Standards of Effective Teaching

50% Elements of Effective Instruction   30% Environment for Learning   20% Professional Responsibilities

Probationary Evaluations

Probationary evaluations consist of targeted elements. These elements are denoted with a F for the Fall Evaluation, W for the Winter Evaluation, and S for the Spring Evaluation. Having targeted elements provides opportunities for focused feedback throughout the school year.

> P - F, W, S means Probationary Evaluations Fall, Winter and Spring
> P - W, S means Probationary Evaluations Winter and Spring
> P - S means Probationary Evaluation Spring

Tenured Evaluations

TD&E Summative Evaluations do not have targeted elements. These evaluations measure every element on the evaluation tool unless it is not applicable based on the educator's job description.

Note: It is recognized that by Minnesota Law administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the Standards of Effective Teaching. The TD&E committee recognizes that administrators can observe teachers and give meaningful feedback on a regular basis during any part of the three-year cycle (e.g. feedback through classroom visits and walkthroughs). If a teacher is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, Article 18, Section 1, Subd. 3.

NEW ~ Possible Evidence: Artifacts and Examples

Possible Evidence has been generated for each element on the Standards of Effective Teaching (SET) evaluation rubric in order to help clarify and support a shared understanding of the standards of effective teaching practices in SPPS. Possible Evidence is intended to be an enhancement to the current SET and invite ongoing dialogue, which will assist in developing a shared and deepened understanding. Possible Evidence includes Artifacts, which are objects or materials, and Examples, which are more readily observed in practice. **This Possible Evidence is not an exhaustive list and should not be used as a checklist.**

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Content Knowledge P - F, W, S	Demonstrates limited content knowledge based on lesson design and/or responses to reflective questioning/ discussion. Demonstrates little awareness of common student misconceptions and how they can be addressed.	Demonstrates basic content knowledge based on lesson design and/or responses to reflective questioning/ discussion. Demonstrates some awareness of common student misconceptions and how they can be addressed.	Demonstrates solid content knowledge based on lesson design and/or responses to reflective questioning/ discussion. Demonstrates thorough awareness of common student misconceptions and how they can be addressed.	**Meets Effective AND**: Is a teacher leader in Content Knowledge and supports/mentors others to grow/develop in this area.	**Artifacts:** Lesson plans and/or visual displays in learning space that exhibit: ● clear learning objectives ● learning progression over time ● planning for student misconceptions **Examples:** ● Teacher can walk through/explain the scope and sequence of the curriculum with rationale ● Collaborative work in PLC that identifies or addresses student misconceptions ● Teacher shares content knowledge with staff during building professional development meetings and/or presents information on a district level
Understanding of Learners P - F, W, S	Demonstrates limited understanding of learners and/or rarely attempts to make content accessible, relevant, and equitable. Rarely incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and/or special needs in lessons.	Demonstrates an understanding of some learners and attempts to make content accessible, relevant, and equitable. Sometimes incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and special needs in lessons.	Demonstrates an understanding of all learners and makes content accessible, relevant, and equitable. Regularly incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning styles, and special needs in lessons.	**Meets Effective AND**: Is a teacher leader in Understanding of Learners and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices that extend and deepen learners' understanding of each other.	**Artifacts:** Materials/resources that mirror and value learners' languages, backgrounds, cultures, interests, and special needs including but not limited to: ● diverse literature, historical events, scientific discoveries ● sentence stems ● visual representations **Examples:** ● Teacher identifies and incorporates learners' cultures, interests, strengths, academic and personal background knowledge, etc. ● Teacher encourages learners to share their individual cultures, backgrounds, experiences, and interests.
Standards-Based Instruction P - F, W, S	Standards-based instruction is rarely present or rarely moves learners toward growth and mastery. Students are rarely involved in authentic learning activities.	Standards-based instruction sometimes moves learners toward growth and mastery. Students are sometimes involved in authentic learning activities.	Standards-based instruction consistently moves learners into growth and mastery. Students are regularly involved in authentic learning activities.	**Meets Effective AND**: Is a teacher leader in Standard-Based Instruction and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of standards-based instruction.	**Artifacts:** ● Lesson plans show alignment to grade-level standards and outcomes **Examples:** ● Tasks and activities during lessons are specifically matched to learning outcomes and create authentic opportunities (i.e. debates, project-based learning, research) to engage with meaningful content ● Teacher is able to explain vertical articulation of the standards ● Teacher engages in PLC action cycle process, reviews progress monitoring data and determines next step

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Technology Integration P - W, S	Minimally uses available technology to support learning.	Uses available technology to support learning that sometimes fosters creativity, communication, collaboration, and/or critical thinking.	Regularly uses available technology to support learning and fosters creativity, communication, collaboration, and/or critical thinking.	**Meets Effective AND**: Is a teacher leader in Technology Integration and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of technology integration.	**Artifacts:** ● Examples of learner work in SeeSaw, Schoology, and other specific apps for learning **Examples:** ● Teacher uses technology to create spaces for learners to authentically process content for critical thinking ● Teacher intentionally uses technology to support communication, collaboration, and information processing
High Academic Expectations P - F, W, S	Communication and actions (verbal and non-verbal) reinforce beliefs that some students can learn. Strategies are in place to provide some learners critical thinking supports and/or multiple opportunities to be successful with rigorous tasks.	Communication and actions (verbal and non-verbal) reinforce beliefs that most students can learn. Strategies are in place to provide most learners critical thinking supports and/or multiple opportunities to be successful with rigorous tasks.	Communication and actions (verbal and non-verbal) reinforce beliefs that each student can learn. Strategies are in place to provide each learner critical thinking supports and multiple opportunities to be successful with rigorous tasks.	**Meets Effective AND:** Is a teacher leader in High Academic Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain high academic standards.	**Artifacts:** ● Lesson plans ● Lesson slides/Seesaw/Schoology ● Teaching videos ● Assignments differentiated at appropriate levels for optimal growth **Examples:** ● Teacher clearly states and reinforces expectations for learner actions during each step of learning activities ● All learners are expected to achieve at high levels and engage with rigorous tasks and teacher uses gradual release of responsibility to support learners
Written Lesson Plans P - F, W, S	Lesson plans are unavailable or inconsistently available when asked. Or, 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 Minimal or no accommodations planned for differentiation.	Lesson plans are available consistently when asked but may be incomplete with no more than one of the following missing: ● reference to standards, ● measurable objective(s) for student learning or guiding questions ● instructional strategies ● means of assessment Some accommodations planned for differentiation.	Lesson plans are available consistently when asked and are complete with: ● reference to standards, ● measurable objective(s) for student learning or guiding questions ● instructional strategies ● means of assessment Accommodations planned for differentiation of most learners.	**Meets Effective AND:** Written lesson plans can be used as exemplars and accommodations are planned for all learners.	**Artifacts:** Lesson plans should include: ● reference to standards, ● measurable objective(s) for learning or guiding questions ● instructional strategies ● means of assessment ● adaptations, modifications, accommodations based on learner needs and data

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Learning Objective P - F, W, S	Rarely communicates guiding questions and/or goals connected to content and/or language objectives, and/or rarely facilitates student understanding of them.	Sometimes communicates guiding questions and/or goals connected to content and language objectives,and/or sometimes facilitates student understanding of them.	Regularly communicates guiding questions and/or goals connected to content and language objectives, and regularly facilitates student understanding of them.	**Meets Effective AND:** Is a teacher leader in Learning Objectives and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of learning objectives.	**Artifacts:** ● Lesson plans ● Posted objectives in classroom ● Graphic organizer with learning objectives **Examples:** ● Teacher explicitly states the learning objective(s) and returns to them throughout the lesson. ● Learners can verbalize what they are learning and why ● Learning activities and assessments are connected to learning objective
Accessing Prior Knowledge P - W, S	Minimally engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	Sometimes engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	Regularly engages learners in activities to access prior knowledge including personal, linguistic, cultural, and/or previously-learned concepts/skills, as it relates to the content.	**Meets Effective AND:** Is a teacher leader in Accessing Prior Knowledge and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of accessing prior knowledge.	**Artifacts:** ● Lesson plans ● Seesaw/Schoology ● KWL Charts ● Pre-assessment **Examples:** ● Teacher intentionally connects prior learning to the new/current learning ● Teacher creates opportunities for learners to make personal, linguistic, and cultural connections
Instructional Strategies P - F, W, S	Minimally uses a variety of instructional strategies to teach/reinforce objectives. Utilizes instructional strategies that adapt to some students' diverse learning needs and/or rarely engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes uses a variety of instructional strategies to teach/reinforce objectives. Utilizes instructional strategies that adapt to most students' diverse learning needs and sometimes engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Regularly uses a variety of instructional strategies to teach/reinforce objectives. Consistently utilizes instructional strategies that adapt to each student's diverse learning needs and regularly engages students to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	**Meets Effective AND:** Is a teacher leader in Instructional Strategies and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of instruction.	**Artifacts:** ● Lesson plans ● Instructional materials **Examples:** ● Teacher teaches cognitive routines (i.e. blending letter sounds to read a word, comparing/contrasting information to make connections) to help learners process information ● Learners are actively engaged through collaboration and group reflection to support information processing (i.e Socratic Seminar) ● Teacher designs learning experiences using strategies that build learner self-direction and ownership of learning

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Academic Language P - F, W, S	Minimally teaches and/or models academic language connected to the content-language objective(s). Rarely provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	Sometimes teaches and models academic language connected to the content-language objective(s). Sometimes provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	Regularly teaches and models academic language connected to the content-language objective(s). Consistently provides authentic opportunities for students to increase academic language proficiency (reading, writing, speaking, listening).	**Meets Effective AND:** Is a teacher leader in Academic Language and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of academic language.	**Artifacts:** ● Lesson plans ● Language-rich environment in classroom (i.e word walls, room labels) ● Graphic organizers ● Visual Aids **Examples:** ● Teacher and learners use academically rigorous, accurate, and subject/grade-level vocabulary/language ● Teacher uses the content vocabulary word wall during lesson ● Teacher models language structures and learners are engaged with each other to practice the language
Learning Groups P - W, S	Rarely implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	Sometimes implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	Regularly implements purposeful instructional learning groups to support learner growth (e.g. content, language, behavioral, social emotional).	**Meets Effective AND:** Is a teacher leader in Learning Groups and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of learning groups.	**Artifacts:** ● Lesson plans ● Small group planning sheet ● learner progress monitoring data ● Visuals to guide group work (e.g. task board) ● Data-driven grouping of learners **Examples:** ● Learners demonstrate productive/effective collaborative learning ● Teacher collects formative data during group work to check for understanding and provide feedback
Differentiation P - W, S	Provides minimal modification to product, process or content to differentiate instruction for some learners based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	Provides some modification to product, process or content to differentiate instruction for most learners based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	Consistently provides modification to product, process or content to differentiate instruction for each learner based on data (assessments, WIDA Levels, IEPs, student interests, etc.).	**Meets Effective AND:** Is a teacher leader in Differentiation and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of differentiated instruction.	**Artifacts:** ● Lesson plans ● Learner work ● Assessment data **Examples:** ● Teacher uses technology to modify how the lesson content is delivered ● Teacher uses tiered assignments, such as reading offered at multiple lexile levels

Elements of Effective Instruction

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Questioning and Discourse P - W, S	Minimally uses a variety of questioning and discourse strategies or uses practices that are relevant and responsive to some learners.	Sometimes uses a variety of questioning and discourse strategies that invites equitable and culturally responsive participation and promotes higher order thinking for each learner. Uses practices that are relevant and responsive to most learners that ensures that most voices are represented and prompts students to justify/extend their responses.	Routinely uses a variety of questioning and discourse strategies that invites equitable and culturally responsive participation and promotes higher order thinking for each learner. Uses practices that are relevant and responsive to each learner that ensures that all voices are represented and prompts students to justify/extend their responses.	**Meets Effective AND:** Is a teacher leader in Questioning and Discourse and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners lead questioning and/or discourse.	**Artifacts:** Lesson plans **Examples:** ● Teacher uses questions and discussions that require critical thinking, are open-ended, and have multiple answers ● Learners challenge each other's thinking with curiosity and humility through questioning and dialogue ● Teacher and/or learners prompt for justification/elaboration on responses
Assessment Criteria P - F, W, S	Rarely utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Rarely communicates assessment criteria and/or provides access to learners.	Sometimes utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Sometimes communicates assessment criteria and provides access to learners.	Routinely utilizes assessment criteria (provided or created) such as, rubrics, charts, lists, exemplars, etc. Regularly communicates assessment criteria and provides access to each learner.	**Meets Effective AND:** Is a teacher leader in Assessment Criteria and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership/co-creation of assessment criteria.	**Artifacts:** ● Rubrics ● Charts ● Lists ● Exemplars ● Standards-based assessments ● Learner work at various levels of proficiency **Examples:** ● Assessment criteria is visible, accessible, and clearly communicated to all learners ● Assessment criteria is age appropriate, uses learner-friendly language, and is introduced and referred back to regularly
Teacher Assessment of Learning P - W, S	Rarely implements assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor some learners' progress toward the learning objective(s). Minimally uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	Sometimes implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor most learners' progress toward the learning objective(s). Sometimes uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	Routinely implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor each learner's progress toward the learning objective(s). Regularly uses student work/data to design, adjust, and differentiate instruction for students to make progress towards standards.	**Meets Effective AND:** Is a teacher leader in Assessment of Learning and supports/mentors others to grow/develop in this area.	**Artifacts:** ● Variety of assessment methods (qualitative, formative, summative) ● Schoology/Seesaw quizzes and assignments ● Exit Tickets ● Learner Work Samples ● Pre/Post and progress monitoring assessments ● Rubrics ● Peer Assessments **Examples:** ● Teacher uses a formative assessment to determine future instruction ● Teacher takes anecdotal notes during instruction to gather data on how learners are progressing with the learning objective(s) ● Teacher independently and collaboratively disaggregates and analyzes learner data to inform to instruction and determine progress towards standards

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Student Assessment for Learning P - W, S	Rarely provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	Sometimes provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	Regularly provides students with opportunities to reflect on and assess their own learning related to the assessment criteria (e.g. rubrics, charts, lists, exemplars).	**Meets Effective AND**: Is a teacher leader in Student Assessment for Learning and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of their assessment of learning.	**Artifacts:** ● Student self-reflections or self-assessments based on rubrics and criteria ● Conferencing forms/documents ● Peer assessments ● Exit Tickets ● Goal setting documents **Examples:** ● Learners confer and set goals with the teacher or peers ● Learners use rubrics, charts, lists, or exemplars to reflect or check on their work ● Teacher explicitly teaches learners language to talk about their learning moves
Academic Feedback P - F, W, S	Rarely provides differentiated, timely, and/or specific feedback.	Sometimes provides differentiated, timely, and/or specific feedback.	Regularly provides differentiated, timely, and specific feedback that affirms, clarifies, and advances student learning.	**Meets Effective AND:** Is a teacher leader in Academic Feedback and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of academic feedback.	**Artifacts:** ● Written notes ● Academic feedback in Seesaw/Schoology ● Conferencing schedule/documents **Examples:** ● Teacher provides feedback that encourages learners to process their learning ● Teacher connects feedback to the assessment tool and criteria ● Teacher feedback includes language that is specific, clarifies and deepens understanding, and affirms learning of the objective/learning target (standard)
Learner Engagement P - F, W, S	Rarely attempts/strives to authentically and/or cognitively engage each learner in appropriate/relevant content. Rarely utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes attempts/strives to authentically and cognitively engage each learner in appropriate/relevant content. Sometimes utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Consistently attempts/strives to authentically and cognitively engage each learner in appropriate/relevant content. Consistently utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	**Meets Effective AND:** Is a teacher leader in Learner Engagement and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of engagement.	**Artifacts:** ● Lesson plans ● Video of lesson showing learners engaged in the work ● Completed learner work **Examples:** ● Teacher connects content to culturally relevant examples from learners' community and everyday lives ● Teacher helps learners process content using methods from oral traditions ● Learners take ownership of their learning through active participation, self-directed learning, goal setting, collaborating with others and/or seeking feedback

Elements of Effective Instruction

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Pacing P - W, S	Learning time on each component of the lesson is rarely appropriate or without opportunities for connections to learning objective(s). Student-involved lesson closure is rarely present.	Learning time on each component of the lesson is mostly appropriate. Student-involved lesson closure is sometimes present.	Learning time on each component of the lesson is consistently appropriate with regular opportunities for connections to learning objective(s). Student-involved lesson closure is consistently present.	**Meets Effective AND:** Is a teacher leader in Pacing supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of lesson closure.	**Artifacts:** ● Lesson plans ● Daily schedule **Examples:** ● Teacher appropriately allocates time to different components of the lesson that supports learners in meeting the learning objectives (i.e. the teacher doesn't spend too much or too little time on any particular component) ● Lesson closure involved learners demonstrating their learning related to the lesson objective
Co-Teaching If in a partnership (Gen Ed, EL, and/or SPED) P - W, S	Minimal or no co-teaching strategies and/or shared instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Minimal or no co-teaching collaboration/planning.	Selects some co-teaching strategies and/or some sharing of instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Some utilization of available methods for co-teaching collaboration/planning.	Purposefully selects co-teaching strategies and shared instructional roles (teach on purpose, parallel, etc.) based on content and language objectives and student need (e.g. IEP, 504 plans, WIDA levels). Utilizes available methods for purposeful collaboration/planning.	**Meets Effective AND:** Is a teacher leader in Co-Teaching and supports/mentors others to grow/develop in this area.	**Artifacts:** ● Lesson plans ● Schedule of collaboration/planning time **Examples:** ● Teacher explains how co-teaching strategies and shared instructional roles are chosen based on lesson objectives and student need ● Both teachers are actively involved in the lesson and redirections (as needed) ● Learners seek support from both teachers

Environment for Learning

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Relationships in the Learning Community P - F, W, S	Fosters a sense of community that respects the identities of some learners, evidenced by words, actions, and attitudes that model and promote inclusion of some learners. Rarely facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of most learners, evidenced by words, actions, and attitudes that model and promote inclusion of most learners. Sometimes facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of each learner, evidenced by words, actions, and attitudes that model and promote inclusion of all students. Consistently facilitates a learning community with students in which each feels welcomed, respected, and supported.	**Meets Effective AND:** Is a teacher leader in Relationships in the Learning Community and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of the learning community.	**Artifacts:** ● Lesson plans ● Community building charts/posters ● Seating charts **Examples:** ● Teacher and learners accurately pronounce names and use preferred pronouns ● Teacher communicates care, warmth and regard for all learners through welcome and inclusive language ● Teacher builds classroom culture around communal talk and learning
Behavioral Expectations P - F, W, S	Creates expectations that sometimes align with positive school-wide expectations. Expectations, rituals, and/or routines are rarely taught, modeled, practiced and/or re-taught when needed. Occasionally communicates and/or minimally reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	Creates expectations that align with positive school-wide expectations. Expectations, rituals, and/or routines are sometimes taught, modeled, practiced and/or re-taught when needed. Sometimes communicates and/or positively reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	Creates with learners, expectations that align with positive school-wide expectations. Expectations, rituals, and routines are regularly taught, modeled, practiced and re-taught when needed. Consistently communicates and positively reinforces clear, high expectations for learner behavior that reflect a positive, culturally responsive environment.	**Meets Effective AND:** Is a teacher leader in Behavioral Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of behavioral expectations.	**Artifacts:** ● Classroom behavior expectations posted in the classroom ○ posters, class contract, and Looks Like, Sounds Like, Feels Like Chart ● Family communication regarding behavioral expectations **Examples:** ● Teacher and learners have co-created class rules, routines, and/or behavior agreements and these are referred to when learners demonstrate a need for re-teaching ● Classroom expectations are aligned to school-wide PBIS expectations ● Teacher engages learners in modeling and practicing behavior expectations
Behavior Monitoring and Response P - W, S	Rarely monitors and/or manages behaviors. Redirections and/or responses to behavior are inconsistent, ineffective, disrespectful, and/or racially and culturally inequitable.	Sometimes monitors and manages behaviors. Redirections and responses to behavior are mostly respectful, effective, and/or racially and culturally equitable.	Consistently monitors and manages behaviors and their impact on the learning community. Redirections and responses to behavior are consistently respectful, effective, and racially and culturally equitable.	**Meets Effective AND:** Is a teacher leader in Behavioral Monitoring and Response and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of behaviors.	**Artifacts:** ● Behavior monitoring system ● Student survey **Examples:** ● Teacher effectively utilizes strategies such as PBIS, EnVoy, Responsive Classroom, etc. ● Teacher uses principles of restorative justice to manage conflicts and redirect behavior ● Teacher redirections result in a positive result/outcome for learners

Environment for Learning

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Learning Space P - F, W, S	Learning space is not safe at times or space arrangement is rarely a resource for learning activities.	Attempts to adjust available space with some effectiveness and/or space arrangement is sometimes a resource for learning activities.	Arranges available space to support a safe learning environment. Space arrangement is consistently a resource for learning activities.	**Meets Effective AND:** Is a teacher leader in Learning Space and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of the learning space.	**Artifacts:** ● Seating charts ● Classroom map w/ rationale **Examples:** ● Learning spaces/classrooms accommodate for whole group, small group, and individual learning ● Classroom space/layout is easily accessible for all learners
Transitions P - W, S	Transitions are minimally purposeful or rarely maximize instructional time.	Transitions are mostly purposeful to maximize instructional time.	Transitions are consistently purposeful to maximize instructional time. When appropriate, students are self-directed during transitions.	**Meets Effective AND:** Is a teacher leader in Transitions and supports/mentors others to grow/develop in this area OR demonstrates exemplary practices in which learners promote and sustain their ownership of transitions.	**Artifacts:** ● Lesson plans ● Multisensory tools to aid transitions **Examples:** ● Teacher uses visual and auditory cues, such as a timer or countdown, songs, and chants ● Teacher builds rituals and routines that aid transitions ● Learners are able to transition efficiently and effectively

Organization of Materials
 	
P - F, W, S
	Physical and/or digital materials are minimally organized and/or inaccessible. The organization system is clear to some learners.	Physical and digital materials are mostly organized and/or accessible. The organization system is clear to most learners.	Physical and digital materials are consistently organized and accessible. The organization system is clear to each learner and supports student learning.	**Meets Effective AND:**
				Is a teacher leader in Organization of Materials and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain ownership of material organization.
					Artifacts:
					● Room/classroom layout
					  ○ Desk/table configuration
					  ○ Supply stations, classroom libraries, learning centers
					  ○ iPads storage/pick up routine
					
					Examples:
					● Materials are labeled, organized, and easily accessible
					● Learners can independently find what they need
					● Teacher can articulate how the digital learning platform is used and "why" it is organized that way

Environment for Learning

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Engaging Families P - W, S	Rarely engages families in the learning community throughout the school year and/or minimally works to build reciprocal relationships. Rarely promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes some cultures and backgrounds of families.	Sometimes engages families in the learning community throughout the school year and works to build reciprocal relationships. Sometimes promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes most cultures and backgrounds of families.	Regularly engages families in the learning community throughout the school year and works to build reciprocal relationships. Promotes family involvement in classroom and/or school-wide activities. Creates an environment that welcomes all cultures and backgrounds of families.	**Meets Effective AND:** Is a teacher leader in Engaging Families and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which learners promote and sustain engaging their family.	**Artifacts:** • Family Communication ○ emails, newsletters, phone calls, or communication apps • Special Education Contact Logs (if applicable) • Classroom environment reflects diversity **Examples:** • Teacher uses the SPPS language line to communicate with families • Teacher welcomes caregivers into the classroom • Teacher involves families in decision making and goal setting and shares strategies to support learning at home
Partnerships with Support Staff and Volunteers P - W, S	Minimally establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers.	Sometimes establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers.	Regularly establishes, clarifies, and reinforces clear expectations for support staff and/or volunteers to support/monitor student learning.	**Meets Effective AND:** Is a teacher leader in Partnerships with Support Staff and Volunteers and supports/mentors others to grow/develop in this area.	**Artifacts:** • Schedule of meetings w/ support staff or volunteers and/or meeting notes • Lesson plans that include specific roles for support staff and/or volunteers **Examples:** • Teacher clearly communicates roles and responsibilities and provides feedback to support staff and/or volunteers • Teacher recognizes/appreciates support staff and/or volunteers

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Professional Conduct P - F, W, S	Inconsistently complies with federal laws, state laws, and/or SPPS policies and procedures. Inconsistently implements school's and district's strategic plan, mission, vision, and/or operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures. Mostly implements school's and district's strategic plan, mission, vision, and operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures; models high standards of professional conduct. Regularly implements school's and district's strategic plan, mission, vision, and operating procedures.	**Meets Effective AND:** Is a teacher leader in modeling Professional Conduct and supports/mentors others to grow/develop in this area.	**Artifacts:** ● Grading reports (required documentation) ● Attendance/Participation ● Due process completion (if applicable) **Examples:** ● Teacher implements expected curriculum, follows grading policies and adheres to school/district duty day requirements ● Teacher complies with 504 plans and IEPs ● Teacher provides timely responses to emails and phone calls

Record Keeping
 	
P - F, W, S
	Maintenance of student progress and records is mostly inaccurate, incomplete, and/or not up to date.	Maintenance of student progress and records is mostly accurate, complete, and up to date.	Maintenance of student progress and records is consistently accurate, complete, and up to date.	**Meets Effective AND:**
				Is a teacher leader in Record Keeping and supports/mentors others to grow/develop in this area.
					Artifacts:
					● Progress monitoring records/data
					  ○ Seesaw or Schoology
					  ○ Assessment data/records
					  ○ Campus
					  ○ PLC Data Analysis Tool
					
					Examples:
					● Teacher completes required grading reports within the designated windows/timeframes
					● Teacher documents data and learner progress through PLC action cycle process

Communication with Families P - F, W, S	Rarely provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is minimally conveyed in a timely, professional, linguistically, and/or culturally sensitive manner.	Sometimes provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is sometimes conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Regularly provides appropriate information to families/guardians about a student's social and academic learning, explanation of services, and/or opportunities for learning. Information is regularly conveyed in a timely, professional, linguistically, and culturally sensitive manner.	**Meets Effective AND:** Is a teacher leader in Communication with Families and supports/mentors others to grow/develop in this area (e.g. models the use of effective communication systems for colleagues).	**Artifacts:** ● Communication logs/documentation (send/receive) ○ Email, phone, text, in person, Seesaw/Schoology messages ● Special Education contact logs (if applicable) ● Newsletters **Examples:** ● Teacher uses the SPPS language line and/or interpreters to communicate with caregivers ● Teacher uses a variety of structures to communicate with parents and caregivers to get their input, perspective and feedback
Professional Relationships P - W, S	Collaborates ineffectively and/or disrespectfully. Communications and interactions rarely foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions sometimes foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions regularly foster a sense of community that respects the identities and roles of colleagues.	**Meets Effective AND:** Is a teacher leader in Professional Relationships and supports/mentors others to grow/develop in this area.	**Artifacts:** **Examples:** ● Teacher is responsive in communication with colleagues ● Teacher uses PLCs to collaborate

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Reflective Practices & Feedback P - W, S	Rarely uses data and feedback to self-assess strengths and identify areas of growth. Rarely articulates and implements changes based on self-reflection and data.	Sometimes uses data and feedback to self-assess strengths and identify areas of growth. Sometimes articulates and/or implements changes based on self-reflection and data.	Regularly uses data and feedback to self-assess strengths and identify areas of growth. Regularly articulates and implements changes based on self-reflection and data.	**Meets Effective AND:** Is a teacher leader in Reflective Practices & Feedback and supports/mentors others to grow/develop in this area.	**Artifacts:** ● Recordings of lessons ● TD&E IGDP and reflections ● Mentor/Mentee Program documentation **Examples:** ● Teacher requests support for observation and feedback ● Teacher engages in reflective conversations ● Teacher incorporates strategies and interventions based on data
Professional Growth P - W, S	Minimally plans for and/or participates in relevant professional learning activities. Rarely implements learning to improve educational practices and/or professional growth.	Sometimes plans for and participates in relevant professional learning activities. Sometimes implements learning to improve educational practices and professional growth.	Regularly plans for and participates in relevant professional learning activities. Regularly implements learning to improve educational practices and professional growth.	**Meets Effective AND:** Is a teacher leader in Professional Growth and supports/mentors others to grow/develop in this area.	**Artifacts:** ● TD&E IGDP and reflections ● List of scheduled and/or completed professional learning opportunities ● Professional association membership ● Transcripts/certificate of completion **Examples:** ● Teacher participates in/seeks out peer collaboration ● Teacher engages in collaborative walkthroughs ● Teacher attends training, workshops, book studies, continuing education courses, earns additional certifications (NBCT, Degree, etc)

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Due Process (SPED only) P - F, W, S	Rarely provides effective case management: (one or none present) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (2 or less present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are sometimes met for evaluation reports, IEPs, and/or progress reports.	Sometimes provides effective case management: (2 out of 3) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (3 out of 4 present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are mostly met for evaluation reports, IEPs, and progress reports.	Consistently provides effective case management: (3 out of 3 present) ● regularly takes the lead to ensure IEP services are delivered ● provides strategic problem solving ● collaborates with other professionals Content of all due process components: (4 out of 4 present) ● is comprehensive, clearly written, and uses language understandable by families ● includes family/student voice ● reflects individual strengths and needs ● includes academic standards Due process due dates are consistently met for evaluation reports, IEPs, and progress reports.	**Meets Effective AND:** Is a teacher leader in Due Process and supports/mentors others to grow/develop in this area.	**Artifacts:** ● Contact logs ● Data collection documentation ● Ed Plan documents ● Calendars ● Child study notes ● IEP agendas ● Progress report/grad plans **Examples:** ● Teacher thoroughly completes due process components by designated due dates/timelines ● Teacher collaborates effectively in child study meetings ● Teacher clearly communicates goals and progress during an IEP meeting
Written TD&E Reflections P - S	Responses show little evidence of integrated learning or insights gained from the experience(s). Reflections are not submitted or responses are incomplete.	Responses show some evidence of integrated learning or insights gained from the experience(s).	Responses show thorough evidence of integrated learning or insights gained from the experience(s) and how the learning experience(s) contributed to educator efficacy.	**Meets Effective AND:** Is a teacher leader in TD&E Written Reflections and supports/mentors others to grow/develop in this area. Written TD&E reflections can be used as an exemplar.	**Artifacts:** ● PowerSchool Perform submission(s)
TD&E Components P - S	One or more TD&E components are missing and/or incomplete or TD&E components are sometimes completed in a timely manner, based on school/department timelines.	All TD&E components are complete and mostly completed in a timely manner, based on school/department timelines.	All TD&E components are complete and consistently completed in a timely manner, based on school/department timelines.	**Meets Effective AND**: Is a teacher leader with TD&E Components and supports/mentors others to grow/develop in this area.	**Artifacts:** ● PowerSchool Perform submission(s) are fully completed and are completed by pre-determined due dates

Summary

Areas of Strength:

Areas of Growth:

Next Steps: