Professional Educator Performance Standard #1: *Preparation for Instruction—2x*

Professional educators preparation for instruction.	In-Person	Remote Learning

1. Lesson plans are aligned to the District Curriculum/New Jersey Student Learning Standards.	✓	✓ Outline the learning objective in relation to the given standards and BIG ideas
		   • What is the topic of the lesson? • What do I want students to learn? • What do I want students to understand and be able to do at the end of lesson? • What do I want students to take away from this particular lesson?
		✓ Determine how the objective will be accomplished
		   • What are the most important concepts, ideas, or skills I want students to be able to grasp and transfer? • Why are these concepts, ideas, or skills important? • If I ran out of time, which ones could not be omitted? • And conversely, which ones could I skip if pressed for time?
		✓ Develop the introduction to encourage thinking and relevance to students, community and the world
		   • How will I check whether students know anything about the topic or have any preconceived notions about it? • What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might share? • What will I do to introduce the topic?
		✓ Plan the specific learning activities (the main body of the lesson)
		   • What will I do to explain the topic? • What will I do to illustrate the topic in a different way? • How can I engage students in the topic? • What are some relevant real-life examples, analogies, or situations that can help students understand the topic? • What will students need to do to help them understand the topic better?
		✓ Plan to check for understanding
		   • What questions will I ask students to check for understanding? • What will I have students do to demonstrate that they are following? • Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?
		✓ Develop a conclusion summarizing the main points of the lesson.
		   • Example: ("Today we talked about…") ask a student to help you summarize them
		   • Ask all students to write down on a piece of paper what they think were the main points of the lesson
		   • Review the students' answers/DOLs to gauge their understanding of the topic/lesson
		   • Explain anything unclear the following class/one-on-one session, small group, etc.
		✓ Maintain a realistic timeline (plan for technical challenges)
		   • Estimate how much time each of the activities will take, then plan some extra time for each • When you prepare your lesson plan, next to each activity indicate how much time you expect it will take • Plan a few minutes at the end of class to answer any remaining questions and to sum up key points • Plan an extra activity or discussion question in case you have time left • Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

2. Lesson plans indicate differentiated instruction.	✓	✓ Determine the manner in which differentiation will be best suited for your students
		   • Differentiate through teams (breakout room/Edmodo)-intentional and purposeful hetero/homogeneous groups for project-based learning. This can be defined by: collaborative skills, academic skills, social emotional purposes, passions, etc.
		   • Reflection and Goal Setting-encourage students to reflect on their work and set goals for further learning at specific points/milestones
		   • Mini-lessons, centers, and resources (breakout rooms, independent work) –structure product learning stations, resources, and mini-lessons based on what students know
		   • Voice and choice products- allow students to show what they know in a variety of ways. This includes written components to artistic or theatrical, artifacts pf learning where students are summative assessed
		   • Differentiate through formative assessments-allow to differentiate the type of instruction needed to support the respective student
		   Balance teamwork and individual work- differentiate the learning environment because some students learn better on their own, and others learn better in a team. design the project to scaffold content and skills in a variety of ways. You will create formative and summative assessments to allow for student passions and goals, and you will manage the process so that it allows you to meet students where they are and move them forward.

Professional educators preparation for instruction.	In-Person	Remote Learning
3. Small groups are assigned in advance of the lesson (based on data sources).	✓	✓ Determine the student performance levels and assess who is struggling ✓ Focus precisely on what the students need to learn next to move forward ✓ Tell Me Teacher introduces the strategy with a statement from the picture-cued strategy chart, explains the skill/strategy and how it will help the students grow as readers ✓ Show Me Teacher demonstrates how and when to use the skill/strategy, using consistent teaching language. ✓ Guide Me Students practice the skill/strategy with teacher support in a highly interactive format. ✓ Coach Me Students apply the skill to the reading of connected text while the teacher provides corrective feedback, observing and documenting the students' level of understanding as a guide for future lessons. Students verbalize their strategy use with partners and with the group, using the sentence starters on the bookmark to support discussion. Teacher restates the teaching point and provides additional support for students who experience difficulty
4. Lesson objective is posted.	✓	✓ Post objectives at the start/end of the lesson in the chat section ✓ "Pin" objectives in the chat section for quick reference by students and/or administrators ✓ Create objectives on/above grade level ✓ Gather samples (high/medium/low) to share in post conference ✓ Examine the instructional response to the completion of the varying levels of the given objective ✓ Reference outcome in lesson planning process (i.e. Re-teaching, checks for understanding, etc.)

5. Students are able to articulate the learning objective(s) and their purpose.	✓	✓ Communicate learning objectives to students explicitly by stating them verbally, displaying them in writing, and calling attention to them throughout a unit/lesson
		✓ State the learning objectives in student-friendly language/terms helps students focus on what you want them to learn
		✓ Communicate learning objectives to parents help understand and become engaged in what their children are learning
		✓ Explain how learning objectives connect with previous lessons or units or with the larger picture of a particular unit or course (Brophy, 2004; Urdan, 2004)
		✓ Explicitly call students' attention to how the current learning objective is connected to something they have already learned and how they will apply what they are learning now to future studies.
		✓ Provide opportunities for students to personalize the learning objectives identified by the teacher can increase their motivation for learning (Brophy, 2004; Morgan, 1985; Page-Voth & Graham, 1999)
		   • Provide students with sentence stems such as "I know that … but I want to know more about … " and "I want to know if … " Younger students can write "I can" or "I will" statements
		   • Ask students to complete a K-W-L chart as a way to record what they know (K) about the topic, what they want (W) to know as a result of the unit or lesson, and what they learned (L) as a result of the unit or lesson (Ogle, 1986). Adding a column labeled "What I Think I Know" reduces stress about being correct and expands students' thinking.
		✓ Provide feedback that addresses what is correct and elaborates on what students need to do next
		✓ Provide feedback appropriately in time to meet students' needs
		✓ Provide feedback that is criterion referenced
		✓ Engage students in the feedback process.
		✓ Provide specific feedback that helps students know how to improve their performance with specific connection to the learning objectives (Stiggins, 2001)
		✓ Provide information/feedback about how close students come to meeting the criterion and details about what they need to do to attain the next level of performance (Shirbagi, 2007; Shute, 2008)
		✓ Provide immediate feedback can encourage students to practice, and it helps them make connections between what they do and the results they achieve
		✓ Address performance on a task and provide specific guidance for improvement ("Your response lacks details and includes some inaccurate information
		✓ Provide criterion-referenced feedback is to use a rubric

