

STULL PERFORMANCE INDICATORS

1. SUPPORT FOR STUDENT LEARNING

- a. **Uses the result of multiple assessments to guide instruction**
 - Effectively utilizes the results of multiple assessments to guide instruction. These may include periodic assessments from district core programs, state assessment results or measure designed by the school or local district.
- b. **Guides all students to be self-directed and assess their own learning**
 - Explains clear learning goals for all students. Helps students to develop and use strategies for assessing knowledge and information.
- c. **Engages students in problem solving, critical thinking and other activities that make subject matter meaningful**
 - The teacher regularly encourages all students to think critically and to consider diverse perspectives.
 - Provide opportunities for all students to learn and practice skills in meaningful context.
- d. **Uses a variety of instructional strategies and resources to respond to student's diverse needs**
 - Provides opportunities for students to experience different learning modalities.
 - Modifies materials, strategies, and resources to increase student's participation in learning.
 - Use strategies that support subject matter learning for second language learners.
- e. **Integrates student's prior knowledge, life experiences, and interest into the instructional program**
 - Help students to see the connections between what they already know and new material.
 - Help students to connect classroom learning to their life experiences and cultural understandings.

2. PLANNING AND DESIGNING INSTRUCTION

- a. **Demonstrates evidence of short-term and long-term plans to foster student learning and achievement of the State standards**
 - Develop short-term and long-term plans that build on and extend student's understanding of subject matter.
- b. **Uses state subject matter content standards and other sources to establish rigorous learning goals for each student.**
 - Ensures that goals for learning are appropriate to students' language acquisition, or other special needs.
 - Ensures that goals for student learning promote critical thinking and problem solving.

- c. Interrelates ideas and information within and across subject matter areas**
 - Uses strategies and activities that integrate concepts and information within and across subject areas and standards. Relates content to previous learning, other subject areas, student experiences.
- d. Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter**
 - Select and use learning materials and resources that promote students' understanding of the subject matter.
 - Uses varied instructional material, resources, and technologies to promote key subject matter concepts.
- e. Plans instruction to ensure that all sub-groups of students have equal access to the curriculum**
 - Plan lessons and units that promote access to academic content for all students
 - Design lessons that promote subject matter knowledge and language development for second language learners and standard English learners
 - Recognize and incorporate student diversity as an integral part of planning.

3. CLASSROOM PERFORMANCE

- a. Demonstrates knowledge of state standards and student development**
 - Identify and understand the key concepts and underlying themes and relationships in the subject areas to be taught.
 - The teacher is aware of norms for students' social, emotional and physical development.
- b. Uses a grading/evaluation system that is aligned with state standards**
 - Uses a variety of assessments to determine what students know and are able to do.
 - Ensures that grades are based on multiple sources of information.
 - Implements district grading policies and procedures.
- c. Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect**
 - Models and promotes fairness, caring, equity and respect.
 - Help students to become respectful of others who may be different from them.
 - Respond to inappropriate behaviors in a fair and equitable way.
- d. Plans and implements classroom procedures and routines that support student learning**
 - Procedures and routines work smoothly. Teachers periodically clarify or reinforce a procedure or timeline. This results in little loss of instructional time.
- e. Uses instructional time wisely**
 - Develop a daily schedule, timelines, classroom procedures and routines
 - Makes effective use of instructional time as they implement class procedures and techniques.

f. Provides an effective classroom environment

- Creates a physical environment that engages students in purposeful learning activities.
- Maintains a safe learning environment.
- Arranges the room to facilitate positive classroom interactions.

4. DEVELOPING AS PROFESSIONAL EDUCATOR

a. Establishes professional goals and demonstrates continuous growth

- Participates in a variety of school and district professional development activities that are aligned with school priorities.
- Maintains an attitude of lifelong learning.
- Pursue opportunities to develop professional knowledge and skills.

b. Works with colleagues to improve professional practice

- Collaborates and actively works with colleagues in grade level and/or content areas.
- Contribute to the learning of other educators.
- Maintains positive relationships with others.

c. Provides effective supervision of students

- Supervises student activities and organizations.
- Supervises students both within and outside the classroom.

d. Collaborates in the improvement of the school program

- Participates in making and implementing school-wide decisions.
- Promotes school goals.
- Contribute to school-wide events and learning activities.

e. Communicates regularly with students, parents, and community about instructional goals and student progress

- Provides students and families with information about progress toward learning outcomes and relevant standards.
- Responds to a family's concern about student progress.
- Ensures that communications with students and families is understood.

f. Follows district and state policies, laws and regulations

- Is compliant with school, district and state policies and procedures.

g. Consistently communicates with colleagues, staff, parents and students in a respectful manner

- Maintains positive relationships.
- Speaks and writes in a manner that is professional.

h. Performs adjunct duties effectively