

Standards of Effective Teaching – TOSA

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

Notes:

Depending on the role of the TOSA, learner could refer to students, other teachers, adults, and/or stakeholders.

Due to the variety of TOSA positions in SPPS some elements may be left blank if they are not applicable to the job description of the TOSA.

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/Presentation 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 learner, 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 learner, 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 learner, learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for learners 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 connection to standards or little to no support of SPPS curriculum Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Learning tasks sometimes connect to standards and/or support SPPS curriculum Activities reflect a learning outcome and learners are sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Learning tasks consistently connect to standards and support SPPS curriculum Activities reflect a learning outcome and learners are regularly involved in authentic learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Learners routinely select and adapt authentic learning activities to meet and support SPPS standards</u>
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous with some busywork Conveys a negative attitude toward the content Some learners receive the message that they are expected to attain high standards in their schoolwork and some learners do not 	<ul style="list-style-type: none"> Most academic expectations are rigorous with minimal busywork Communicates importance of work, but with little conviction and minimal buy-in by learners Most learners consistently receive the message that they are expected to attain high standards in their schoolwork 	<ul style="list-style-type: none"> High rigor in which learners have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all learners can learn Virtually all learners receive the consistent message that they are expected to attain high standards in their schoolwork 	Meets Proficient AND: <ul style="list-style-type: none"> Both learners and TOSA maintain a culture of high academic expectations
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse learner populations May display favoritism or ignore learner groups Learners are minimally able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Shows some understanding of diverse learner populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Learners are sometimes able to show up as their authentic selves through the content 	<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 Learners are able to show up as their authentic selves through the content 	Meets Proficient AND: <ul style="list-style-type: none"> Realness is present – learners question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Pedagogical and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of pedagogical knowledge Shows little understanding of the subject being taught 	<ul style="list-style-type: none"> Displays basic understanding of pedagogical knowledge Shows some understanding of the subject being taught 	<ul style="list-style-type: none"> Displays pedagogical knowledge and reflects on current research and best practices within the field Shows solid content knowledge based on lessons and response to questioning 	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/PD Recognizes Learners Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Rarely crafts lessons that embeds learners' interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life application of lessons Minimally creates learning experiences that are racially and culturally relevant 	<ul style="list-style-type: none"> Sometimes crafts lessons that embeds learners' interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life application of lessons Sometimes creates learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts lessons that embeds learners' interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications of lesson Regularly creates learning experiences that are racially and culturally relevant 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides learner choices based on each learner's individual experiences</u>
Lesson/PD 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 learner activities Goals rarely take into account the varied learning needs of individual learners 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 learners 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 regularly take into account varied learning needs of individual learners or groups Goals regularly align to standards 	Meets Proficient AND: <ul style="list-style-type: none"> All learners can identify the measurable goal and explain it in their own words <u>Goals are often learner created</u> Goals always take into account varied learning needs 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 learners in the class Rarely or never considers the current skills of the learners Infrequently recognizes learners' interests, abilities, and experiences to access prior learning Infrequently recognizes learners' 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 learners in the class Occasionally considers the current skills of the learners Occasionally recognizes some learners' interests, abilities, and experiences to access prior learning Occasionally recognizes learners' 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 learners in the class Regularly identifies and applies appropriate instruction to the current skills of the learners to meet most needs Regularly recognizes learners' interests, abilities, and experiences and uses them to provide developmentally appropriate activities to access prior learning Regularly recognizes learners' racial and ethnic diversity and uses it to engage learners' prior learning 	Meets Proficient AND: <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all learners in the class, including diverse language and learning needs Consistently uses knowledge of individual learner skill levels to meet all learner needs Always recognizes learners' interests, and learners are able to share interests/experiences to engage other learners Always recognizes learners' racial and ethnic diversity and uses it to engage learners' prior learning
Educator Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of learner comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that learners have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to learner'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 learners 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 learners to make deductions in order to explore the new concepts Learners are interacting with TOSA and each other during modeling 	Meets Proficient AND: <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum Points out possible areas of misunderstanding during modeling

Elements of Effective Instruction

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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 learners with diverse language and learning needs 	<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 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for learners with diverse language and learning needs Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) 	Meets Proficient AND: <ul style="list-style-type: none"> Learners demonstrate their ability to access these resources and strategies independently to experience success TOSA shows exceptional creativity and flexibility in facilitating learning
Differentiation		<ul style="list-style-type: none"> Minimal or no modification to product, process, or content to differentiate instruction/PD Few or no learners receive differentiated instruction/PD 	<ul style="list-style-type: none"> Inconsistent modification to product, process, or content to differentiate instruction/PD Some learners receive differentiated instruction/PD 	<ul style="list-style-type: none"> Regular and ongoing modification to product, process, or content to differentiate instruction/PD Virtually all learners receive differentiated instruction/PD 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Differentiated instruction accommodates learner voice and choice leading to personalization</u>
Differentiated Coaching (if applicable)		<ul style="list-style-type: none"> Rarely differentiates coaching Rarely paraphrases Rarely acknowledges or clarifies what the coachee articulates Rarely asks probing/questions 	<ul style="list-style-type: none"> Sometimes differentiates coaching to promote teacher's growth Sometimes paraphrases to acknowledge and clarify Sometimes paraphrases to summarize/organize information Sometimes asks probing questions 	<ul style="list-style-type: none"> Purposefully differentiates coaching to mediate teacher's thinking Uses paraphrasing to acknowledge and clarify Uses paraphrasing to summarize and organize information Probes as appropriate to clarify teacher's thinking Embed positive presupposition e.g. 'So you want homework to be meaningful for your students...' 	Meets Proficient AND: <ul style="list-style-type: none"> Engages in advanced/mediating paraphrasing to shift the level of abstraction toward teacher's core beliefs, assumptions, values, and goals e.g. 'So a value important to you in lesson design is students' voice and choice...'
Instructional Groups		<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 learner groups are doing the same task 	<ul style="list-style-type: none"> Instructional groups are purposefully selected using learner data and appropriate to specific instructional goals Tasks within groups are varied according to the instructional objectives 	Meets Proficient AND: <ul style="list-style-type: none"> Learners can freely move among groups, based on their assessment of their own proficiency Learners create their own groups through their own self-assessments and work toward goal
Purposeful Talk		<ul style="list-style-type: none"> Uses mostly voluntary responses to solicit answers Does not or minimally prompts learners to justify or extend their responses 	<ul style="list-style-type: none"> Uses some strategies to engage equitable participation Sometimes prompts learners to justify or extend their responses 	<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 learners to justify or extend their responses related to content specific language 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Learners themselves ensure that all voices are heard with justifications</u> Learners display the ability to sustain a discussion with little prompting from the TOSA Able to modify in real time how purposeful talk is being used
Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few learners (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the participants Sequencing of questions is not purposeful Uses little or no discussion 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some learners (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the participants Sequencing of some questions with minimal regard to learners' learning needs 	<ul style="list-style-type: none"> Uses questioning and discussion to involve every learner, 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 TOSA to ensure all are participating and considering learner input Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Learners create their own questions around the topic of study for group discussion</u> Learners lead the discussion with little direction from the TOSA Sequencing of questions is purposeful and scaffolds learning for all

