

NAME: \_\_\_\_\_

LEGENDS		Not Met	Developing	Proficient	Exceeds
Indicators	Indicator Description				
1.1	Demonstrates an understanding of how children/adolescents learn and develop.				
1.2	Designs and implements developmentally appropriate instruction.				
2.1	Makes appropriate and timely provisions for individual students with particular learning differences or needs.				
2.2	Incorporates strategies of language development into planning and instruction to support development of academic language proficiency for all students.				
3.1	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.				
3.2	Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.				
3.3	The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.				
4.1	Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.				
4.2	Integrates relevant content to build on learner's background knowledge, culture, and experiences.				
4.3	Engages students in learning experiences in the discipline(s) taught that encourage learners to understand, question and analyze ideas from differing perspectives so that they master the content.				
5.1	Engages learners in applying content knowledge to relevant issues to encourage interdisciplinary connections.				
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.				
6.1	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.				
6.2	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.				
6.3	Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.				
7.1	Designs learning experiences aligned to curriculum standards and student needs.				
7.2	Evaluates and adjusts plans based on student outcomes.				
7.3	Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.				
8.1	Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)				
8.2	Uses available media and technology to support content and skill development.				
8.3	Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.				
8.4	Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.				
8.5	Engages learners in developing higher order thinking skills and metacognitive processes.				
9.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.				
9.2	Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.				
9.3	Demonstrates knowledge of professional, legal, and ethical rights and responsibilities.				
10.1	Takes an active role in instructional meetings and activities.				
10.2	Works collaboratively with students and families to support learner development and achievement.				
10.3	Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.				

**Licensed Staff**

Observation	Date	Comments
#1		
#2		