

# Standards of Effective ECSE Teaching

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

Notes:

- Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.
- Items with (H) are to be used for ECSE teachers in a Home or Community based Service Model.

Elements of Effective Instruction					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Written Lesson Plans</b>		<ul style="list-style-type: none"> <li>• Lesson plans are unavailable or inconsistently available when asked</li> <li>• 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</li> <li>• No accommodations planned for differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans are available consistently when asked but</li> <li>• 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</li> <li>• Some accommodations planned for differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans are available consistently when asked and</li> <li>• 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</li> <li>• Accommodations planned for differentiation of most learners</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>• Includes accommodations for all learners</li> </ul>
<b>Planning for Home/Site Visit (H only)</b>		<ul style="list-style-type: none"> <li>• Rarely revisits plans from previous home/site visit</li> <li>• Joint visits of team members are rarely planned according to specific caregiver/site priorities and concerns</li> <li>• There is limited evidence of planning for the home/site visit</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes revisits plans from previous home/site visit</li> <li>• Joint visits of team members are sometimes planned according to specific caregiver/site priorities and concerns</li> <li>• There is some planning for the home/site visit</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly revisits plans from previous home/site visit</li> <li>• Joint visits of team members are routinely planned according to specific caregiver/site priorities and concerns</li> <li>• There is clear evidence of planning for the home/site visit</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>• Uses exceptional creativity to engage families in planning next session</li> </ul>
<b>Authentic Learning Supports SPPS Standards</b>		<ul style="list-style-type: none"> <li>• Activities have little to no connection to standards/birth-three indicators of progress or little to no support of SPPS curriculum</li> <li>• Activities rarely support participation in natural and inclusive learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Activities sometimes connect to standards/birth-three indicators of progress and support SPPS curriculum</li> <li>• Activities reflect a learning outcome and students are sometimes involved in authentic learning activities</li> <li>• Activities sometimes support participation in natural and inclusive learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Activities consistently connect to standards/birth-three indicators of progress and support SPPS curriculum</li> <li>• Activities reflect a learning outcome and students are regularly involved in authentic learning activities</li> <li>• Activities support participation in natural and inclusive learning environments</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>• <u>Students/caregivers routinely select and adapt authentic learning activities to meet and support SPPS standards</u></li> </ul>
<b>High Academic Expectations</b>		<ul style="list-style-type: none"> <li>• Some academic/developmental expectations are rigorous with some busywork (unclear purpose)</li> <li>• Conveys a negative attitude toward the content</li> <li>• Some students/caregivers receive the message that they are expected to attain high standards and some students/caregivers do not</li> </ul>	<ul style="list-style-type: none"> <li>• Most academic/developmental expectations are rigorous with minimal busywork (unclear purpose)</li> <li>• Communicates importance of work/intervention, but with little conviction and minimal buy-in by students/caregivers</li> <li>• Most students/caregivers consistently receive the message that they are expected to attain high standards</li> </ul>	<ul style="list-style-type: none"> <li>• High rigor in which students/caregivers have multiple opportunities to achieve</li> <li>• Actions (verbal and non-verbal) reinforce belief that all students/caregivers can learn</li> <li>• Virtually all students/caregivers receive the consistent message that they are expected to attain high standards</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>• Both students/caregivers and teachers maintain a culture of high academic expectations</li> </ul>

# Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Content Delivery Respects Diverse Groups</b>		<ul style="list-style-type: none"> <li>Displays little understanding of diverse student populations</li> <li>May display favoritism or ignore student groups</li> <li>Students are minimally able to show up as their authentic selves through the content</li> <li>Has limited understanding of cultural and racial norms about child development</li> <li>(H) Content is seldom respectful of individual family backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding of diverse student populations</li> <li>Attempts to include all learners regardless of cultural background, but not consistently or successfully</li> <li>Students are sometimes able to show up as their authentic selves through the content</li> <li>Shows some understanding of cultural and racial norms about child development</li> <li>(H) Content is occasionally respectful of individual family backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Routinely introduces content with a broad focus on various cultural and racial groups</li> <li>Shows an understanding of all learners, and attempts to adapt instruction to make content accessible for all</li> <li>Students are able to show up as their authentic selves through the content</li> <li>Shows solid understanding of cultural and racial norms about child development</li> <li>(H) Content is specifically respectful of individual family backgrounds</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Realness is present – students/caregivers question and inquire about what and how they are taught</li> <li>Displays continuing search for best practice pertaining to diverse learners</li> </ul>
<b>Pedagogical and Content Knowledge</b>		<ul style="list-style-type: none"> <li>Displays little understanding of pedagogical knowledge</li> <li>Shows little understanding of child development, parent child relationships, specific disabilities, and/or curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>Displays basic understanding of pedagogical knowledge</li> <li>Shows some understanding of child development, parent child relationships, specific disabilities, and/or curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>Displays pedagogical knowledge and reflects on current research and best practices within the field</li> <li>Shows solid knowledge of child development, parent child relationships, specific disabilities, and/or curriculum content based on lessons and response to questioning</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Shares pedagogical and/or content knowledge with other staff to impact practices of others</li> <li>Published in content area</li> <li>Presenter or leader for professional organization</li> </ul>
<b>Lesson Recognizes Students Interests, Abilities, and Experiences</b>		<ul style="list-style-type: none"> <li>Rarely crafts lessons that embed students' interests, abilities, experiences, and backgrounds, or caregivers' priorities and concerns within daily routines</li> <li>Rarely incorporates interests into real-life application of lessons</li> <li>Minimally creates student/caregiver learning experiences that are racially and culturally relevant</li> <li>IEP, IFSP, IIP, and 504 accommodations are inconsistently executed</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes crafts lessons that embed students' interests, abilities, experiences, and backgrounds, or caregivers' priorities and concerns within daily routines</li> <li>Sometimes incorporates interests into real-life application of lessons</li> <li>Sometimes creates student/caregiver learning experience that are racially and culturally relevant</li> </ul>	<ul style="list-style-type: none"> <li>Routinely crafts lessons that embed students' interests, abilities, experiences, and backgrounds, or caregivers' priorities and concerns within daily routines</li> <li>Regularly incorporates interests into real-life applications of lesson</li> <li>Regularly creates student/caregiver learning experiences that are racially and culturally relevant</li> <li>IEP, IFSP, IIP, and 504 accommodations are regularly executed</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li><u>Provides student/caregiver choices based on student's individual experiences</u></li> </ul>
<b>Lesson Objectives/ Goals</b>		<ul style="list-style-type: none"> <li>Goals are seldom stated or no goals are stated. If stated, goals are not measurable</li> <li>Goals are rarely and/or never clear, or are stated as student activities</li> <li>Goals rarely take into account the varied learning needs of individual students/caregivers or groups</li> <li>Goals rarely align to standards</li> <li>(H) Home/site visit purpose is rarely clear to caregivers and team</li> <li>(H) Home/site visit goals are rarely based on caregiver's priorities and concerns</li> </ul>	<ul style="list-style-type: none"> <li>Goals are stated and sometimes measurable</li> <li>Goals are inconsistently clear, and may include activities</li> <li>Goals sometimes take into account the varied learning needs of individual students/caregivers or groups</li> <li>Goals sometimes align to standards</li> <li>(H) Home/site visit purpose is sometimes clear to caregiver and team</li> <li>(H) Home/site visit goals are sometimes based on caregiver's priorities and concerns</li> </ul>	<ul style="list-style-type: none"> <li>Goals are stated and measurable</li> <li>Goals are consistently clear and are NOT activities</li> <li>Goals always take into account varied learning needs of individual students/caregivers or groups</li> <li>Goals regularly align to standards</li> <li>(H) Home/site visit purpose is consistently clear to caregiver and team</li> <li>(H) Home/site visit goals are based on caregiver's priorities and concerns</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Able to articulate rationale for the selection of goals and how they explicitly support standards</li> </ul>

# Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Accessing Prior Learning</b>		<ul style="list-style-type: none"> <li>Limited attempts to access prior knowledge</li> <li>Displays limited understanding of prior knowledge for students/caregivers</li> <li>Rarely or never considers the current skills of the students/caregivers</li> <li>Infrequently recognizes students'/caregivers' interests, abilities, and experiences to access prior learning</li> <li>Infrequently recognizes students'/caregivers' racial and ethnic diversity to access prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally attempts to access prior knowledge</li> <li>Displays some understanding of prior knowledge for some students/caregivers</li> <li>Occasionally considers the current skills of the students/caregivers</li> <li>Occasionally recognizes some students'/caregivers' interests, abilities, and experiences to access prior learning</li> <li>Occasionally recognizes students'/caregivers' racial and ethnic diversity to access prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly attempts to access prior knowledge</li> <li>Displays solid understanding of prior knowledge for most caregivers/students</li> <li>Regularly identifies and applies appropriate instruction to the current skills of the students/caregivers to meet most needs</li> <li>Regularly recognizes students'/caregivers' interests, abilities, and experiences and uses them to provide developmentally appropriate activities to access prior learning</li> <li>Regularly recognizes students'/caregivers' racial and ethnic diversity and uses it to engage prior learning</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Displays solid understanding of prior knowledge for all students/caregivers, including diverse language and learning needs</li> <li>Consistently uses knowledge of individual student/caregiver skill levels to meet all student needs</li> <li>Always recognizes students' interests, and students are able to share interests/experiences to engage other learners</li> <li>Always recognizes students'/caregivers' racial and ethnic diversity and uses it to engage prior learning</li> </ul>
<b>Teacher Modeling</b>		<ul style="list-style-type: none"> <li>Minimal modeling</li> <li>Instructions are unclear or disorganized</li> <li>Instructs with minimal monitoring of student comprehension or learning styles</li> </ul> <p>(H) Rarely demonstrates strategies/interventions for caregivers to be carried out in the natural environment</p>	<ul style="list-style-type: none"> <li>Modeling occurs, but components are missing such that students have difficulty proceeding with the task</li> <li>Instructions are sometimes clear and organized</li> <li>Delivers new information with little regard to student's various learning styles</li> <li>Instructions are given with some regard to the thought process behind them</li> </ul> <p>(H) Sometimes demonstrates strategies/interventions for caregivers to be carried out in the natural environment</p>	<ul style="list-style-type: none"> <li>Demonstrates the thinking, speaking, reading, writing and/or actions that students will be required to perform</li> <li>Instructions are clear, concise, and logically organized</li> <li>Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles</li> <li>Encourages students/caregivers to make deductions in order to explore the new concepts</li> <li>Students/caregivers are interacting with teacher and each other during modeling</li> <li>(H) Consistently demonstrates strategies/interventions for caregivers to be carried out in the natural environment</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Encourages students/caregivers to make deductions in order to explore the new concepts</li> </ul>
<b>Instructional Techniques</b>		<ul style="list-style-type: none"> <li>Utilizes a minimal variety of instructional techniques which do not consider effective strategies for students with diverse language and learning needs</li> <li>Rarely embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities</li> <li>Rarely uses coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes attempts varied instructional techniques but is inconsistent</li> <li>Returns to less effective instructional practices if something new does not work</li> <li>Sometimes embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities</li> <li>Sometimes uses coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development</li> </ul>	<ul style="list-style-type: none"> <li>Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs</li> <li>Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness)</li> <li>Consistently embeds instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities</li> <li>Consistently uses coaching or consultation strategies with caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Students demonstrate their ability to access these resources and strategies independently to experience success</li> <li>Practitioner shows exceptional creativity and flexibility in facilitating learning within in natural environments</li> </ul>

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	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Differentiation</b>		<ul style="list-style-type: none"> <li>Modifications, accommodations, and adaptations are minimally provided for students to participate in groups/natural settings</li> <li>Few or no students receive differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent modifications, accommodations, and adaptations are provided for students to participate in groups/natural settings</li> <li>Some students receive differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Regular and ongoing modifications, accommodations, and adaptations are provided for all students to participate in groups/natural settings</li> <li>Virtually all students receive differentiated instruction</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li><u>Differentiated instruction accommodated student voice and choice leading to personalization</u></li> </ul>
<b>Instructional Groups</b>		<ul style="list-style-type: none"> <li>Instructional groups are assigned with little attention to learner ability or instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>Instructional groups are assigned with some attention to learner ability or instructional goals</li> <li>All student groups are doing the same task</li> </ul>	<ul style="list-style-type: none"> <li>Instructional groups are purposefully selected using student data and appropriate to specific instructional goals</li> <li>Tasks within groups are varied according to the instructional objectives</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Shows exceptional creativity and flexibility in facilitating instructional groups</li> </ul>
<b>Purposeful Talk</b>		<ul style="list-style-type: none"> <li>Uses mostly voluntary responses to solicit answers</li> <li>Does not or minimally prompts students/caregivers to justify or extend their responses</li> <li>Rarely uses strategies that support student language and communication development</li> </ul>	<ul style="list-style-type: none"> <li>Uses some strategies to engage equitable participation</li> <li>Sometimes prompts students/caregivers to justify or extend their responses</li> <li>Sometimes uses strategies that support student language and communication development</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Regularly prompts students/caregivers to justify or extend their responses related to content specific language</li> <li>Routinely uses strategies that support student language and communication development</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Students display the ability to sustain a discussion with little prompting from teacher</li> <li>Caregivers can describe why they are using strategies to promote child learning and development</li> </ul>
<b>Questioning and Discussion</b>		<ul style="list-style-type: none"> <li>Uses questioning and discussion to involve few students/caregivers (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion with little or no active listening evidenced among the group members</li> <li>Sequencing of questions is not purposeful</li> <li>Uses little or no discussion</li> </ul>	<ul style="list-style-type: none"> <li>Uses questioning and discussion to involve some students/caregivers (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion and some active listening is evidenced among the group members</li> <li>Sequencing of some questions with minimal some regard to students' learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses peer interaction strategies and discussion to involve every student/caregiver, regardless of ability (i.e. wait time, level of questions)</li> <li>Uses questioning and discussion; participation consists of speaking and/or active listening</li> <li>Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the teacher to ensure all are participating and considering student/caregiver input</li> <li>Sequencing of most questions is purposeful and scaffolds learning for all</li> <li>Uses questioning and discussion for higher order thinking</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li><u>Provides opportunities for students to create their own questions around the topic of study for group discussion</u></li> <li>Teacher provides opportunities for students to lead the discussion, interaction, or routines with little direction from the teacher</li> <li>Sequencing of questions is purposeful and scaffolds learning for all</li> <li>(H) Caregiver leads interactions and routine</li> </ul>
<b>Function of Technology Used in Instruction</b>		<ul style="list-style-type: none"> <li>Rarely uses available technology as an instructional tool in student learning</li> <li>Rarely uses assistive technology and supports in learning routines and environments</li> <li>Rarely uses technology as a coaching tool</li> </ul>	<ul style="list-style-type: none"> <li>Uses available technology as a direct tool substitute without functional change</li> <li>Sometimes uses assistive technology and supports in learning routines and environments</li> <li>Sometimes uses technology as a coaching tool</li> </ul>	<ul style="list-style-type: none"> <li>Uses available technology to augment or modify instructional practices, as well as for substitution</li> <li>Ensures use of assistive technology and supports in learning routines and environments</li> <li>Uses technology as a coaching tool</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification</li> </ul>
<b>Students Accessing and Presenting Information</b>		<ul style="list-style-type: none"> <li>Only offers students/caregivers a single means of accessing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>Offers students/caregivers a few pathways to access and present information</li> </ul>	<ul style="list-style-type: none"> <li>Offers students/caregivers multiple pathways to access and present information</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li><u>Provides students/caregivers with voice and choice about options for accessing and presenting information</u></li> </ul>

# Elements of Effective Instruction

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<b>Rubrics and Criteria Charts</b>		<ul style="list-style-type: none"> <li>Criteria has not been developed</li> </ul>	<ul style="list-style-type: none"> <li>Develops criteria that is unclear or has not been clearly communicated to the students/caregivers and other adults</li> <li>No charts or rubrics posted/supplied to students/caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Develops assessment criteria and standards that are clearly communicated to the students/caregivers and other adults</li> <li>Provides students/caregivers with an individualized chart, visual model or rubric that indicates expectations and purpose for the assignment or activity</li> <li>Charts are personalized, shared with students/caregivers and used to show progress</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Students/caregivers assist, as developmentally able, in creating the criteria</li> </ul>
<b>Assessment of Student Learning</b>		<ul style="list-style-type: none"> <li>Minimal assessment of student/caregiver learning</li> </ul>	<ul style="list-style-type: none"> <li>Some assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Uses various strategies to assess for each student/caregiver throughout the lesson/routine</li> <li>Caregivers are engaged with using criteria and/or rubrics to assess learning</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Provides opportunities for students/caregivers to self-monitor their learning progress toward objective as developmentally able</li> </ul>
<b>Feedback</b>		<ul style="list-style-type: none"> <li>Feedback is not or is inconsistently provided</li> <li>Feedback is of poor quality</li> <li>Feedback is not delivered in a way that students/caregivers can apply</li> <li>Feedback is not provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Regular feedback is provided</li> <li>Some elements of intentional feedback are present</li> <li>Feedback delivered is applicable</li> </ul>	<ul style="list-style-type: none"> <li>Regular feedback is provided and describes how students/caregivers can improve</li> <li>Caregivers understand the purpose of the feedback and how it will be used to monitor progress</li> <li>Feedback is delivered in a way that students/caregivers can apply in language that exhibits positive growth</li> <li>Feedback is provided in a timely manner</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Students/caregivers know how to make use of feedback in their learning</li> <li>Students/caregivers give useful feedback to each other</li> </ul>
<b>Engaging in Learning</b>		<ul style="list-style-type: none"> <li>Few students/caregivers are authentically or actively engaged in the lesson or are off-task</li> <li>Little awareness of when students/caregivers are not engaged</li> <li>Seldom takes overt action to re-engage students/caregivers and/or increase student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Some students/caregivers are authentically and actively engaged in the lesson</li> <li>Some awareness of when students/caregivers are not engaged</li> <li>Sometimes takes overt action to re-engage students/caregivers and/or increase student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Virtually all students/caregivers are authentically and actively engaged</li> <li>Consistent awareness of when students/caregivers are not engaged</li> <li>Routinely takes overt action to re-engage students/caregivers and/or increase student engagement</li> </ul>	Meets Proficient and: <ul style="list-style-type: none"> <li>Students/caregivers show ownership in authentic self-directed learning</li> </ul>
<b>Lesson Closure</b>		<ul style="list-style-type: none"> <li>No time allowed for closure of lesson</li> </ul>	<ul style="list-style-type: none"> <li>Some time allowed for closure of lesson</li> <li>Closure is sometimes connected to the objective</li> <li>Lesson closure is directed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ample time allowed for closure of lesson</li> <li>Closure is consistently connected to the objective</li> <li>Lesson closure is directed by students/caregiver</li> <li>(H) Summarizes and synthesizes visit and develops a plan for the next visit with the caregivers</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Students/caregivers can articulate a clear connection to the objective during the closure as developmentally able</li> </ul>
<b>Teacher's Use of Student Work and Data</b>		<ul style="list-style-type: none"> <li>Minimal student work and observation data to assess the effectiveness of lessons</li> <li>((H) Rarely uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments</li> </ul>	<ul style="list-style-type: none"> <li>Some use of student work and observation data to assess the effectiveness of lessons</li> <li>(H) Sometimes uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments</li> </ul>	<ul style="list-style-type: none"> <li>Routinely uses student work and observation data to reflect and inform practice</li> <li>Utilizes student work and observation data to differentiate and modify instruction</li> <li>Routinely uses student work to assess and measure student progress toward standards</li> <li>(H) Routinely uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Shares student work and observation data and collaborates within teams to make decisions about upcoming lessons</li> </ul>

## Elements of Effective Instruction

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

## Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Relationships Between Teacher and Students/ Caregivers</b>		<ul style="list-style-type: none"> <li>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students</li> <li>Interactions reflect inconsistencies, favoritism, or disregard for students' cultures</li> <li>Students exhibit disrespect for teacher or peers</li> <li>(H) Works with the child, but minimally engages the caregiver</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student or teacher-caregiver interactions are generally appropriate</li> <li>Students exhibit only minimal respect for teacher or peers</li> <li>(H) Focuses on child and caregivers as individuals rather than as a dyad</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student or teacher-caregiver interactions are friendly and demonstrate general warmth, caring, and respect</li> <li>Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what are appropriate cultural norms for students outside of the teacher's culture</li> <li>Students exhibit respect for teacher within context of needs and abilities</li> <li>(H) Positions self to observe caregiver/child dyad and acts as a guide for the caregivers rather than a performer and promotes caregiver engagement with child and service provider(s)</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Recognizes student/caregiver contributions to the learning community</li> <li>Creates an environment where students/caregivers build relationships with the teacher, not just the teacher building relationships with students/caregivers</li> </ul>
<b>High Behavioral Expectations &amp; School Adopted Discipline Plans</b>		<ul style="list-style-type: none"> <li>Few to no standards of conduct for rituals and routines appear to have been established</li> <li>Minimal implementation of district or school/home rules and procedures is evident</li> <li>Students/caregivers are confused as to what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines appear to have been established in the classroom/home</li> <li>Some implementation of school/home rules and procedures is evident</li> <li>Students/caregivers appear to understand what is expected of them some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines are clear to all students and appear to have been co-created with multiple perspectives (e.g. student, caregiver)</li> <li>School/home rules and procedures are fully implemented</li> <li>Virtually all students/caregivers appear to understand what is expected of them most of the time</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Standards of conduct for rituals and routines are modified based on students' needs</li> <li>Assists with developing school/home rules and procedures</li> <li>All students/caregivers appear to understand what is expected of them all of the time</li> </ul>

# Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Behavior Monitoring and Response</b>		<ul style="list-style-type: none"> <li>Student behavior is not monitored</li> <li>Unaware of what students are doing</li> <li>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity</li> <li>Rarely develops or follows Behavior Intervention Plans and/or Family Action Plans</li> <li>(H) Limited coaching of caregiver response to behavior</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes intervenes to redirect student behavior</li> <li>May miss behaviors of some students</li> <li>Attempts to respond to misbehavior, but with uneven results</li> <li>Sometimes develops and follows Behavior Intervention Plans and/or Family Action Plans</li> <li>(H) Some coaching of caregiver response to behavior</li> </ul>	<ul style="list-style-type: none"> <li>Alert to student behavior at all times</li> <li>Monitoring is preventative and consistent</li> <li>Response to misbehavior is appropriate and results in the desired behavior</li> <li>Response is sensitive to students'/caregivers' individual needs and culture</li> <li>Regularly develops and follows Behavior Intervention Plans and/or Family Action Plans</li> <li>(H) Ongoing coaching of caregiver response to behavior; provider models appropriate response to behavior</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Monitoring is subtle and preventative</li> <li><u>Students have opportunities to monitor their own behavior, as developmentally able</u></li> <li>Response to misbehavior is highly effective</li> <li>(H) Caregivers are able to replicate modeled interventions</li> </ul>
<b>Transitions</b>		<ul style="list-style-type: none"> <li>Considerable instructional time is lost to transitions</li> <li>There is no apparent method for transitioning between activities</li> <li>Distribution of materials is disorganized</li> <li>Minimally supports caregivers in developing successful transitions in daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Students can complete transitions, but they take more time than necessary</li> <li>Some procedures have been put in place but students fail to execute them consistently</li> <li>Distribution of materials is somewhat organized</li> <li>Sometimes supports caregivers in developing successful transitions in daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are quick and seamless</li> <li>Students are self-directed during transitions</li> <li>Systems are in place and used by students for retrieving materials</li> <li>Regularly supports caregivers in developing successful transitions in daily routines</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li><u>Students are in charge of and understand how to transition between activities</u></li> <li><u>Students direct transitions and are in charge of material distribution</u></li> </ul>
<b>Organization of Materials and Space</b>		<ul style="list-style-type: none"> <li>Minimal systems of organization are noted</li> <li>Room is cluttered and materials are in disarray</li> <li>Room arrangement does not support safety and ease of movement</li> <li>Learning materials and equipment are rarely appropriate to developmental level, culture, needs, and interests of children/families/caregivers</li> <li>Infrequently seeks out additional resources for selection of materials and equipment</li> </ul> <p>(H) Minimally supports caregivers in organizing the child's environment and materials to support student learning</p>	<ul style="list-style-type: none"> <li>Has a visible organizational system which is somewhat effective; system does not always support learning</li> <li>Room has some evidence of organization and materials are somewhat available</li> <li>Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness</li> <li>Learning materials and equipment for children are sometimes appropriate to the developmental level, needs, culture, and interests of the children/families/caregivers involved</li> </ul> <p>(H) Sometimes supports caregivers in organizing the child's environment and materials to support student learning</p>	<ul style="list-style-type: none"> <li>System of organization is clear to students and supports student learning</li> <li>Room is neat, clean and uncluttered; materials are readily available</li> <li>Room is safe and the furniture and/or space arrangement is a resource for learning activities</li> <li>Learning materials and equipment for children are consistently appropriate to the developmental level, needs, culture, and interests of the children/families/caregivers involved</li> <li>Develops or seeks additional resources to make individualized adaptations</li> <li>(H) Regularly supports caregivers in organizing the child's environment and materials to support student learning</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Students can explain and maintain the system at their developmental level</li> <li><u>Student input has been considered in creating the system, and student suggestions for improvement are welcomed</u></li> <li>Classroom is safe and accessible, and students can adjust the furniture and/or utilize space to advance their own purposes in learning</li> <li>Creates learning materials for distribution to colleagues</li> </ul>
<b>Engaging Families</b>		<ul style="list-style-type: none"> <li>Does not attempt to engage families in student learning opportunities</li> <li>Rarely builds relationships with families</li> <li>Seldom seeks opportunities to learn about cultures, race, and backgrounds of families</li> <li>Rarely engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K)</li> <li>Does not create a welcoming environment for families</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to engage families in student learning opportunities</li> <li>Builds relationships with some families, but not others</li> <li>Sometimes s seeks opportunities to learn about cultures, race, and backgrounds of families</li> <li>Sometimes engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K)</li> </ul>	<ul style="list-style-type: none"> <li>Routinely engages families in learning opportunities by providing accessible ways for families to participate; crafts lessons that involve student family interaction</li> <li>Builds reciprocal relationships with most families and sees them as an asset in student learning</li> <li>Routinely seeks opportunities to learn about cultures, race, and backgrounds of families</li> <li>Fully engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K)</li> <li>Creates a welcoming environment for families</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Builds reciprocal relationships with all families and uses them as an asset in student learning</li> <li>Works with families in the community outside the school</li> </ul>

# Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Expectations for Para-professionals and/or Volunteers</b>		<ul style="list-style-type: none"> <li>Little to no delegation of duties to the support staff/volunteers including IEP goals and objectives, behavior plan, and interventions</li> <li>Support staff/volunteers are underutilized</li> <li>Delegates too much to the support staff</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes or inconsistently delegates duties to the support staff/volunteers including IEP goals and objectives, behavior plan, and interventions</li> <li>Inconsistently clarifies and/or reinforces expectations of the support staff/volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Clearly articulates duties to the support staff/volunteers including IEP goals and objectives, behavior plan, and interventions</li> <li>Uses support staff/volunteers to promote student learning; specifically plans for the support staff/volunteers</li> <li>Continuously clarifies and reinforces expectations of the support staff/volunteers</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Partners with the support staff/volunteers to add additional perspectives to classroom dynamics, instruction, and curriculum</li> </ul>

# Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Relationships with Colleagues</b>		<ul style="list-style-type: none"> <li>Relationships are negative, self-serving, and/or promote discord among staff</li> <li>Works ineffectively with colleagues in collaboration, PLCs, and/or content/grade level teams</li> <li>Works ineffectively or not collaboratively on a Primary Service Provider team (B-3 and ECSE inclusion)</li> </ul>	<ul style="list-style-type: none"> <li>Maintains cordial relationships with colleagues to fulfill duties that the school or district requires</li> </ul>	<ul style="list-style-type: none"> <li>Relationships are supportive and collaborative across disciplines</li> <li>Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams</li> <li>Works effectively and collaboratively on a Primary Service Provider team (B-3 and ECSE inclusion)</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Takes initiative in assuming a leadership role among faculty</li> <li>Takes a leadership role in PLC and/or content/grade level teams</li> <li>Takes a leadership role in Primary Service Provider team meeting and community site collaboration (B-3 and ECSE inclusion)</li> </ul>
<b>Self Reflection As a Growth Tool</b>		<ul style="list-style-type: none"> <li>Uses minimal reflection and self-assessment of instruction</li> <li>Unwilling to look inward for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction</li> </ul>	<ul style="list-style-type: none"> <li>Continuously and accurately assesses his or her own effectiveness using lesson artifacts and student/caregiver data to identify areas of strength and areas of growth</li> <li>Reflects on teaching practice through coaching, mentorship, critical friends, or participation in other teacher leadership development opportunities</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Takes a leadership role in promoting a culture of professional inquiry and reflection among staff</li> </ul>
<b>Written TD&amp;E Reflections</b>		<ul style="list-style-type: none"> <li>Response shows little evidence of integrated learning or insights gained from the experience</li> <li>Reflections are not submitted or response is incomplete</li> </ul>	<ul style="list-style-type: none"> <li>Response shows some evidence of integrated learning or insights gained from the experience</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Response shows solid evidence of integrated learning or insights gained from the experience</li> <li>Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Response includes an in-depth reflection and personalization of the experience</li> </ul>
<b>Feedback</b>		<ul style="list-style-type: none"> <li>Ignores or minimizes feedback from colleagues, administrators, and students</li> <li>Resistant to changes in professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Open to feedback from colleagues, administrators, and students</li> <li>Open to change of professional practice when provided feedback</li> </ul>	<ul style="list-style-type: none"> <li>Seeks and accepts feedback from colleagues, administrators, and students</li> <li>Implements change in professional practice based on feedback</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback</li> </ul>
<b>Professional Growth</b>		<ul style="list-style-type: none"> <li>Does not or minimally attends professional development activities</li> <li>Minimally plans for professional growth</li> <li>Demonstrates little or no urgency toward improving professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Attends professional development activities</li> <li>Occasionally plans for professional growth</li> <li>Demonstrates regular effort to modify and adjust professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in relevant professional development activities and implements changes to instructional practices as a result</li> <li>Regularly plans for professional growth</li> <li>Routinely enriches professional practices to meet the needs of all students</li> </ul>	Meets Proficient AND: <ul style="list-style-type: none"> <li>Leads professional development opportunities for colleagues</li> <li>Initiates important activities to contribute to the profession</li> <li>Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction</li> </ul>



# Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
<b>Communication with Families</b>		<ul style="list-style-type: none"> <li>Families rarely receive information about students' academic/functional progress</li> <li>Difficult for families to contact or does not respond when contacted</li> <li>Reports mostly on student challenges, not on successes</li> </ul>	<ul style="list-style-type: none"> <li>Families receive information about students' academic/functional progress on an occasional basis</li> <li>Information is available to families, but ways of being contacted are not communicated through multiple methods</li> <li>Reports on student successes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Families routinely receive information about students' academic/functional progress so they know when to expect it</li> <li>Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs</li> <li>Reports on student successes and challenges and collaborates on next steps</li> <li>Utilizes school/district resources to communicate in home language</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Consistently provides resources for families to support their students' academic/functional success at home</li> </ul>
<b>Service to School/District</b>		<ul style="list-style-type: none"> <li>Does not support the school mission/vision</li> <li>Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders</li> <li>Non-compliant with school, program, and/or SPPS policies and procedures</li> <li>Inconsistently involved in required school/program events</li> </ul>	<ul style="list-style-type: none"> <li>Understands and supports the school mission/vision</li> <li>Understands and supports the district strategic plan, mission, and vision</li> <li>Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions that support and reflect the school mission/vision</li> <li>Makes decisions that support and reflect the district strategic plan, mission, and vision</li> <li>Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct</li> <li>Involved in required school/program events</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed (adapted CD)</li> <li>Volunteers to participate in school/district events and makes a substantial contribution</li> <li>Takes initiative in assuming a leadership role in school, program and/or district events</li> </ul>
<b>Record Keeping</b>		<ul style="list-style-type: none"> <li>Minimally maintains information on student progress</li> <li>Student records/special education files are in disarray resulting in errors and confusion</li> </ul>	<ul style="list-style-type: none"> <li>Regularly maintains a system for information on student progress</li> <li>Maintains student records/ special education files</li> </ul>	<ul style="list-style-type: none"> <li>Maintains fully effective systems for information on student progress and timelines.</li> <li>Maintains accurate and up-to-date student records and special education files</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Takes a leadership role in developing systems to track student progress</li> <li>Mentors colleagues in effective and timely record keeping procedures</li> </ul>
<b>Due Process (SPED only)</b>		<ul style="list-style-type: none"> <li>Content is not family friendly (educational jargon); family/student voice is not evident</li> <li>Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals</li> <li>Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked)</li> <li>Inconsistent case management; sometimes takes lead to assure IEP/IFSP services are scheduled and delivered, minimal problem solving if issues arise</li> <li>Due Process procedures are inconsistently followed</li> <li>Due dates are inconsistently met for evaluations, IEPs/IFSPs, and progress notes</li> </ul>	<ul style="list-style-type: none"> <li>Content is not family friendly; family/student voice is minimal</li> <li>Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals</li> <li>Content is imprecisely written, not sufficiently comprehensive or not synthesized (present level, needs, goals, objectives)</li> </ul>	<ul style="list-style-type: none"> <li>Content is family friendly; family/student voice is consistently evident</li> <li>Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals</li> <li>Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives)</li> <li>Consistent and effective case management; regularly takes lead to assure IEP/IFSP services are scheduled and delivered, strategic problem solving if issues arise</li> <li>Due Process procedures are consistently followed</li> <li>Due dates are met for evaluations, IEPs/IFSPs, and progress notes</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Takes a leadership role in mentoring colleagues in Due Process</li> <li>Takes a leadership role on child study teams</li> </ul>
<b>TD&amp;E Components (summative evaluation)</b>		<ul style="list-style-type: none"> <li>One or more components of TD&amp;E are missing or incomplete</li> <li>TD&amp;E component deadlines are missed</li> </ul>		<ul style="list-style-type: none"> <li>All components are complete</li> <li>Ongoing work to implement and fulfill TD&amp;E components is timely</li> </ul>	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <li>Takes a leadership role in promoting TD&amp;E components in the school</li> </ul>

# Summary

**Areas of Strength:**

**Areas of Growth:**

**Next Steps:**