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Function of Technology Used in Practices		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool in learning/PD 	<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
Learners Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers learners a single pathway to access and present information 	<ul style="list-style-type: none"> Offers learners few pathways to access and present information 	<ul style="list-style-type: none"> Offers learners multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides learners 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 learners No charts or rubrics posted/supplied to learners 	<ul style="list-style-type: none"> Develops assessment criteria and standards that are clearly communicated to the learners Provides learners with a chart or rubric that indicates expectations for the assignment or activity 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Learners assist in creating the assignment criteria</u>
Assessment of Learner Learning		<ul style="list-style-type: none"> Minimal assessment of learner learning 	<ul style="list-style-type: none"> Some assessment learning of learner learning 	<ul style="list-style-type: none"> Uses various strategies to assess for each learner throughout the lesson Learners are engaged with using criteria and/or rubrics to assess their learning 	Meets Proficient AND: <ul style="list-style-type: none"> Assessment is fully integrated into instruction and used to address individual learners' misunderstandings Learners are engaged in peer-to-peer feedback and assessment
Academic 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 learners 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 learners can improve Learners understand the purpose of the feedback and how it will be used to monitor progress Feedback is delivered in a way that learners can apply in language that exhibits positive growth Feedback is provided in a timely manner 	Meets Proficient AND: <ul style="list-style-type: none"> Learners know how to make use of feedback in their learning Learners give useful feedback to each other
Engaging Learners in Learning		<ul style="list-style-type: none"> Few learners are authentically or actively engaged in the lesson or are off-task Little awareness of when learners are not engaged Seldom takes overt action to re-engage learners and/or increase learner engagement 	<ul style="list-style-type: none"> Some learners are authentically and actively engaged in the lesson Some awareness of when learners are not engaged Sometimes takes overt action to re-engage learners and/or increase learner engagement 	<ul style="list-style-type: none"> Virtually all learners are authentically and actively engaged Consistent awareness of when learners are not engaged Routinely takes overt action to re-engage learners and/or increase learner engagement 	Meets Proficient and: <ul style="list-style-type: none"> <u>Learners show ownership in authentic self-directed learning</u>
Lesson/PD Closure		<ul style="list-style-type: none"> No time allowed for closure of lesson/PD 	<ul style="list-style-type: none"> Some time allowed for closure of lesson/PD Closure is sometimes connected to the objective Lesson closure is directed by the TOSA 	<ul style="list-style-type: none"> Ample time allowed for closure of lesson/PD Closure is consistently connected to the objective Lesson closure is directed by learners 	Meets Proficient AND: <ul style="list-style-type: none"> Learners can articulate a clear connection to the objective during the closure
TOSA's Use of Learner Work and Data		<ul style="list-style-type: none"> Minimal use of learner work and data to assess the effectiveness of lessons 	<ul style="list-style-type: none"> Some use of learner work and data to assess the effectiveness of lessons 	<ul style="list-style-type: none"> Routinely uses learner work and data to reflect and inform practice Utilizes learner work and 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 learner work and collaborates within teams to make decisions about upcoming lessons

Elements of Effective Instruction

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Co-planning for Data Instruction (if applicable)		<ul style="list-style-type: none"> Provides little opportunity for co-planning for data driven instruction with staff No or little use of data through multiple lenses (race, gender, etc.) Rarely facilitates conversations that utilize learners' strengths 	<ul style="list-style-type: none"> Provides some opportunities for co-planning for data driven instruction with staff Some use of data through multiple lenses (race, gender, etc.) Sometimes facilitates conversations that utilize learners' strengths 	<ul style="list-style-type: none"> Assists in student data analysis and use of assessment to plan instruction with staff Consistent use of data through multiple lenses (race, gender, etc.) Consistently facilitates conversations that utilize learners' strengths 	Meets Proficient AND: <ul style="list-style-type: none"> Empowers other educators to take a leadership role in their school with regards to planning instruction through data analysis and use of assessment
Professional Learning Opportunities (for TOSAs providing PD)		<ul style="list-style-type: none"> Provides few professional learning opportunities for staff based on individual teachers' needs or school/program plan No professional learning protocol has been established Rarely engages participants in activities that help them reflect on their learning Rarely provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests Content and activities do not build on previous goals, content, or activities 	<ul style="list-style-type: none"> Provides some professional learning opportunities for staff based on individual teachers' needs or school/program plan Professional learning protocol has been established and TOSA follows it sometimes Sometimes engages participants in activities that help them reflect on their learning Sometimes provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests Plans the organization of content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities 	<ul style="list-style-type: none"> Provides a variety professional learning opportunities for staff based on individual teachers' needs or school/program plan Professional learning protocol has been established and TOSA implements it fully Regularly engages participants in activities that help them reflect on their learning Regularly provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests Successfully implements content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities 	Meets Proficient AND: <ul style="list-style-type: none"> Empowers teacher leaders to co-facilitate professional learning opportunities for staff
PLCs (for TOSAs facilitating PLCs)		<ul style="list-style-type: none"> Little or no implementation of specific strategies to move forward PLC work at the school(s) Little or no use of data-driven strategies to improve educational practices of staff Little or no facilitation of PLCs groups to analyze data through a lens of equity 	<ul style="list-style-type: none"> Inconsistently implements strategies to move forward PLC work at the school(s) Inconsistent use of data-driven strategies to improve educational practices of staff Inconsistent support to PLCs to analyze data through a lens of equity 	<ul style="list-style-type: none"> Successfully implements strategies to move forward PLC work at the school(s) Facilitates and empowers PLCs to use data-driven strategies to improve educational practices of staff Facilitates and empowers PLCs to analyze data through a lens of equity 	Meets Proficient AND: <ul style="list-style-type: none"> PLC facilitation has led staff to deeply enrich educational practices resulting in increased learning for all students
Program/ Task Development (if applicable to position)		<ul style="list-style-type: none"> Little to no forward progress in program development/tasks in which the TOSA is responsible No or little coordination of resources for the program Cannot articulate vision for the work Program development minimally aligns to school, department, and/or district goals 	<ul style="list-style-type: none"> Some forward progress in program development/tasks in which the TOSA is responsible Some coordination of resources for the program Can articulate vision for the work Program development mostly aligns to school, department, and/or district goals 	<ul style="list-style-type: none"> Regular and ongoing forward progress in program development/tasks in which the TOSA is responsible Regular and ongoing coordination of resources for the program Clearly articulates vision for the work and can explain the vision to others Program development consistently aligns to school, department, and/or district goals 	Meets Proficient AND: <ul style="list-style-type: none"> Exceptional forward progress in program development/tasks bringing the work to a new level
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 learners 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 learner needs Occasionally assists in the management of all learners; learners 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 learner needs Frequently assists in the management of all learners; 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 learners Learners regard co-teachers as equals

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships Between TOSA and Learners		<ul style="list-style-type: none"> TOSA interaction with at least some learners is negative, demeaning, sarcastic, or inappropriate to the age of the learners Interactions reflect inconsistencies, favoritism, or disregard for learners' cultures Learners exhibit disrespect for TOSA or peers 	<ul style="list-style-type: none"> TOSA-learner interactions are generally appropriate Learners exhibit only minimal respect for TOSA or peers 	<ul style="list-style-type: none"> TOSA-learner interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and TOSA seeks input/advice on what are appropriate cultural norms for learners outside of the TOSA's culture Learners exhibit respect for TOSA and peers 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes learner contributions to the classroom community Creates an environment where learners build relationships with the TOSA, not just the TOSA building relationships with learners
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 Learners 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 Some implementation of school rules and procedures is evident Learners 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 learners and appear to have been co-created with learner input School rules and procedures are fully implemented Virtually all learners 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 learners' needs Assists with developing school rules and procedures All learners appear to understand what is expected of them all of the time
Behavior Monitoring and Response		<ul style="list-style-type: none"> Learner behavior is not monitored Unaware of what learners are doing Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the learner's dignity 	<ul style="list-style-type: none"> Sometimes intervenes to redirect learner behavior May miss behaviors of some learners Attempts to respond to misbehavior but with uneven results 	<ul style="list-style-type: none"> Alert to learner behavior at all times Monitoring is preventative and consistent Response to misbehavior is appropriate and results in the desired behavior Response is sensitive to learners' individual needs 	Meets Proficient AND: <ul style="list-style-type: none"> Monitoring is subtle and preventative <u>Learners monitor their own and their peers' behavior, correcting one another respectfully</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 is disorganized 	<ul style="list-style-type: none"> Learners can complete transitions, but they take more time than necessary Some procedures have been put in place but learners fail to execute them consistently Distribution of materials is somewhat organized 	<ul style="list-style-type: none"> Transitions are quick and seamless Learners are self-directed during transitions Systems are in place and used by learners for retrieving materials 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Learners are in charge of and understand how to transition between activities</u> <u>Learners direct transitions and are in charge of material distribution</u>
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Space is cluttered and materials are in disarray Arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons/PD with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to learners and supports learner learning Space is neat, clean, and uncluttered; materials are readily available Space is safe and the furniture and/or space arrangement is a resource for learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> Learners can explain and maintain the system <u>Learner input has been considered in creating the system and learner suggestions for improvement are welcomed</u> Space is safe and accessible and learners can adjust the furniture and/or utilize space to advance their own purposes in learning
Engaging Families (for TOSAs instructing students)		<ul style="list-style-type: none"> Does not attempt to engage families in learner learning opportunities Rarely builds relationships with families Seldom seeks opportunities to learn about cultures and backgrounds of families Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in learner learning opportunities Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities by providing accessible ways for families to participate; crafts lessons that involve learner family interaction Builds reciprocal relationships with most families and sees them as an asset in learner learning Routinely seeks opportunities to learn about the cultures and backgrounds of families Creates a welcoming environment for families 	Meets Proficient AND: <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in learner learning Works with families in the community outside the school

Environment for Learning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Engaging Stakeholders (for TOSAs not instructing students)		<ul style="list-style-type: none"> Does not attempt to engage stakeholders in the work of the program Rarely builds relationships with stakeholders Seldom seeks opportunities to learn about cultures and backgrounds of stakeholders Does not create a welcoming environment for stakeholders 	<ul style="list-style-type: none"> Attempts to engage stakeholders in the work of the program Builds relationships with some stakeholders, but not others Sometimes seeks opportunities to learn about cultures and backgrounds of stakeholders 	<ul style="list-style-type: none"> Intentionally reaches out to stakeholders in an effort to build reciprocal relationships and increase engagement Views stakeholders as partners in the program Routinely seeks opportunities to learn about the cultures and backgrounds of stakeholders Creates a welcoming environment for stakeholders 	Meets Proficient AND: <ul style="list-style-type: none"> Routinely works to bring in more stakeholders to the program/work
Expectations for Para-professionals and/or Volunteers		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff/volunteers The 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 learner learning; specifically plans for the support staff/volunteers Continuously clarifies and reinforces expectations of the support staff/volunteers 	Meets Proficient AND: <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 content/grade level 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 cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or content/grade level teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and learner data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends or participation in other leadership development opportunities 	Meets Proficient AND: <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 learners 	<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 learners 	Meets Proficient AND: <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 learners Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and learners Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and learners Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
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 learners 	<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 (for TOSAs instructing students)		<ul style="list-style-type: none"> Families receive information about learning goal and learners' progress or grades only at end of grading period, conferences, etc. Difficult for families to contact or does not respond when contacted Inconsistently posts learners' grades and assignments in learner/parent information system Reports mostly on learner challenges not on successes 	<ul style="list-style-type: none"> Families receive information about learning goal and learners' progress or grades on an occasional basis Information is available to families but ways of being contacted are not communicated through multiple methods Reports on learner successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about learning goal and learners' 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 Consistently posts learners' grades and assignments in learner/parent information system Reports on learner 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 learners' academic success at home Engages learner in communication with family
Communication with Stakeholders (for TOSAs not instructing students)		<ul style="list-style-type: none"> Stakeholders rarely receive information about the program Difficult for stakeholders to contact or does not respond when contacted 	<ul style="list-style-type: none"> Stakeholders receive information about the program on an occasional basis Information is available to stakeholders but ways of being contacted are not communicated through multiple methods 	<ul style="list-style-type: none"> Stakeholders receive information about the program on a consistent basis Available to respond to stakeholders concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for stakeholders to support the success of the program
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school 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 mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school 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 learners can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on learner progress Learner records are in disarray resulting in errors and confusion Lacks system for information on learner completion of assignments/tasks 	<ul style="list-style-type: none"> Regularly maintains a system for information on learner progress Maintains learner records Maintains a system for information on learner completion of assignments/tasks 	<ul style="list-style-type: none"> Maintains fully effective systems for information on learner progress Maintains accurate and up-to-date learner records Maintains effective systems for information on learner completion of assignments/tasks 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Learners contribute information to systems related to their progress and interpret results Learners participate in systems for completion of assignments/tasks

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Due Process (SPED only)		<ul style="list-style-type: none"> • Content is not family friendly (educational jargon); family/learner voice is not evident • Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals • Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) • Inconsistent case management; sometimes takes lead to assure IEP services are scheduled and delivered, minimal problem solving if issues arise • Due Process procedures are inconsistently followed • Due dates are inconsistently met for evaluations, IEPs, and progress notes 	<ul style="list-style-type: none"> • Content is not family friendly; family/learner voice is minimal • Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals • Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	<ul style="list-style-type: none"> • Content is family friendly; family/learner voice is consistently evident • Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals • Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) • Consistent and effective case management; regularly takes lead to assure IEP services are scheduled and delivered, strategic problem solving if issues arise • Due Process procedures are consistently followed • Due dates are met for evaluations, IEPs, and progress notes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in mentoring colleagues in Due Process • Takes a leadership role on child study teams
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 school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: