participate in group settings Some students receive differentiated instruction 	<ul style="list-style-type: none"> Regular and ongoing modifications, accommodations and adaptations are provided for all students to participate in group settings Virtually all students receive differentiated instruction 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Differentiated instruction accommodated student voice and choice leading to personalization</u>
Instructional Groups (if applicable)		<ul style="list-style-type: none"> Instructional groups are assigned with little attention to learner ability or instructional goals 	<ul style="list-style-type: none"> Instructional groups are assigned with some attention to learner ability or instructional goals All student groups are doing the same task 	<ul style="list-style-type: none"> Instructional groups are purposefully selected using student data and appropriate to specific instructional goals Tasks within groups are varied according to the instructional objectives 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating instructional groups
Purposeful Talk		<ul style="list-style-type: none"> Uses mostly voluntary responses to solicit answers Does not or minimally prompts students to justify or extend their responses Rarely uses strategies that support student language and communication development 	<ul style="list-style-type: none"> Uses some strategies to engage equitable participation Sometimes prompts students to justify or extend their responses Sometimes uses strategies that support student language and communication development 	<ul style="list-style-type: none"> Routinely uses a variety of questioning strategies that draw equitable participation (i.e. visible, random) based on culturally responsive best practices – rigor, relevance, relationships, and realness Regularly prompts students to justify or extend their responses related to content specific language Routinely uses strategies that support student language and communication development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students display the ability to sustain a developmentally appropriate discussion with little prompting from teacher
Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few students (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the group members Sequencing of questions is not purposeful Uses little or no discussion 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some students (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the group members Sequencing of some questions with minimal regard to students’ learning needs 	<ul style="list-style-type: none"> Uses peer interaction strategies and discussion to involve every student, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the teacher to ensure all are participating Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Teacher provides opportunities for students to create their own questions around the topic of study for group discussion</u> Teacher provides opportunities for students to lead the discussion, interaction, or routines with little direction from the teacher Sequencing of questions is purposeful and scaffolds learning for all

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Function of Technology Used in Instruction		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool in student learning 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change 	<ul style="list-style-type: none"> Uses available technology to augment or modify instructional practices, as well as for substitution 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single means of accessing and presenting information 	<ul style="list-style-type: none"> Offers students a few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	Meets all the criteria of Proficient AND: <ul style="list-style-type: none"> <u>Provides students with voice and choice about options for accessing and presenting information</u>
Rubrics and Criteria Charts		<ul style="list-style-type: none"> Criteria has not been developed 	<ul style="list-style-type: none"> Develops criteria that is unclear or has not been clearly communicated to the students No charts or rubrics posted/supplied to students 	<ul style="list-style-type: none"> Develops assessment criteria and standards that are clearly communicated to the students Provides students with an individualized chart, visual model or rubric that indicates expectations and purpose for the assignment or activity Charts are personalized, shared with students/caregivers and used to show progress 	Meets Proficient AND: <ul style="list-style-type: none"> Is a leader among colleagues on how to create developmentally appropriate rubrics and/or assess using rubrics <u>Students, as developmentally able, assist in creating the criteria</u>
Assessment of Student Learning		<ul style="list-style-type: none"> Minimal assessment of student learning 	<ul style="list-style-type: none"> Some assessment of student learning 	<ul style="list-style-type: none"> Uses various strategies to assess for each student throughout the lesson/routine 	Meets Proficient AND: <ul style="list-style-type: none"> Teacher provides opportunities for students to self-monitor their learning progress toward objective as developmentally able
Feedback		<ul style="list-style-type: none"> Feedback is not or is inconsistently provided Feedback is of poor quality Feedback is not delivered in a way that students/caregivers can apply Feedback is not provided in a timely manner 	<ul style="list-style-type: none"> Regular feedback is provided Some elements of intentional feedback are present Feedback delivered is applicable 	<ul style="list-style-type: none"> Regular feedback is provided and describes how students can improve Caregivers understand the purpose of the feedback and how it will be used to monitor progress Feedback is delivered in a way that students/caregivers can apply in language that exhibits positive growth Feedback is provided in a timely manner 	Meets Proficient AND: <ul style="list-style-type: none"> Is a leader among colleagues on how to give developmental appropriate feedback
Engaging in Learning		<ul style="list-style-type: none"> Few students are authentically or actively engaged in the lesson or are off-task Little awareness of when students are not engaged Seldom takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Some students are authentically and actively engaged in the lesson Some awareness of when students are not engaged Sometimes takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Virtually all students are authentically and actively engaged Consistent awareness of when students are not engaged Routinely takes overt action to re-engage students and/or increase student engagement 	Meets Proficient and: <ul style="list-style-type: none"> <u>Students show ownership in authentic self-directed learning</u>
Lesson Closure		<ul style="list-style-type: none"> No time allowed for closure of lesson 	<ul style="list-style-type: none"> Some time allowed for closure of lesson Closure is sometimes connected to the objective Lesson closure is directed by the teacher 	<ul style="list-style-type: none"> Ample time allowed for closure of lesson Closure is consistently connected to the objective Lesson closure is directed by students 	Meets Proficient AND: <ul style="list-style-type: none"> Students can articulate a clear connection to the objective during the closure as developmentally able
Teacher's Use of Student Work		<ul style="list-style-type: none"> Minimal student work and observation data to assess the effectiveness of lessons 	<ul style="list-style-type: none"> Some use of student work and observation data to assess the effectiveness of lessons 	<ul style="list-style-type: none"> Routinely uses student work and observation data to reflect and inform practice Utilizes student work and observation data to differentiate and modify instruction Routinely uses student work to assess and measure student progress toward standards 	Meets Proficient AND: <ul style="list-style-type: none"> Shares student work and observation data and collaborates within team to make decisions about upcoming lessons

Elements of Effective Instruction

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Co-teaching (if applicable)		<ul style="list-style-type: none"> Aware of co-teaching strategies, but does not currently use them Strategies and roles are seldom matched to the objectives of the lesson One teacher is responsible for all or manages the students for which they are directly responsible Informal or no conversations about upcoming lessons 	<ul style="list-style-type: none"> Uses a single co-teaching strategy or minimal variation of strategies and roles Strategies and roles are sometimes matched to the objectives of the lesson and student needs Occasionally assists in the management of all students; students are beginning to regard co-teachers as equals Occasional planning meetings 	<ul style="list-style-type: none"> Uses a variety of co-teaching strategies and feels comfortable varying instructional roles Strategies and roles are regularly matched to the objectives of the lesson and student needs Frequently assists in the management of all students; co-teachers are becoming interchangeable Regularly and purposefully plan together 	Meets Proficient AND: <ul style="list-style-type: none"> Strategically and effectively uses a variety of co-teaching strategies based on the lesson objectives and needs of students Students regard co-teachers as equals

Environment for Learning

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Relationships Between Teacher and Students		<ul style="list-style-type: none"> Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for teacher or peers 	<ul style="list-style-type: none"> Teacher-student interactions are generally appropriate Students exhibit only minimal respect for teacher or peers 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what is appropriate cultural norms for students outside of the teacher's culture Students exhibit respect for teacher within context of needs and abilities 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes student contributions to the learning community Creates an environment where students build relationships with the teacher, not just the teacher building relationships with students
High Behavioral Expectations & School Adopted Discipline Plans		<ul style="list-style-type: none"> Few to no standards of conduct for rituals and routines appear to have been established Minimal implementation of district or school rules and procedures is evident Students are confused as to what is expected of them 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines appear to have been established in the classroom/home Some implementation of school rules and procedures is evident Students appear to understand what is expected of them some of the time 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines are clear to all students and appear to have been co-created with multiple perspectives School rules and procedures are fully implemented Virtually all students appear to understand what is expected of them most of the time 	Meets Proficient AND: <ul style="list-style-type: none"> Standards of conduct for rituals and routines are modified based on students' needs All students appear to understand what is expected of them all of the time
Behavior Monitoring and Response		<ul style="list-style-type: none"> Student behavior is not monitored Unaware of what students are doing Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity 	<ul style="list-style-type: none"> Sometimes intervenes to redirect student behavior May miss behaviors of some students Attempts to respond to misbehavior but with uneven results 	<ul style="list-style-type: none"> Alert to student behavior at all times Monitoring is preventative and consistent Response to misbehavior is appropriate and results in the desired behavior Response is sensitive to students' individual needs and culture 	Meets Proficient AND: <ul style="list-style-type: none"> Monitoring is subtle and preventative <u>Students, as developmentally able, have opportunities to monitor their own behavior</u> Response to misbehavior is highly effective
Transitions		<ul style="list-style-type: none"> Considerable instructional time is lost to transitions There is no apparent method for transitioning between activities Distribution of materials and/or group activities are disorganized 	<ul style="list-style-type: none"> Students can complete transitions, but they take more time than necessary Some procedures have been put in place but students fail to execute them consistently Distribution of materials and/or group activities are somewhat organized 	<ul style="list-style-type: none"> Transitions are quick and seamless Students are self-directed during transitions Systems are in place and used by students for retrieving materials and/or group activities 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Students are in charge of and understand how to transition between activities</u>

Environment for Learning

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Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Room is cluttered and materials are in disarray Room arrangement does not support safety and ease of movement Learning materials and equipment are rarely appropriate to developmental level, culture, needs, and interests of students Infrequently seeks out additional resources for selection of materials and equipment 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Room has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness Learning materials and equipment for children are sometimes appropriate to the developmental level, needs, culture, and interests of students 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Room is neat, clean and uncluttered; materials are readily available Room is safe and the furniture and/or space arrangement is a resource for learning activities Learning materials and equipment for children are consistently appropriate to the developmental level, needs, culture, and interests of the students Develops or seeks additional resources to make individualized adaptations for selection of materials and equipment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students can explain and maintain the system at their developmental level <u>Student/family input has been considered in creating the system, and student/family suggestions for improvement are welcomed</u> Classroom is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning Creates learning materials for distribution to colleagues
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Rarely engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to pre-K or K) Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families Sometimes engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to pre-K or K) 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities by providing accessible ways for families to participate; crafts lessons that involve student family interaction Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Fully engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to pre-K or K) Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school
Expectations for Para-professionals and/or Volunteers		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff/volunteers Support staff/volunteers are underutilized Delegates too much to the support staff 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff/volunteers Inconsistently clarifies and/or reinforces expectations of the support staff/volunteers 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff/volunteers Uses support staff/volunteers to promote student learning; specifically plans for the support staff/volunteers Regularly clarifies and reinforces expectations of the support staff/volunteers 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Partners with the support staff/volunteers to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or site teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and collaborative across disciplines Works effectively and respectfully with colleagues in collaboration, PLCs, and/or site teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or site teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of instruction Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas of growth Reflects on teaching practice through coaching, mentorship, critical friends, or participation in other teacher leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families receive information about students' progress only at conferences Difficult for families to contact, or does not respond when contacted Reports mostly on student challenges, not on successes 	<ul style="list-style-type: none"> Families receive information about students' progress on an occasional basis Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about students' progress so they know when to expect it Available to respond to family concerns, and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/District		<ul style="list-style-type: none"> Does not support the school/program mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for program stakeholders Non-compliant with school, program, and/or SPPS policies and procedures Inconsistently involved in required school/program events 	<ul style="list-style-type: none"> Understands and supports the school/program mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school/program mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school/program events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school, program and/or district events
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress and timelines. Maintains accurate and up-to-date student records 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student progress Mentors colleagues in effective and timely record keeping procedures
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the program
Lead Duties (if applicable to job description)		<ul style="list-style-type: none"> Rarely facilitates consistent staff meetings in accordance with program standards Rarely works with the advisory council or no site advisory council exists Rarely oversees accurate and timely processing or registrations, fee collection, parent feedback, statistic collection, etc.; paperwork is inaccurate and/or late Rarely monitors the site budget in a fiscally efficient and responsible manner Rarely takes leadership in problem solving with staff in unexpected or challenging situations, as well as, system design for daily program operation Rarely acts as the ECFE site liaison with the building principal/administrator 	<ul style="list-style-type: none"> Sometimes facilitates consistent staff meetings in accordance with program standards Sometimes works with the advisory council Sometimes oversees accurate and timely processing or registrations, fee collection, parent feedback, statistic collection, etc. Sometimes monitors the site budget in a fiscally efficient and responsible manner Sometimes takes leadership in problem solving with staff in unexpected or challenging situations, as well as, system design for daily program operation Sometimes acts as the ECFE site liaison with the building principal/administrator 	<ul style="list-style-type: none"> Regularly facilitates consistent staff meetings in accordance with program standards Regularly works with the advisory council Consistently oversees accurate and timely processing or registrations, fee collection, parent feedback, statistic collection, etc. Regularly monitors the site budget in a fiscally efficient and responsible manner Consistently takes leadership in problem solving with staff in unexpected or challenging situations, as well as, system design for daily program operation Regularly acts as the ECFE site liaison with either building principal/administrator 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently facilitates exceptionally effective staff meetings Supports an active advisory council that promotes legislation, outreach, citywide programming, and ECFE advocacy Seeks out additional revenues and resources to add to the budget Inspires high levels of staff commitment and facilitates an exceptionally well run site Has a good solid working relationship with building principal/administrator and is able to solve site problems at that level

Summary

Areas of Strength:

Areas of Growth:

Next Steps: