**Criteria 1: Centering instruction on high expectations for students**

2b. Establishing a culture for learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

3a. Communicating with students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3c. Engaging students in learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**Criteria 2: Demonstrating effective teaching practices**

3b. Using questioning and discussion techniques
- Quality of questions
- Discussion techniques
- Student participation

4a. Reflecting on teaching
- Accuracy
- Use in future teaching

**Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs**

3e. Demonstrating flexibility and responsiveness
- Lesson adjustment
- Response to students
- Persistence

1b. Demonstrating knowledge of students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

3.1 Student Growth Goal of Subgroups

3.1 Achievement of Student Growth for Subgroup

**Criteria 4: Providing clear and intentional focus on subject matter, content, and curriculum**

1a. Demonstrating knowledge of content and pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content/related pedagogy

1c. Setting instructional outcomes
- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d. Demonstrating knowledge of resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e. Designing coherent instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

**Criteria 5: Fostering and managing a safe, positive learning environment**

2a. Creating an environment of respect and rapport
- Teacher interaction with students
- Student interactions with one another

2c. Managing classroom procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d. Managing student behavior
- Expectations
- Monitoring student behavior
- Responses to student misbehavior

2e. Organizing physical space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

**Criteria 6: Using multiple student data elements to modify instruction and improve student learning**

1f. Designing student assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessment
- Use for planning

3d. Using assessment in instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

4b. Maintaining accurate records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

6.1 Student Growth Goal for Whole Class

6.2 Achievement of Student Growth for Whole Class

**Criteria 7: Communicating and collaborating with parents and the school community**

4c. Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

**Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning**

4d. Participating in a professional community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school and district projects

4e. Growing and developing professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to profession

4f. Showing professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

8.1 Team Student Growth Goal