

Quality Standard #1 Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content.

Element A: Teachers provide instruction that is aligned to the Colorado Academic Standards; their districts organized plan of instruction; and the individual needs of their students

Basic the teacher:

- Uses lesson plans that reflect:
 - Opportunities to review prior learning
 - Instructional objectives appropriate for students.
 - Connections to specific learning objectives and approved curriculum.

Partially Proficient and the teacher:

- Implement lesson plans based on:
 - Students' needs
 - Colorado Academic Standards
 - District's plan of instruction

Proficient and the teacher:

- Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum.

Accomplished and students:

- Interact with the rigorous and challenging content.
- Perform at a level consistent with or above expectations

Exemplary and students:

- Discuss strengths and next steps regarding their learning with their teacher(s).

Element B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Basic the teacher:

- Demonstrates an understanding of literacy content and skills.

Partially proficient and the teacher:

- Makes complex reading accessible to students by:
 - Adjusting content skills to students' skill levels.
 - Integrating literacy skills and knowledge into lessons
 - Providing relevant content that addresses students' interests.

Proficient and the teacher:

- Provides instructional support that enhances students:
 - Critical thinking and reasoning
 - Information literacy
 - Literacy skill development

Accomplished and Students:

- Meet or exceed expectations for:
 - Oral communication.
 - Written communication
 - Critical thinking
 - Problem solving
 - Literacy skills

Exemplary and Students:

- Apply literacy skills to understand complex materials.

Element C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry, and measurement and data analysis and probability.

Basic the teacher:

- Encourages students to make math connections across content
- Partially Proficient and the teacher:
- Emphasizes to students why they need to learn math content and skills

Partially proficient and the teacher:

- Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.

Proficient and the teacher:

- Emphasizes how interdisciplinary connections to math

Accomplished and students:

- Share ideas and solutions to challenging problems
- Use the language of math to talk about what they are doing.

Exemplary and Students:

- Interpret mathematical information in ways that make it relevant to their learning.

Element D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the discipline being taught.

Basic the teacher:

- Breaks down concepts into instructional parts and teaches each part using appropriate, effective, strategies and or tools.
- Uses instructional materials that are accurate and appropriate for the lesson being taught
- Employs a variety of instructional strategies to address students' needs

Partially proficient and the teacher:

- Provides explanations of content that are:
 - Accurate
 - Clear
 - Concise and comprehensive

Proficient and the Teacher:

- Engages students in:
 - A variety of explanations and multiple representations of concepts and ideas.
 - A variety of inquiry methods to explore new ideas and theories

Accomplished and Students:

- Develop a variety of explanations and multiple representations of concepts
- Build on skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories.
- Uses a variety of inquiry tools and strategies to:
 - Learn content understand central concepts
 - Answer complex questions
 - Problem solve

Exemplary and Students routinely:

- Choose challenging tasks and instructional materials
- Apply newly learned content skills to unique situations and different disciplines.
- Discuss ideas and content that are intellectually challenging to them.

Element E: Teachers develop lessons that reflect the interconnectedness of content areas/ disciplines

Basic the teacher:

- Emphasizes key concepts and connects them to other powerful ideas within the content area
- Connects lessons to other disciplines and/or content area.

Partially proficient and the Teacher:

- Implements instructional strategies to ensure that instruction:
- Articulates content and interdisciplinary connections
- Integrates literacy skills across content areas

Proficient and the Teacher

- Clarifies and elaborates on interdisciplinary connections for students
- Employs instructional strategies that include literacy, numeracy, and language development across content areas.

Accomplished and Students:

- Makes connections between other disciplines and or content areas and the current lesson.
- Apply literacy skills across academic content areas
- Apply math skills across academic content areas.

Exemplary and Students:

- Accelerate their learning by elaborating on current lessons within the content area and/or with other disciplines.

Element F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information.

Basic the teacher:

- Selects instructional materials and strategies based on their:
 - Relevance to students
 - Central contexts
 - Foundational based evidence base
 - Links lessons to students' prior knowledge
 - Encourages and provides opportunities for students to make connections to prior learning

Partially proficient and the Teacher:

- Delivers lessons and units and used instructional strategies that:
- Makes connections between student data and researched based practices
 - Helps students connect to their learning with prior knowledge, experiences and/ or cultural contexts.
- Provides support that facilitates engagement

Proficient and the teacher:

- Provides opportunities for students to self-select tasks that accelerate their learning.
- Delivers lesson and uses materials to ensure that students' backgrounds and contextual knowledge are considered.

Accomplished and Students:

- Interact with materials that are relevant to them and ask questions and solve problems that are relevant to them
- Make connections to prior learning to understand current context
- Embrace new and unique ways of learning as they are introduced through research- based lessons

Exemplary and Students

- Select tasks that demonstrate transfer of knowledge to the theories, ideas, and /or content

Quality Standard #2 Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

Element A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Basic the teacher:

- Creates a classroom environment that facilitates:
 - Mutual respect
 - Positive relationships between and among students
 - Empathy for each student

Partially proficient and the Teacher:

- Creates a classroom environment conducive to learning
- Builds on the interrelatedness of students' intellectual, Social and emotional development.

Proficient and the Teacher:

- Creates a classroom environment which values diverse perspectives.
- Establishes a nurturing and caring relationship with each student.

Accomplished and Students:

- Respect their classmates and teacher(s)

Exemplary and Students'

- Interactions with their teacher(s) and each other
- Are respectful
- Demonstrate mutual support and show professionalism

Quality Standard # 4: Teachers reflect on their practices

Element B: Teachers link professional growth to their professional goals

Basic the teacher:

- Implements performance feedback from supervisor and or colleagues to improve practice
- Actively engages in professional development focused on:
 - Addressing student needs
 - School and district initiatives
 - Meeting professional goals

Partially Proficient and the teacher:

- Engages in professional development activities based on:
 - Likelihood of having a positive impact on student learning
 - Alignment with Colorado Academic Standards and school and district initiatives.
 - Current research
 - Student needs

Proficient and the teacher

- Advocates for professional development that is evidenced based and targeted toward improving student outcomes.
- Applies knowledge and skills learned through professional development to professional practice.

Accomplished and the Teacher

- Implements new and different instructional strategies based on current research and district initiatives.
- Adapts teaching skills to meet student needs.

Exemplary and the teacher

- Develops and follow a long-term professional development plan.

Quality Standard # 5: Teachers demonstrate leadership

Element A: Teachers demonstrate leadership in their schools.

Basic the Teacher:

- Participates in school activities expected of all teachers
- Works collaboratively for the benefit of students and families
- Supports school goals and initiatives

Partially Proficient and the teacher

- Contributes to school committees and teams
- Maintains respectful relationships with students, their families and/or significant adults
- Uses a variety of methods to initiate communications with families and significant adults

Proficient and the teacher

- Collaborates with school based teams to leverage the skills and knowledge of colleagues and families

Accomplished and the teacher

- Shares lesson learned with colleagues providing and receiving feedback
- Confers with school admin, other school leaders and/or decision making teams to improve working and student learning conditions

Exemplary and the Teacher

- Initiates and leads collaborative activities that:
 - Partner with families to coordinate learning between home and school
 - Implement ideas to improved teaching and learning
 - Support struggling students.

Element B: Teachers contribute knowledge and skills to educational practices and the teaching profession.

Basic the Teacher: Shares expertise with colleagues

- Supports the work of colleagues
- Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning

Partially Proficient and the Teacher:

- collaborates with colleagues to
 - Support student growth and development
 - Partner with families

Proficient and the teacher

- Provide input into policies and procedures that affect school climate and student learning

Accomplished and the teacher

- Leads professional growth and development activities whenever possible

Exemplary and the teacher

- Participates in district wide decision making process that impact the school community, including families.

Quality Standard # 3 Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element B: Teachers plan and consistently deliver instruction that draws on results of student assessment, is aligned to academic standards, and advances students' level of content knowledge and skills.

Basic the teacher:

- Uses assessment results to guide adjustments to instruction.
- Has specific student outcomes in mind for each lesson

Partially proficient and the teacher

- Aligns instruction to the academic standards and student assessment results.
- Monitors instruction against student performance and makes real-time adjustments
- Assess required skills

Proficient and the teacher:

- Makes sure students meet learning objectives while increasing mastery levels.

Accomplished and Students:

- Monitor their level of engagement
- Confer with the teacher to achieve learning objectives

Exemplary and Students:

- Initiate activities to address their learning strengths and next steps.
- Take academic risks.

Element D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Basic the teacher:

- Uses available technology to facilitate classroom instruction.

Partially proficient and the teacher

- Employs strategies and procedures to ensure that students have equitable access to available technology
- Monitors the use of available technology in the classroom

Proficient and the teacher

- Uses available technology to:
 - Enhance student learning
 - Develop students' knowledge and skills
 - Enhance creative and innovative skills
 - Provide engaging and motivating learning experiences.

Accomplished and the teacher

- Uses available technology to engage in:
 - Virtual or face to face learning activities.
 - Real world applications

Exemplary and the teacher

- Uses available technology to: accelerate student learning:
 - Apply team building and networking skills for students
 - Deepen critical thinking skills for students
 - Communicate effectively on social media

Element E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem solving skills; and adherence to school and/or class rules

Basic the teacher:

- Has high expectations for all students academically and behaviorally
- Holds students accountable for their learning and adherence to class rules
- Provides clear expectations to guide student classroom behavior
- Holds students accountable for adherence to school and/or class rules

Partially proficient and the teacher

- Sets student expectations at a level that challenges students
- Incorporates critical thinking and problem solving skills

Proficient and the teacher

- Teaches higher order thinking and problem solving skills
- Asks appropriately challenging questions of all students
- Scaffolds questions

Accomplished and Students:

- Help set their learning objectives
- Apply higher order thinking and problem solving skills to address challenging issues.

Exemplary and students:

- Monitor their progress toward achieving teacher's high expectations
- Seek opportunities to expand and enhance their problem solving and higher order skills.

Element F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

Basic the Teacher:

- Includes all students in individual and group activities

Partially proficient and the teacher:

- Plans lessons that:
 - Provide opportunities for students to participate using various roles and modes of communication.

Proficient and the teacher:

- Varies group size, composition and tasks to create opportunities for students to interact and learn from each other.
- Adjust team composition based on learning objectives and student needs
- Flexibly group students

Accomplished and students:

- Fulfill their assigned roles within the team
- Assume leadership roles in their teams

Exemplary and Students:

- Utilize group processes to build trust and promote effective interactions among team members.

Element H: Teachers use appropriate methods to assess what each student has learned including formal and informal assessments, and use results to plan further instruction.

Basic the Teacher:

- Involves students in monitoring their learning
- Assess learning outcomes appropriately

Partial proficient and the Teacher:

- Implements appropriate strategies for assigning grades
- Evaluates student performance based on multiple measures
- Includes documentation of student progress toward mastery of state content standards in assessment plans

Proficient and the teacher:

- Provides actionable, timely, specific and individualized feedback about the quality of student work to:
 - Students, families and significant others
 - Other professionals who work with students
 - Teacher's students use feedback in their learning.

Accomplished and Students:

- Self-assess on a variety of skills and concepts
- Articulate their personal strengths and needs based on self-assessment
- Effectively use formal and informal feedback to monitor their learning

Exemplary and Students:

- Assume ownership for:
 - Monitoring their progress
 - Applying teacher feedback to improve performance and accelerate their learning
 - Setting learning goals

Teacher _____
Signature

Admin _____
Signature