6. Materials and activities are prepared in advance of the lesson.	✓	✓ State learning objectives in simple language and in terms of knowledge rather than learning activities. ✓ Relate the learning objectives to things that are personally relevant to students. ✓ Model for students how to set their own learning objectives and provide feedback on the learning objectives that they set. ✓ Periodically check student understanding of the learning objectives (e.g., ask them to write in their journals or on notecards about their understanding of the learning objectives)

Professional educators preparation for instruction.	In-Person	Remote Learning
		✓ Select content sources, discussion questions, activities, assignments, and assessment methods according to how well they help students achieve learning objectives ✓ Provide students with information about what good performance or high-quality work looks like well before an assessment. ✓ Provide students with feedback as soon after the event as possible and throughout a unit of instruction—not just at the end of a unit ✓ After providing students with feedback about what they did correctly and what they need to do to improve performance, provide opportunities for them to continue working on the task until they succeed ✓ Consider using technology to increase the rate of feedback, help organize it, and document it for further reflection
7. DOLs are designed in advance of the lesson and are aligned to the objective	✓	✓ Communicate Demonstration of Learning (DOLs) to students explicitly by stating them verbally, displaying them in writing, and calling attention to them throughout a unit/lesson ✓ State the Demonstration of Learning (DOLs) in student-friendly language/terms helps students focus on what you want them to learn ✓ Explicitly call students' attention to how the current Demonstration of Learning (DOLs)is connected to the objective and to something they have already learned and how they will apply what they are learning now to future studies ✓ Provide feedback on the Demonstration of Learning (DOLs) that addresses what is correct and elaborates on what students need to do next. ✓ Provide feedback on the Demonstration of Learning (DOLs) in a timely manner to meet students' needs ✓ Provide feedback that is criterion referenced. ✓ Engage students in the feedback process. ✓ Provide specific feedback that helps students know how to improve their performance with specific connection to the learning objectives (Stiggins, 2001) ✓ Provide information/feedback about how close students come to meeting the criterion and details about what they need to do to attain the next level of performance (Shirbagi, 2007; Shute, 2008) ✓ Provide immediate feedback can encourage students to practice, and it helps them make connections between what they do and the results they achieve ✓ Address performance on a task and provide specific guidance for improvement ("Your response lacks details and includes some inaccurate information ✓ Provide criterion-referenced feedback is to use a rubric

Professional Educator Performance Standard #2: **Use of Data to Inform Instruction—2x**

Professional educators use of data to inform instruction.	In-Person	Remote Learning
1. A system is used to organize and retrieve data.	✓	✓ Create electronic folders and label them according to groupings of students ✓ Utilize the Otus Assessment platform to maintain data and progress monitoring for students ✓ Create and maintain a digital/electronic binder/folder dedicated to parent communication, behavior and assessment data ✓ Use a data tracking/color code sheet for your binder to make it easier for access and review ✓ Support organization of data with storage cart, labeled bins, stick note system etc. ✓ Create individual record keeper for each of student to progress monitoring

2. Data is used to create small groups to differentiate instruction.	✓	✓ Create Google Classroom videos that will be available for student viewing
		✓ Ensure data sources are viable, relevant and timely…use these data sources for explicit instruction based on the needs of the students
		✓ Create individual learning pathways to support the unique needs of each student
		✓ **Adjust whole-group instruction** to meet the broad needs of the entire class
		   • **Re-teach** the lesson by offering new methods, visuals, and scaffolds for understanding the concept
		   • Redesign the lesson using formative data and specifically targeting misconceptions, educators can better ensure students grasp the content
		   • **Remediate** to address any prior skill gaps that students may have, ensuring they have the foundational knowledge to master the grade-level content of the original lesson
		   • **Adjust pacing** to allow enough time for learning with concepts that may require extra time
		   • **Designing collaborative learning opportunities** to allow students to learn from one another (breakout rooms/assigned times)
		✓ **Strategically group learners** to differentiate instruction based on shared needs
		   • Use various forms of data, particularly mastery data from diagnostic test and formative assessments, to divide students into groups of three to six and establish more targeted instruction
		   • Design mixed, heterogeneous groups, intentionally matching students with different academic and social strengths to facilitate both academic and social growth
		   • Maintain, track and change student groups regularly based on shifting mastery levels, creating flexible grouping based on need
		✓ **Create individual learning pathways** to support the unique needs of each student
		   • Utilize data to develop a deeper understanding and create stories/profiles of each learner, the need for more personalized and targeted instructional design becomes clear
		   • Design customized learning pathways, playlists with learning tasks, and personalized learning plans to address individual academic and personal needs
		   • Utilize choice boards to give students autonomy and choice in their learning while allowing teachers to differentiate, observe, and assess in real time

3. Assessment item analysis is used to develop whole group, small group and individual instruction.	✓	✓ Examine if students miss an item, this may indicate the content or construct it is assessing probably needs to be reviewed in class ✓ Use distracter analysis to identify which misconceptions are shared by the majority of students and correct them ✓ Consider having a colleague review the test and give you feedback on it

		✓	
4.	A variety of assessment methods is used to make decisions about instruction (Ex: homework, verbal responses, quizzes, exit slips, think-pair-share, dry-erase boards, and portfolio).	✓	✓ Provide digital assessment opportunities for students ✓ Determine the type of assessment method that is aligned to the purpose/focus of learning needs: ✓ Structure **diagnostic assessments** around your lesson, you'll get the information you need to understand student knowledge and engage your whole classroom (Mind maps, Flow charts, KWL charts, Short quizzes, Journal entries, Student interviews, Student reflections, Graphic organizers, Classroom discussions, etc.) ✓ Use **formative assessments** help you track how student knowledge is growing and changing in your classroom in real-time (Portfolios, Group projects, Progress reports, Class discussions, Entry and exit tickets, Short, regular quizzes, Virtual classroom tools such as Socrative, Kahoot.) ✓ Use and participate in **summative assessments** that measure student progress and provide data for you, school leaders and district leaders ✓ Use and review **norm-referenced assessments** are tests designed to compare an individual to a group of their peers, usually based on national standards and occasionally adjusted for age, ethnicity or other demographics (IQ tests, Physical assessments, Language ability, grade readiness, Standardized college admissions tests like the SAT and GRE) ✓ Use and review **criterion-referenced assessments** to compare the score of an individual student to a learning standard and performance level, independent of other students around them. Rubric is a prime tool for this assessment approach. This supports a growth mindset and development of new skills.
5.	Students can articulate the scoring process for assessments.	✓	✓ There are 3-5 performance levels ✓ The labels/descriptions of the performance levels are distinct, clear and meaningful ✓ There are 2 or more performance criteria (student friendly and reviewed for clarity/expectation) ✓ The labels/ descriptions of the performance criteria are distinct, clear and meaningful ✓ The descriptors describe differences in performance that are observable and measurable ✓ The descriptors clearly articulate what the expectations are for each performance level for a given criterion ✓ For a given row, the descriptors evaluate the same criterion across all performance levels ✓ The descriptors represent meaningful differences in performance across the performance levels for a given criterion
6.	Students assess their work and/or the work of their peers, based on previously communicated criteria (perhaps a rubric).	✓	✓ Use, review, and check for understanding of the Feedback Rubric (online tools: Google forms, PearDeck nearpod peergrade GoogleForEdu wakelet Flipgrid gosynth for starters) ✓ Make the feedback process anonymous (where applicable) ✓ Moderate and review feedback from students ✓ Ask students to react to the feedback they receive
7.	Students systematically keep written record of their progress on assessments and skills.	✓	✓ Possible options to consider: ✓ individual student reading lists and/or writing records • individual student proofreading or editing lists • individual portfolios • student self-evaluations • teacher's notes on the status of the class • teacher/student conference anecdotal records • notes on teacher/student/parent conferences • individual student journal entries about the student's learning process • checklists • letters by students about their growth as learners • narrative reports by teachers and students • report cards • student observations and anecdotal records—"kid watching" • home reading records • tape recordings of oral reading • running records • oral responses (retelling stories, sequencing, and summarizing) • oral reading to determine strategies used by individual students • reading-response journals • writing notebooks• folders to collect work in progress • teacher notebooks for teacher reflection • student artifacts

Professional Educator Performance Standard #3: **Quality Instruction—3x**

Professional educators deliver quality instruction.	In-Person	Remote Learning
1. Instruction begins within one minute of the bell (or start of the scheduled block time).	✓	✓ Ensure all students and staff have access to use the designated platform(s) for teaching and learning in order gain access to conduct instruction, receive instruction and monitor instruction remotely ✓ Review your assigned schedule in Infinite Campus (IC) to ensure start and end time for instructional timeframes ✓ Keep timer on hand for reference during respective instructional timeframes ✓ Instructional timeframes must be used to guide when/where observations will take place ✓ Placement of objective and Demonstration of learning (DOL) within chat area and conduct specific reference for students and observers
2. Procedures for transitions are in place, in writing and followed.	✓	✓ Gather anchor charts used in classroom to surrounding current environment of instruction ✓ Set aside specific lessons and follow-up sessions to ensure all students are knowledgeable on the tools are resources for remote learning ✓ Devise electronic tools/reference sheets, To Do Lists for students to reference prior, during and after instruction as needed

3. Students are in differentiated, small groups, based on skill focus and level.	✓	✓ Ensure all students and staff have access to use the designated platform(s) for teaching and learning in order gain access to conduct instruction, receive instruction and monitor instruction remotely
		✓ Create and share breakout rooms with specified support and guidance to access robust and targeted instruction
		✓ Placement of objective and DOL within chat area and conduct specific reference for students and observers
		✓ Reference data sources to guide and target instructional and/or behavioral supports
		✓ Conduct checks to ensure students are knowing the objective and DOL
		✓ Include instructional/personal aides in support of students during breakout rooms
		✓ Incorporate Google Translate to support instruction for English Language Learners (ELLs)
		✓ Applications for Breakout Rooms/Circulating/Differentiation:
		  • Book Buddies-Pair students so they can buddy read in a breakout room. Pop into the rooms to listen for fluency and expression, ask questions, and informally assess comprehension. Mix up the pairs so your kids can get to know each other and build relationships
		  • Jigsaw- Put the students into breakout rooms where each room represents a given subject/article/task, etc. Students read/write/create their section together, discuss it, and choose a speaker to summarize what they read to the whole group once the breakout rooms close.
		  • Four Corners Debate- Explain to students there are four stances they can take: strongly agree, agree, strongly disagree, and disagree. Give students time to think and make a choice. Students type their stance into the chat. Place students into breakout rooms based on their chosen stance. Once in their rooms, students develop an argument and choose a group speaker. When everyone comes back together, each speaker shares out.
		  • Strategic Small Groups-Differentiate instruction by designing learning tasks for each breakout room and strategically grouping students. This is your opportunity to remediate and fill in the gaps.
		  • Peer Editing and Feedback-Use breakout rooms to put students into pairs or small groups for peer editing and feedback. We love using Glows and Grows. Another of our favorite feedback protocols is PQS (praise, question, suggestion)
		  • Literature Circles- group students based on their reading level. Pro tip: assign specific group roles to hold students accountable, and help them practice different reading strategies. Students can meet in their virtual breakout rooms to discuss the chapter they read the night before.
		  • Project-Based Learning-Collaborating in small groups to solve problems and work towards completing a larger task
		  • Choice Board- Consider trying a choice board where you create different activities for practicing the same skill or learning about the same topic. In the main room, present the choices. Put students into breakout rooms based on what they select

			• Strategy Groups-Give students the same problem set or text. Then, place the students into breakout rooms where each room has a different strategy. While in their rooms, students use the strategy to solve the problem or read the text. When everyone comes back together, each group shares how they used the strategy. • Share/Showcase Sessions-give them time to chat, socialize or showcase new knowledge and research/projects. This activity works well during a weekly class meeting or right after. Share some discussion starters with your students, and place them in small groups in breakout rooms. When everyone comes back together, ask students to share an "ah ha" moment or a connection they had with another student. Use Accountable Talk Stems to further discussions
4.	**NOTE: Small group seating does not equate to differentiated instruction.**	✓	✓ Identify data sources and align to the specific needs of student (use the intervention section of the lesson plan template) ✓ Placement of objective and DOL within chat area and conduct specific reference for students and observers ✓ Conduct checks to ensure students are knowing the objective and DOL ✓ Incorporate additional means for reviewing notes via Google Keep for taking notes still incorporating the Cornell Notetaking Method
5.	Students and teacher use higher order questions, "Why?", "Explain…", "Compare and contrast…".	✓	✓ Reference, tier, and ask questions aligned to Bloom's Taxonomy higher level thinking skills ✓ Plan and write out the questions to be used in a lesson. ✓ Determine the cognitive levels: lower/higher cognitive questions. ✓ Determine the appropriate questions for the age and ability level of your students ✓ Use lesson plan, chat areas, presentations, DOLs to convey use/types/levels of questions
6.	Important vocabulary is pre-taught.	✓	✓ Place, use, and address specific vocabulary in presentations, conversation with and amongst students/teacher/instructional aide
7.	The teacher checks for understanding frequently (thumbs up/thumbs down, use of dry erase boards, think-pair-share and accountable talk) and adjusts instruction accordingly.	✓	✓ Incorporate: Google Drawings, Google Slides Add-ons is Pear Deck. The Pear Deck Add-On is a valuable formative assessment or interactive presentation. Google Forms and Google Sites all promote student engagement at varying levels ✓ Incorporate variety of ways to check for understanding: http://nelearn.myelearning.org/pluginfile.php/439/mod_page/content/17/strategies.pdf
8.	The teacher provides appropriate wait time for students to respond thoughtfully.	✓	✓ Provide model models of wait time • *Wait 1 second: 3 responses, 7 words/response* • *Wait 3 seconds: 37 responses, 28 words/response* ✓ After 5-10 seconds of students not responding • Repeat question • Rephrase question • Simplify question • Ask a student to attempt to rephrase the question • Break down the question into its component parts • Make the question more specific • Ask students what it is about the questions that they do not understand
9.	There is clear closure to the lesson.	✓	✓ **Oral Review** • Use the last five minutes of class to ask, "What have you learned today?" • Have a quick thumbs-up/thumbs-down/thumbs-sideways show of hands on various points touched on: "I understand and could teach this to others"; "I understand but couldn't explain it"; "I do not understand this concept." ✓ **Performance correction and feedback** • Ten minutes before the end of class, have students engage in a brief, on-theme, performance activity, e.g. a role play. • Five minutes before the end of class instructor and other students give feedback (missed concepts, incorrectly used terms, etc.). ✓ **Micro-presentations/"Elevator pitch"** • Give a few students 60 seconds each to speak about what was covered that day. ✓ **Email/Discussion-Post Summaries** • Have each student write a brief email/discussion post summarizing what was learned, things still unclear, new questions that arose, etc. ✓ **5. Low-Stakes Exit Quizzes** • Use technologies like Socrative, BubbleSheet, GoSoapBox, or Google Forms for quick review quizzes. • Have students write down three quiz questions for an entry quiz at the beginning of the next class.

		✓	**Three "Ws"**
			• "Students discuss or write":
			• "What did we learn today?"
			• "So What? (Relevancy, importance, usefulness)"
			• "Now What? (How does this fit into what we are learning? Does it affect our thinking? Can we predict where we are going?)"
		✓	**Whip Around**
			• "Students quickly and verbally share one thing they learned in the class today."
			• "Have them toss a virtual ball from one to another or just have volunteers."
		✓	**Daily Dozen**
			• "Student chooses two questions from a generic list to respond to about the day's lesson."
		✓	**3, 2, 1**
			• "Students write down on a note card 3 things they learned from today's lesson, 2 questions they have about the topic and 1 thing they want the teacher to know from today's lesson."
		✓	**What's Inside**
			• "Individually, with a partner, or in small groups," students get a sealed envelope that contains a slip of paper with a topic, vocabulary word or problem written on it."
			• "Students then have to explain, describe, or solve the contents of the envelope."
10.	Lesson is diverse in type: visual, audio, and kinesthetic.	✓	✓ Access to lesson plan via Google Docs, Dropbox, etc. for updates and verification as needed
			✓ Identify means of learning approach and align to the specific needs of student (use the modification/differentiation section of the lesson plan template)
11.	The DOL is clear and allows for a quick check to determine next instructional steps.	✓	✓ Post DOLs at the start/end of the lesson in the chat section
			✓ "Pin" DOLs in the chat section for quick reference by students and/or administrators
			✓ Create DOLs on/above grade level
			✓ Gather samples (high/medium/low) to share in post conference
			✓ Examine the instructional response to the completion of the varying levels of the given DOL
			✓ Reference outcome in lesson planning process (i.e. Re-teaching, checks for understanding, etc.)
12.	Teacher explains the relevance of the lesson.	✓	✓ Demonstrates reference during instruction to include self, community, world (varied examples in lesson plans)
			✓ Incorporate virtual trips/tours and/or visual demonstrations and/or presenters/speakers
			✓ Using primary sources such as photography, videos, articles, etc.
			✓ Use of simulations/role play to convey relevance and context such as stock market games, scripts, "assume the role of…" problem/solution scenarios, etc.
			✓ Create, organize, share student showcase such as Global Citizens Day, virtual gallery walks, etc.
13.	Students are able to articulate why the lesson is relevant to them.	✓	✓ Generate student surveys and feedback forms
			✓ Engage student reflection via journal, logs, reflective self-talk/discussions
			✓ Provide sample rubric/checklist of student reflection and feedback
			✓ Create and revisit varied DOLs and the outcomes for students
14.	Technology is integrated as appropriate.	✓	Possible integration of digital tools for learning includes, but is not limited to:
			✓ QR codes-QR (quick response) codes offer one way of linking to videos, blogs, polls, articles, discussion boards, websites, PowerPoint and Google Slides presentations https://www.qr-code-generator.com/
			✓ Bitmoji app, these customizable, mini-me avatars have become stand-in teachers running virtual classrooms, enforcing rules and expectations, collecting assignments
			✓ Practice, use and share Google classroom Suite of tools (participate in District provided trainings)
			✓ Remain calm and provide needed wait time for setup or troubleshooting an issue (relax, it is all going to work out)
15.	Feedback on assignments is specific and timely, empowering students to improve their skills.	✓	✓ Create and share feedback videos for students using Snagit. Snagit create images and videos to give feedback, create clear/specific documentation, and show others exactly what you see.
			✓ Use verbal feedback from teacher and/or students via role play to advance toward a given goal
			✓ Use visual feedback such as gestures, stickers, stamps, charts that reflect student accomplishments
			✓ Use written feedback in a timely manner
			✓ Strive to involve students in the feedback process

| 16. | Assigned homework is an extension of the lesson to reinforce skills learned. | ✓ | ✓ Structure Google Calendar for the management, monitoring and self-pace of assignments
✓ Clarify the specific purpose of the homework: practice, preparation study, extend/elaborate
✓ Verify students understand the homework
✓ Explain why the homework is important and what it is designed to accomplish
✓ Share and ensure students understand how the homework will be graded/reviewed
✓ Review and provide feedback on homework assignment (item#15 for Snagit)
✓ Evaluated homework as soon as possible and provide corrective feedback |
| 17. | Students cite the text to support their ideas. | ✓ | ✓ Model giving evidence for your opinion with evidence supported by factual reasons
✓ Select texts and questions that support close reading
✓ Explain and use rubric to examine how strong evidence is defined
✓ Ask follow-up questions
✓ Encourage and provide opportunities for students to work in pairs (breakout rooms) to find and explain evidence
✓ Support students reflection on the use of evidence and set goals |

Professional Educator Performance Standard #4: **Interventions to Meet Diverse Needs—3x**

Professional educators interventions to meet diverse needs.	In-Person	Remote Learning
1. Data is used to create small groups.	✓	✓ Ensure data sources are viable, relevant and timely…use these data sources for explicit instruction based on the needs of the students ✓ Create individual learning pathways to support the unique needs of each student ✓ **Adjust whole-group instruction** to meet the broad needs of the entire class ✓ **Re-teach** the lesson by offering new methods, visuals, and scaffolds for understanding the concept ✓ Redesign the lesson using formative data and specifically targeting misconceptions, educators can better ensure students grasp the content ✓ **Remediate** to address any prior skill gaps that students may have, ensuring they have the foundational knowledge to master the grade-level content of the original lesson ✓ **Adjust pacing** to allow enough time for learning with concepts that may require extra time ✓ **Designing collaborative learning opportunities** to allow students to learn from one another (breakout rooms/assigned times) ✓ **Strategically group learners** to differentiate instruction based on shared needs ✓ Use various forms of data, particularly mastery data from diagnostic test and formative assessments, to divide students into groups of three to six and establish more targeted instruction ✓ Design mixed, heterogeneous groups, intentionally matching students with different academic and social strengths to facilitate both academic and social growth ✓ Maintain, track and change student groups regularly based on shifting mastery levels, creating flexible grouping based on need ✓ **Create individual learning pathways** to support the unique needs of each student ✓ Utilize data to develop a deeper understanding and create stories/profiles of each learner, the need for more personalized and targeted instructional design becomes clear ✓ Design customized learning pathways, playlists with learning tasks, and personalized learning plans to address individual academic and personal needs ✓ Utilize choice boards to give students autonomy and choice in their learning while allowing teachers to differentiate, observe, and assess in real time

2. High achieving students are challenged to continue to improve.	✓	✓ Offer more than one way for your students to show what they know and understand
		    • Offer a Range of Texts: Advanced students could report on a more difficult book than their peers for a research project.
		    • Ask Deeper Questions: Encourage your students to move from the factual to the conceptual. Instead of just asking for facts, push students to make connections.
		    • Do the Research: Push students, particularly strong learners, to use a variety of texts, websites, blogs, and so forth.
		    • Get Creative: Instead of mandating a product, encourage divergent thinking. In addition to essays, students can express their learning through other forms—poems, collages, podcasts, and so on.
		✓ Include technology in the classroom forms a powerful bridge from academics to the real world. For example: SMART Boards, blogs, e-mails, iPods, software programs, and Internet searches are among the many means to enhance learning experiences
		✓ advanced learners, working with peers is critical. Social and emotional difficulties diminish when they have opportunities to learn with intellectual peers.
		✓ Encourage students to work in pairs: Students who need more challenges could work together to share their ideas on an assignment that is more complex or involved.

			✓ In Groups: Let advanced students work together in areas where they need the stimulation of intellectual peers (e.g., in literature circle). ✓ Across Classes: Combine your advanced students across the grade, if possible. Then, you and your colleagues can share responsibilities for monitoring extra projects. ✓ On Projects: Advanced learners could work on an independent project that is supervised by a parent volunteer or community member. ✓ Include strategies such as compacting, independent study, and even creative thinking activities enable above-grade students to learn at an appropriate pace for them. ✓ Give advanced students opportunities to set their own personal learning goals 　✓ Encourage and teach creativity: *Explore:* Point out the hidden, less traveled paths and warn against set patterns. *Create:* Assign work that requires creative and imaginative thinking. *Envision:* Nurture boldness in vision and endeavor. *Support:* Support students' trust in their creative powers. *Improve:* Give them opportunities to correct errors, refine visions, improve, and elaborate. *Exhibit:* Find venues for students to show, demonstrate, perform, or exhibit.
3.	Assignments are varied, differentiated in level of difficulty and assignment type.	✓	✓ Design lessons based on students' learning styles ✓ Group students by shared interest, topic, or ability for assignments ✓ Assess students' learning using formative assessment ✓ Manage the classroom to create a safe and supportive environment ✓ Continually assess and adjust lesson content to meet students' needs Manner of differentiation: ✓ Differentiate the **content** by designing activities for groups of students that cover various levels of Bloom's Taxonomy (a classification of levels of intellectual behavior going from lower-order thinking skills to higher-order thinking skills). The six levels are: remembering, understanding, applying, analyzing, evaluating, and creating (think of a situation that happened to a character in the story and a different outcome; differentiate fact from opinion in the story; identify an author's position and provide evidence to support this viewpoint; create a PowerPoint presentation summarizing the lesson.) ✓ Incorporate **processes** such as learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic, and through words (Provide textbooks for visual and word learners; allow auditory learners to listen to audio books; give kinesthetic learners the opportunity to complete an interactive assignment online.) ✓ Utilize **product** of what the student creates at the end of the lesson to demonstrate the mastery of the content (Read and write learners write a book report; visual learners create a graphic organizer of the story; auditory learners give an oral report; kinesthetic learners build a diorama illustrating the story.) ✓ Use **learning environment**/flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work (Break some students into reading groups to discuss the assignment; allow students to read individually if preferred; create quiet spaces where there are no distractions.)
4.	The needs of English Language Learners are addressed.	✓	✓ Use narrated screen recordings for many activities: modeling read-alouds, conducting mini-lessons, editing essays, and showing students how to do effective online research. ✓ Completing the first one in a set as an example. In any kind of exercise in which students are working through multiple examples of the same type of question or problem, it's helpful to model one or two examples so students see exactly what is expected of them ✓ Providing explicit guidance on the expectations of the assignment through visual models-These embedded models clearly show the teacher's expectations for performance with visuals instead of many words, without giving away the answers. ✓ Using language frames as models for conversational moves- Providing sentence frames models the kinds of conversations students should be having. ELs can engage in conversations more fluidly when they can focus on what they want to express instead of how to express it. ✓ Demonstrating how to complete the steps of the task through video -Students can re-watch it as many times as they want and pause where necessary to catch words and ideas they missed. ✓ Chunking the steps of a complex process and using a corresponding template for students to complete- Breaking the model into smaller chunks, and providing space next to each chunk, enables students to focus on one aspect at a time, reducing the cognitive and linguistic loads ✓ Resources:

			• Kahoot! is a tool to create interactive audiovisual learning games, reviews, and assessments. Students can compete in games against each other in real time, from any device, by using a simple code. The premium subscription-based distance learning tools are currently free to support distance learning during the Covid-19 pandemic. • Quizlet is a digital flash card program that many students find useful for studying vocabulary. Teachers can use, and customize, premade study sets or make their own. The free version has ads; a paid subscription provides access to the ad-free platform. • Newsela has high-interest current events articles, with corresponding images and questions, that are offered in up to five different Lexile levels. To support distance learning during Covid-19, the entire site is currently free—usually most of the content is available only with a paid subscription. • CommonLit is a free site that has over 2,000 fiction and nonfiction reading passages searchable by title, genre, grade level, literary device, and Lexile level. It also has a growing library of content in Spanish. Texts have guiding questions and assessments, and many are organized into units of study. • Duolingo is a helpful free language learning app that offers English as a second language courses in more than 20 first languages. Its adaptive software is designed to resemble a game and can allow students to compete against themselves—or their friends. • BBC Teach has an extensive collection of free teaching resources in over 30 subjects, including English learning for adults. It also has interactive lessons with rich videos and graphics. ✓ See District Policies on English Language Learners process, regulations and procedure along with Board policies.
5.	The teacher makes referrals to the I and RS Committee as needed.	✓	✓ Referring staff and case manager describe nature of issues being addressed. ✓ Team analyzes effectiveness of existing interventions. ✓ Current interventions are kept the same or changed as needed. ✓ Proposed interventions are documented (meeting notes are very important). ✓ Parent is invited in to share the information noted above and invited to provide input. ✓ Plan is finalized and implemented until next I&RS meeting. ✓ See District Policies on I and RS process, regulations and procedure along with Board policies.

6.	The teacher uses a progress monitoring log, noting interventions used and results of implementation of recommendations from the I and RS team.	✓	✓ 4-6 weeks of instruction
			   • Baseline measures conducted during the first week of instruction
			   • Baseline for fluency measures is 3 data points within a week's time
			✓ Initial hypotheses can be made based on 4 data points that are above or below the baseline
			   • Will the student meet the goal or not?
			   • 8-10 weekly data points making higher stakes decisions
			✓ If a student is not making adequate progress, ask the following questions:
			   • Are we collecting data frequently enough? (intervention description is minimum, can increase frequency for decision making)- were the measurement guidelines met?
			   • Is the measure sensitive enough to observe growth in the skills taught?
			   • Does the measure align with the intervention or skills taught?
			   • Connected to objectives and goals set for student
			   • Are we collecting data at the correct level?
			   • Can collect data at instructional level AND grade level
			✓ See District Policies on I and RS process, regulations and procedure along with Board policies.

7.	The teacher has agenda and minutes from I and RS meetings.	✓	✓ See District Policies on I and RS process, regulations and procedure along with Board policies.
8.	Lessons reflect requirements of IEPs, 504s, etc.	✓	✓ Support preferential seating/virtual access ✓ Allow extended time on tests and assignments ✓ Modify homework or classwork ✓ Use verbal, visual, or technology aids ✓ Use modified textbooks or audio-video materials ✓ Incorporate behavior management support ✓ Provide alternative class schedules or grading/verbal testing ✓ See District Policies on IEPs and 504s process, regulations and procedure along with Board policies.

Professional Educator Performance Standard #5: **Classroom Environment——2x**

Professional educators classroom environment.	In-Person	Remote Learning
1. School and classroom expectations are posted and visible to students.	✓	✓ Create, co-create, share, and consistently reiterate rudimentary practices with students/parents/guardians: • Identify a suitable workspace to work •Log or dial in 5 minutes before/on-time the virtual classroom session begins •Dress appropriately (uniform where applicable) •Log in daily or assigned meeting times •Ask/Answer questions •Take turns participating daily in classroom discussions •Complete packets and turn in work on time •Work independently or in groups (when assigned) •Be an active member of the virtual community •Minimize background noise by turning off the TV and radio • Stay Focused! Avoid multitasking during class! •Mute your microphones until it is your turn to speak •During each virtual class, students should: • Type "hand" to ask questions, answer questions, and participate in discussions without interrupting the teacher or other students. • Use appropriate language when communicating orally or via the chat feature in the virtual classroom. • Avoid abbreviations, such as LOL, when sharing responses. • Refrain from engaging in distracting behavior, such as texting or posting to social media •Review written feedback from your teachers and check your grades regularly
2. Classroom procedures are clear, posted and followed.	✓	✓ Create consistency where possible to support success for all • Set a daily schedule and routines within the instructional timeframe provided (See Infinite Campus for schedule/roster) • Make the process predictable to promote student independence and reestablish trust and social emotional support ✓ Build norms together as a class and community of learners • Let students connect first. Allow students opportunities to speak and share on things that they love will allow each child to feel heard and valued • Model and discuss expectations: Record videos of yourself modeling expectations. Then, give students a chance to talk and see each other, as well, either through video conferencing or tools, such as Flipgrid • Build a class motto: Make a class motto together and have a class mission statement. Set learning goals together. Spend time talking and listening to each other • Start with a phone call, rather than an email, you establish a voice. By having a phone conversation with the parent/guardian • Create a virtual meet the teacher/back-to-school nights experiences for families
3. A Behavior Management System is communicated, documented and followed.	✓	✓ Use a classroom management system such as Class Dojo and classical music to help motivate students and keep students focused ✓ Students will need to know how to [. . .] use nonverbal hand signals to indicate agreement or disagreement or that they have a question or that they need to use the bathroom ✓ Establish norms for office/tutoring hours and video conferencing ✓ Establish non-verbal/visual cues to support classroom environment: • Use teacher/student signals that are communicated to all and easily understood • Explain to students what signals to use and for what reason. Check in frequently to make sure cues are effective. ✓ Ensure cues that are hard for students to recognize on camera, use a visual cue instead. For example, you can hold up a picture of a hand raised to get your students' attention. Zoom allows users to show an icon of a raised hand or clapping hands. ✓ For schools with PBIS System: PBIS system could look very different. If you use a point or color system, modify that and have it visible and age appropriate. Use quick and simple way to share if a student has demerit, color change, or has earned a positive buck, color, or reward. ✓ Ensure the positives are given more verbal attention and excitement.
4. Students take an active role in assuming responsibility for the efficient running of the classroom.	✓	✓ Test the technology beforehand and reiterate steps to ensure understanding and proper use ✓ Explain to students the importance of setting class norms, and that you would value their input ✓ Allow students to understand that you are there for them. For example, schedule some time with small groups of students. Get to know your students. Encourage them, and listen to their frustrations about learning online. Maybe even share your own (with a positive spin).

		✓	Set aside specific time for students to practice skills such as: Muting and unmuting• How to share ideas online• How to show they want to speak• Where to type or share responses •When to log on and off •How to problem solve when they have technology issues •What materials are needed at home and when in the lesson to use them• Timelines for out of class assignment submission
5. Students answer in complete sentences.	✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	Explain to students every sentence needs a subject and predicate Provide a visual for students to help their long-term memory Model examples for the students Encourage/require students to keep a writing notebook Encourage and provide and environment for proper practice of what they have learned. Practice is not limited to helping students identify subjects, predicates and complete sentences Provide real-world application in the context of student writing Provide opportunities for students to write and conduct discussion in complete sentences within their writing

6. Students are referred to by name.	✓	✓ ✓ ✓	Use student's name to establish a more comfortable, less formal atmosphere in class and shows an interest in your students as individuals
			  • Ask students to write their names in large letters on both sides of a folded 5 x 8 index card and to keep this card on their desk/work station for the first few classes
			  • Take a few extra seconds for each student to identify his or her most 1-2 attributes. Be sure to include ways of pronouncing names.
			  • Ask students to tell you something to make them and their names more memorable, e.g., where they are from, what they like to read or do for fun, or their long-term goals.
			  • Give students 2-3 minutes in pairs to interview each other and discover something that "no one can forget." Go around the virtual room asking students to introduce each other, allowing about 1 minute per pair.
			Schedule some time with small groups of students. They do not even need to be lessons per se. Get to know your students. Encourage students and listen to their frustrations about learning online. Maybe even share your own (with a positive spin).
			Realize that the first week or two may be focused on the process of online learning.

7. Respect is demonstrated between teacher and students and among students.	✓	✓	
8. There are clear walking paths; no exits are blocked.	✓	✓ ✓	Create, co-create, share, and consistently reiterate rudimentary practices with students/parents/guardians: Identify a suitable workspace to work •Log or dial in 5 minutes before/on-time the virtual classroom session begins •Dress appropriately (uniform where applicable) •Log in daily or assigned meeting times •Ask/Answer questions •Take turns participating daily in classroom discussions •Complete packets and turn in work on time •Work independently or in groups (when assigned) •Be an active member of the virtual community •Minimize background noise by turning off the TV and radio • Stay Focused! Avoid multitasking during class! •Mute your microphones until it is your turn to speak •During each virtual class, students should: • Type "hand" to ask questions, answer questions, and participate in discussions without interrupting the teacher or other students. • Use appropriate language when communicating orally or via the chat feature in the virtual classroom. • Avoid abbreviations, such as LOL, when sharing responses. • Refrain from engaging in distracting behavior, such as texting or posting to social media
9. Materials are organized, labeled and accessible to students.	✓	✓	
10. Anchor charts are posted at a height that is visually accessible to students. Print size is readable.	✓	✓	
11. The teacher circulates to ensure students are on task and re-directs as needed.	✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	Discuss the rules and the norms with your students: let them be part of the process of establishing rules. Ask them for ideas and suggestions about the structure of the lesson. Use polite and respectful language and eye contact: explain what language and expressions are acceptable and which words are absolutely not acceptable in your virtual classroom No distractions: all phones should be muted. You can encourage the youngest students to put their toys away during the lessons. Set an example for the behavior that you expect from your students. Lead by example by following the established norms in terms of dress code, polite language, no distractions, etc. Keep a positive attitude and be respectful even when you have to correct an unacceptable behavior. Talk/conference with each student who breaks the rules privately after class to encourage them to improve their behavior and to figure out the causes of their actions. Create breakout rooms (where possible/applicable):

		•	Leave the main room and pop into breakout rooms. It's the virtual version of circulating your classroom to check in on small groups/completion of assignments. During check-ins ask clarifying questions, build on students' ideas, and observe. Moving in and out of the breakout rooms also holds students accountable for the learning task. • Send a message from the main room to all the breakout rooms to keep your students' on task, share directions, or add other helpful reminders • Use the polling feature to gather student feedback once everyone is back in the main room
		✓	Applications for Breakout Rooms/Circulating/Differentiation: • Book Buddies-Pair students so they can buddy read in a breakout room. Pop into the rooms to listen for fluency and expression, ask questions, and informally assess comprehension. Mix up the pairs so your kids can get to know each other and build relationships • Jigsaw- Put the students into breakout rooms where each room represents a given subject/article/task, etc. Students read/write/create their section together, discuss it, and choose a speaker to summarize what they read to the whole group once the breakout rooms close. • Four Corners Debate- Explain to students there are four stances they can take: strongly agree, agree, strongly disagree, and disagree. Give students time to think and make a choice. Students type their stance into the chat. Place students into breakout rooms based on their chosen stance. Once in their rooms, students develop an argument and choose a group speaker. When everyone comes back together, each speaker shares out. • Strategic Small Groups-Differentiate instruction by designing learning tasks for each breakout room and strategically grouping students. This is your opportunity to remediate and fill in the gaps. • Peer Editing and Feedback-Use breakout rooms to put students into pairs or small groups for peer editing and feedback. We love using Glows and Grows. Another of our favorite feedback protocols is PQS (praise, question, suggestion) • Literature Circles- group students based on their reading level. Pro tip: assign specific group roles to hold students accountable, and help them practice different reading strategies. Students can meet in their virtual breakout rooms to discuss the chapter they read the night before. • Project-Based Learning-Collaborating in small groups to solve problems and work towards completing a larger task • Choice Board- Consider trying a choice board where you create different activities for practicing the same skill or learning about the same topic. In the main room, present the choices. Put students into breakout rooms based on what they select • Strategy Groups-Give students the same problem set or text. Then, place the students into breakout rooms where each room has a different strategy. While in their rooms, students use the strategy to solve the problem or read the text. When everyone comes back together, each group shares how they used the strategy. • Share/Showcase Sessions-give them time to chat, socialize or showcase new knowledge and research/projects. This activity works well during a weekly class meeting or right after. Share some discussion starters with your students, and place them in small groups in breakout rooms. When everyone comes back together, ask students to share an "ah ha" moment or a connection they had with another student. Use Accountable Talk Stems to further discussions.
12. Students are safe taking academic risks.	✓	✓	Identify the current culture you have in the digital space, which consists of taking inventory of what is or is not happening. Ask yourself questions like: • Do students show up for live sessions? • Are they interacting with the material I provide? • Does their work reflect the objectives of the course? • Are they communicating with me regularly?
		✓	Use a live class session to develop community agreements to guide virtual class interaction. Revisit these agreements during every class session. Begin and end class with the agreements. Have students determine how well they lived the agreements as a reflection exit ticket or opener for the week
		✓	Cultivating a culture of trust in the shared virtual space involves building relationships and helping students build empathy and understanding for each other and you
		✓	Assign/Provide choice on video response tools like Flipgrid are a good way for students to answer questions about non-content-related topics to build trust. For example, "What are you most proud of?" or "What motivates you?"
		✓	create a class slide deck in Google Slides with "get to know you" questions and a space for each student to upload photos or images that represent themselves or what they value
		✓	Help students by having clear expectations and a routine for the class each week to eliminate confusion

		✓ Remind students to create a space in their home where they can learn without distraction, and be flexible about allowing students who can't meet live to access the materials from the live sessions, watch a recording of their class

Professional Educator Performance Standard #6: **Leadership—2x**

Professional educators leadership.	In-Person	Remote Learning
1. The teacher demonstrates leadership in grade level, department and/or school meetings.	✓	✓ Analyzes data with colleagues to make decisions about student needs and instructional planning ✓ Maintains accurate records of every student's progress ✓ Establishes procedures to ensure that all students participate in discussions and share roles in group work ✓ Facilitates workshops at the school level to ensure all students succeed by using best practices connected to student data ✓ Leads school wide workshops on how to differentiate instruction and assignments based on data and/or how to create a safe and orderly learning environment ✓ Demonstrates processes and procedures to align best practices and data driven interventions to colleagues and coach peers for implementation of best practices ✓ Leads school and district PLCs in collaborative work to support teachers and improve effectiveness
2. The teacher leads projects beyond the scope of his/her teaching responsibilities: book fair, clubs, assemblies, parent workshops, volunteer tutoring, etc.	✓	✓ Sponsors clubs, fieldtrips, after school activities related to content area ✓ Involves students in learning more about the content area beyond the required curriculum ✓ Shares content area resources with colleagues ✓ Uses technology to enhance the delivery and student understanding of the content area ✓ Conducts action research and participates in on-going educational trends
3. The teacher participates in dialogues to resolve challenges and is a part of implementing solutions.	✓	✓ Utilizes technology to teach global awareness ✓ Develops tools that help to articulate vertical and horizontal content linkages ✓ Collaborates with peers, community, universities and organizations to ensure the interconnectedness of content areas/disciplines ✓ Develops and delivers professional development designed to help colleagues understand global connections embedded within content areas
4. The teacher shares best practices with colleagues through staff meetings, one on one sessions, modeling lessons and co-teaching.	✓	✓ Models strategies for colleagues ✓ Develops and leads training to help colleagues align their instruction with the state standards ✓ Sits on curriculum advisory committee, focus group, project team ✓ Uses student data to make appropriate adjustments to lesson content and the pacing of the curriculum ✓ Models differentiation and shares ideas ✓ Consistently includes higher order thinking skills and literacy skills in lessons
5. The teacher serves as a skilled mentor for colleagues.	✓	✓
6. The teacher pursues professional development opportunities within and outside of the District.	✓	✓ Collaborates and develops relationships with community members to facilitate instruction ✓ Models and demands personal and academic integrity ✓ Requires students to take responsibility for their own learning ✓ Develops and uses a comprehensive system for evaluation students' development of 21st century skills ✓ Uses simulations, court cases, debates, legislative actions or other real-life applications to enhance instruction

Professional Educator Performance Standard #7: **Professional Responsibilities—1x**

Professional educators professional responsibilities.	In-Person	Remote Learning
1. The teacher submits all required documents and reports on time: lesson plans, attendance, progress reports, report cards, etc.	✓	✓ Collects required data that is timely and accurately maintained ✓ Manages time and attendance in adherence with district guidelines ✓ Maintains attendance: regular and professional, ensuring uninterrupted student learning ✓ Maintains classroom and school resources ✓ Take attendance and maintain accurate attendance of students
2. The teacher is punctual for school, scheduled classes and duties.	✓	
3. The teacher consistently reinforces school and classroom rules.	✓	✓ Knowledgably communicates relevant regulations and policies to stakeholders
4. The teacher meets deadlines to input data into electronic data systems.	✓	
5. The teacher checks emails regularly and responds in a timely manner.	✓	
6. The teacher actively and positively participates in meetings.	✓	
7. The teacher attends required meetings on time.	✓	
8. The teacher effectively participates in parent conferences, Back to School Nights, etc.	✓	✓ Feedback to colleagues is conveyed in a professional and supportive manner ✓
9. The teacher communicates with parents about academic concerns in a timely manner.	✓	
10. The teacher works collaboratively and confidentially with the Child Study Team, School Nurse and all school and District personnel.	✓	✓ Maintains confidentiality regarding student records and information in a professional manner ✓ Reports instances of child abuse, safety violations, bullying and other concerns ✓ Adheres to board policies, district procedures, and contractual obligations ✓ Accesses information about standards of practice, teacher handbook, relevant law, and policy as they relate to students' rights and teachers' responsibilities ✓ Reflective in professional growth that is aligned with the needs of students
11. The teacher communicates with students, parents, and colleagues in a respectful manner in person and in writing.	✓	

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