*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Teacher Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of one Student Learning Goal (SLG) and one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

**Instructional Practice Standards**

**Standard 1: New Learning is Connected to Prior Learning and Experience**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Activates all students’ initial understandings of new concepts and skills. | Click here to enter text. |
| Indicator 2: Makes connections explicit between previous learning and new concepts and skills for all students. | Click here to enter text. |
| Indicator 3: Makes clear the purpose and relevance of new learning for all students. | Click here to enter text. |
| Indicator 4: Provides all students opportunities to build on or challenge initial understandings. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners**

| Indicators | Level of Performance and Evidence  |
| --- | --- |
| Indicator 1: Tasks purposefully employ all students’ cognitive abilities and skills. | Click here to enter text. |
| Indicator 2: Tasks place appropriate demands on each student. | Click here to enter text. |
| Indicator 3: Tasks progressively develop all students’ cognitive abilities and skills. | Click here to enter text. |
| Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Provides opportunities for extended, productive discourse between the teacher and student(s) and among students. | Click here to enter text. |
| Indicator 2: Provides opportunities for all students to create and interpret multiple representations. | Click here to enter text. |
| Indicator 3: Assists all students to use existing knowledge and prior experience to make connections and recognize relationships. | Click here to enter text. |
| Indicator 4: Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it. | Click here to enter text. |
| Indicator 2: Structures opportunities for self-monitored learning for all students. | Click here to enter text. |
| Indicator 3: Supports all students to take actions based on the students’ own self-monitoring processes. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Standard 5: Assessment is Integrated into Instruction**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Plans on-going learning opportunities based on evidence of all students’ current learning status. | Click here to enter text. |
| Indicator 2: Aligns assessment opportunities with learning goals and performance criteria . | Click here to enter text. |
| Indicator 3: Structures opportunities to generate evidence of learning during the lesson of all students. | Click here to enter text. |
| Indicator 4: Adapts actions based on evidence generated in the lesson for all students. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Professional Responsibilities Standards**

**Standard 1: Commitment to the School Community**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. | Click here to enter text. |
| Indicator 2: Takes an active role in building a professional culture that supports school and district initiatives. | Click here to enter text. |
| Indicator 3: Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Reflection on Professional Growth and Practice**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. | Click here to enter text. |
| Indicator 2: Pursues aligned professional learning opportunities to support improved instructional practice across the school community.  | Click here to enter text. |
| Indicator 3: Takes an active role in mentoring colleagues and pursues teacher leadership opportunities. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Professional Obligations**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all students and families. | Click here to enter text. |
| Indicator 2: Models integrity in all interactions with colleagues, students, families, and the community. | Click here to enter text. |
| Indicator 3: Follows policies, regulations, and procedures specific to role and responsibilities. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Family Engagement**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress. | Click here to enter text. |
| Indicator 2: Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning. | Click here to enter text. |
| Indicator 3: Informs and connects families and students to opportunities and services according to student needs. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Standard 5: Student Perception**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Students report that the teacher helps them learn. | Click here to enter text. |
| Indicator 2: Students report that the teacher creates a safe and supportive learning environment. | Click here to enter text. |
| Indicator 3: Students report that the teacher cares about them as individuals and their goals or interests. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |