Standard 1: Knowledge of Students and Student Learning

1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels

- 8th and 9th grade transition process that designates guidance counselors to each student
- AIS information incorporated to meet student learning needs
- Analysis of student writing portfolios beginning at the elementary level to assess student growth and development over time
- Availability and participation in use of High School Learning Center
- Counseling/Support Services accessed for students in need
- Data Analysis of discipline used to plan behavioral interventions
- District Objectives are identified and maintained in teacher’s goals
- Employ modification techniques to improve learning for students with disabilities
- Evidence of character education in the classroom
- Evidence of Staff Development Plan for the area of Special Education as a means to improve instructional practice
  - Special Ed Program Improvement Strategies
  - Special Ed Quality Assurance Achievement Review
  - Special Education Program Report
- Execution of High School Reading Projects
- Facilitate establishment of Men’s and Women’s groups in high school to address non-academic needs of students
- Incorporating visual cues for instruction, assessment and classroom management
- Incorporate outside and community resources to provide enrichment experiences for disadvantaged students
- Incorporate outside and community resources to provide enrichment experiences for all students
- Knowledge of students’ background/demographics using parent/student information sheets
- Parent and teacher anecdotal feedback about helpfulness of Organizational Skills Program at elementary level
- Participate in end-of-year meetings to discuss student progress and placement
- Participation in Orientation Programs for 7th/9th grades
- Participation in Summer School Program for remediation of Student Learning
- Phonological assessment and instructional program used to drive instruction in primary grades
- Sharing of literature for students with disabilities with colleagues and parents
- Student produced yearbook made during Yearbook Course at High School.
- Student Response Team (TLC/SAT) meets regularly to discuss individual student needs
- Implementation of TLC/SAT recommendations for students
- Summer school provided for remediation, recommendation for summer programs, referral forms
- Teachers address inclusion of special education students into regular education through learning objectives and teaching strategies evident in lesson plans. Can also demonstrate cooperation with appropriate special education staff members.
- Teachers collaborate with administration, students and community members as part of Site-Based Management model. Result of Site-Based Team can be seen through programs implemented in District schools which address issues relevant to the individual district.
- Teachers provide supplemental instruction during the school day
- Use of elementary retention data in planning and instruction
- Utilize kindergarten screening process and summer program data for planning instruction
1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- Development of Elementary Writing Units of Study
- Implementation of Elementary Reading Program and sharing of best practices with colleagues
- Implementation of Research Curriculum for Grades 7-12
- Overview of Writing Workshop Expectations for your grade level / classroom that is aligned with CCLS
- Trained in Reading Recovery, LLI, Traits Writing Programs
- Use of congruency sheets to enhance communication with service providers and classroom teachers
- Use of computer programs such as PowerPoint, inquiry-based laboratory activities, and project-based learning to teach science topics in an alternative fashion
- Use of literature with classroom maps to deepen understanding
- Use of guided reading
- Use of common formative assessments to drive instruction

1.3 Knowledge of and responsive to diverse learning needs, and interests, and experiences of all students
- Monitoring and potential adjustments in the instructional design by each teacher in collaboration with other teachers.
- RtI / AIS program descriptions and organizational charts used to maximize effectiveness of program
- Check for any previous ESL testing by classroom teacher to improve student learning
- Collaboration with AIS/RtI service providers
- Differentiated instruction to meet the needs of honors and advanced placement students
- Use of Early Intervention Reading Program
- Early Literacy Profile maintained and used to improve student performance and set expectations
- Evaluation of student learning using exit criteria for each grade level.
- Evidence and sharing of RtI model to monitor and guide student achievement
- Evidence of accommodations for students with limited English proficiency / IEP / 504 plan
- Evidence of collaboration and integration of teaching assistants at all levels through written lesson plans and congruency sheets
- Evidence of differentiation in instruction and assessment in the classroom
- Evidence of Group Projects and how they improved instruction in classroom
- Examples of differentiated instruction in classroom
- Incorporate inclusion model to assist in meeting the learning needs of special education students.
- Multiple measures are used to enter and exit students from RtI / AIS services
- Participation in early morning, after school and/or summer instructional programs to supplement instruction for students in need of support
- Participation in Extended Day / after school program used to supplement instruction
- Participation in grade level meetings to focus on how student data is used to drive instruction
- Presentation of Field Trip Request to Board of Education to secure approval for innovative study opportunities
- Project-Lead-The-Way implemented to engage students in engineering courses
- Provide individual instructional support to foster improvement in reading levels
- Provide intervention services aligned with classroom curriculum in push-in and pull-out settings
- Provide opportunities for celebrating students’ success at all levels
- Special Education Services Guidelines and Overview established for students who have diverse needs
- Student presentations of learning targets
- Use of TLC / SAT to identify and support at risk students

1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- Facilitation of Career Center to aid in career based program selection
- Incorporation of “All about Me” books
- Interest-a-lyzer findings used for knowledge of students in the Middle School.
- Maintaining a classroom Website for Communication
- Student surveys are collected to determine student feedback on RTI programs
- Teachers can provide evidence of positive communication with parents. This may include emails, phone conversation documentation, parent teacher conferences, and use of programs such as Mygradebook.com.

1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family and community factors that influences their students’ learning
- Connection of course content to authentic real-life situations
- Facilitating student connections programs targeting at risk 6th and 7th graders.
- Participation in mandated after school program for students in need of support
- Providing assistance in social development and its connection to academic achievement
- Requiring students to attend Math review classes at the high school and facilitation of those classes
- School task force focuses on grading, attendance and homework policies to drive student achievement
- School utilizes Student Support Team (SST) based on teacher feedback to identify and assist at risk students
- Use of attendance statistics to understand student population.

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning
- Attendance at workshops that assist teachers with the integration of technology in the classroom.
- Implementation of Technology Plan Benchmarks
- Encouragement of electronic storage of portfolios by district art students
- Evidence of following a district guide for technology use in the classroom
- Incorporate a wide spectrum of technology in the educational program
- Integration of library media services with instruction
- Participation in district summer technology initiative
- Providing Sample Lesson Plans that demonstrate technology integration
- Publication of Plagiarism Policy to students and adherence of this policy
- Teacher lesson plans that utilize classroom technology in a way it was not used before to improve student learning.
- Use of “Technology Day” to acquire instruction in the integration of technology in the classroom.
Standard 2: Knowledge of Content and Instructional Planning

2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]

- 4th, 5th, and 6th Grade music sample lesson plan and unit plans
- Collect evidence that classroom instruction is relevant and rigorous as per the Rigor and Relevance Framework on www.leadered.com
- Course expectations and criteria
- Course Outlines / descriptions that show alignment to CCLS
- Course outlines used to guide planning and instruction
- Creation and sharing of Research Style Manual
- Curriculum guide/ lesson plans / unit plans reflect that required skills are being taught
- Detailed user-friendly descriptions of course offerings
- Development of Elementary Writing Units of Study
- ELA curriculum/ procedures being followed, all students are being evaluated
- Evidence of instructional practice change as a result of staff development
- Evidence of the use and updating of Curriculum maps and lesson plans
- Examples of Literacy in the Content Areas is provided
- Implementation of required writing pieces for curricular alignment.
- Include the revised Bloom’s Taxonomy in planning instruction
- Invitation to work on textbook publication / state assessments
- Learning standards for Visual Arts evident in lesson planning
- Lesson Plans demonstrate planning and alignment with learning standards and curriculum.
- Membership and participation in Curriculum and Instructional Council
- Memberships to association for Music Education (professional organizations)
- Middle School English Program outlining plans, skills, and gaps in curriculum.
- Participation of all teachers in district wide vocabulary initiatives using common instructional vocabulary
- Placement test data to plan and organize or modify instruction/and form appropriate groups
- Project Assignments and evidence of related student outcomes
- Research packet for students citing sources and creating a bibliography
- Use of Career Development & Occupational Standards integrated curriculum at various levels
- Use of the NYS Core Curriculum Guide in planning for all science courses
- Utilize content area material at a variety of instructional levels to meet the state standards and individual student needs
- Piloting programs and evidence of the results of those pilots

2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts

- Alignment of curriculum to the Common Core Learning Standards
- Activities are planned that connect concepts across disciplines
- Cross Grade level projects
- ELA course outlines for grades 7-12
- English 9 Project integrating fine arts
- Evidence of interdisciplinary activities
• Evidence of writing across content areas
• Implementation of creating a Math Bibliography / ELA assignment
• Implementation of Research Curriculum for Grades 7-12
• Integration of literacy instruction with core and non-core content
• K-12 Physical Education program integrates ELA skills
• Lesson plans, binders and Packets for units that are applied to problem solving and related to dynamic real-world issues
• Literacy skills are integrated through projects, presentations, and critiques
• Non-ELA teachers utilize literacy skills in their curriculum.
• Participation in Science Olympiad
• Photos of Art lessons integrating 3rd Grade curriculum
• Provide interdisciplinary links to curriculum
• Science Fairs at both elementary and middle school level
• SPCA integrated art/writing project
• Student work samples showing interdisciplinary / cross-curricular areas
• Students held accountable for writing standards in all classes
• Teacher lesson plans that utilize classroom technology in a way it was not used before to improve student learning.
• Teacher provides lesson plans and student work created during grade specific unit activities
• Teachers utilize Library Support Folder to organize library resources as they relate to curriculum
• The use of Writing and Research Guides across grade levels and disciplines
• Use of Newspapers in education
• Use of supplemental materials to enhance curriculum
• Use of specific course laboratory manuals to encourage consistency and congruency with standards

2.3 Uses a broad range of instructional strategies to make subject matter accessible
• Analysis of learning styles of students and evidence of how they are integrated into instruction
• Bibliography used to teach social studies concepts
• Connection of course content to authentic real-life situations
• Constitution day packet of activities that show differentiation of ability levels
• Curriculum maps and lesson plans are updated and revised
• Integration of Technology Benchmarks into lessons
• Evidence of Group Projects
• Facilitation of a math contest at the high school level
• Implementation of required writing pieces for curricular alignment
• Incorporate a balanced literacy approach in classrooms
• Incorporation of art and writing such as chemistry cartoons, drawings and models of cells, and written laboratory reports
• Maintain a list of library and media material that supports curriculum for use in classroom
• Participate in a co-teach classroom and evidence of how accommodations are implemented
• Evidence of how instruction is differentiated for all students
• Provide functional curriculum that is life-skills driven
• Providing Sample Lesson Plans that demonstrate technology integration
• Research and try educational initiatives
• Samples / videos of student presentations
• Schedule that indicates focusing more time on writing activities
• Teacher lesson and unit plans demonstrate alignment with standards, connections to other disciplines, multiple pathways to achievement and a broad range of instructional strategies
• Evidence of the benefit and use of Total Physical Response Methodology in World Languages
• Training in and use of Earobics or other intervention programs
• Use of appropriate materials or text for instruction for student success
• Use of supplemental materials to enhance curriculum
• Use of video conferencing for instruction
• Utilize leveled books for differentiation purposes within literacy and content instruction
• Utilizes research-driven and standards based materials such as reputable textbooks and related resources
• Variety of teacher lesson plans on academic skills: Writing in different topics, constructed response and editing, listening, and multiple choice testing strategies; all available on website
• Working with consultant brought in to discuss co-teaching at the secondary level and evidence of how these suggestions were implemented

2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
• Annual student writing portfolios beginning at the elementary level to assess student growth and development over time
• Comprehensive education plan used to establish goals and expectations for all students
• Curricular reflection, development and improvement
• Develop goals in student language at all levels
• Development and Use of Prep and High School Science Course Descriptions
• ELA and Math 10 Week and 20 Week Benchmarks as evidence of student learning
• Enrichment materials used appropriately
• Evidence of the implementation of Information Literacy Standards
• Facilitation of Courtyard Sculpture/Senior High Mural
• Implement Staff Development Plan for the area of Special Education
• Implementation of Research Curriculum for Grades 7-12
• Lessons plan that demonstrate correlation to learning standards and means of measuring students understanding for multiple grade levels.
• Linking lesson plans to CCLS
• Development of learning plan for students with disabilities and evidence of its implementation
• Membership and participation on committees formed to address ELA or other curricular concerns
• Placement test data to plan and organize or modify instruction and form appropriate groups
• Provide samples of student work
• Student participation in Certification Programs
• Teacher AIS Plans, reporting forms & Group Guideline as part of AIS programming
• Teachers collaborate with administration, students and community members as part of Site-Based Management model. Result of Site-Based Team can be seen through programs implemented in District schools which address relevant issues.
• Teachers using multiple strategies for AIS and Special Education students

2.5 Designs relevant instruction that connects students’ prior understanding and experiences to new knowledge
• Attendance at workshops that assist teachers with the integration of technology in the classroom
• Continued review and reflection through district curriculum renewal cycle.
• Creative instructional approaches (such as looping) are used to meet students academic needs
Elementary school media specialists use library computers
Emphasize writing in all domains and across curriculum/provide samples of student work
Develops lessons that build upon field trips (virtual and/or actual)
Incorporate literature based on student demographics and interests
Integration of famous artists’ work and literature selections
Reflection on practice through Elementary Curriculum Committee
Reflection on practice through Secondary Curriculum Committee
Renewal of Science Curriculum based on review and discussion of textbooks, course offerings, & programs of study
Students present Human Rights Projects and link it to past learning
Examples of appropriate materials or text for instruction for student success
Evidence of the use of common planning time by elementary teachers to align curriculum and instruction
Evidence of the use of placement test data to plan and organize or modify instruction and form appropriate groups
Use of student data to drive instruction

2.6 Evaluate and utilize curricular material
Align educational/teaching goals and fiscal resources.
AP Course evaluation
Be aware of and show evidence of the use of software and data based systems available to improve student learning.
The use of exemplars that align curriculum and instruction to benchmarks
Lesson plans reflect that required curricular skills are being taught
Curriculum maps and lesson plans are aligned and articulated
Incorporate pacing guides that facilitate consistent scope and sequence of curriculum
Incorporate programs that reflect and respond to community needs i.e. agricultural programs
Revise and update curriculum maps
Participate in cyclical review of curriculum and revise as needed
Participate in textbook selection process
Provide evidence of curriculum and instruction work done after school
Solicit student feedback regarding curriculum
Use of supplemental materials to enhance curriculum
Utilize curriculum and program of studies guide
Utilize leveled books for differentiation purposes within literacy and content instruction

Standard 3: Instructional Practice

3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
4th Grade Art Lesson aligned to standards
Composer Research Project aligned to standards
Curriculum linked to standards
Development of Elementary Writing Units of Study aligned to standards
Examples of modification techniques to improve learning for students with disabilities
Evidence that connects improved student performance with staff development opportunities
Evidence that links instructional practice with achievement
Examples of differentiated instruction in classroom
Examples of Graphic Organizers used for organization of student work / writing
Evidence of a project based learning approach
Evidence of the use of common assessments, materials, resources and group space to improve student learning
Evidence of the use of cooperative learning, hands on materials, brain gym activities, and/or technologies to engage students in learning.
Evidence of the use of open ended questions to engage students in critical thinking
Evidence of the use of outside and community resources to provide enrichment experiences
Evidence of the use of technology and/or manipulatives to support instruction
Evidence of the use of writing workshop to improve student learning
Involvement in individual and group research to develop innovative approaches to instruction such as reflective journal writing, cross-curricular discussion groups, phonemic awareness, etc.
Learning opportunities to support quality instruction
Model of a cell shown as a sample of student work showing an alternative way of assessing understanding
Plan, Implementation and Student Outcomes from a Research project linked to CCLS
Planning and participation of Mock Trial linked to CCLS
Professional growth plans are rooted in instruction and aligned with district standards
Professional sharing of best practices
Promote summer reading to improve student learning
Sample lessons for K-3 Art linked to CCLS
Samples of Elementary Student writing to demonstrate outcomes from curricular standards
Samples of Secondary Student writing to demonstrate outcomes from curricular standards
Samples of student writing in Fine Arts demonstrating outcomes from curricular standards
Student analysis of cause and effect
Student reflections on the Lodge concert
Teacher developed activities to enhance learning in Project-Lead-The-Way, Principles of Engineering, Digital electronics, Civil Engineering, and Architecture
Use Essential Elements of Instruction to facilitate communication about instruction
Use guided reading to differentiate instruction in reading
Use of 21st century skills in the classroom guided by profiles and performances
Use of 6 + 1 Traits of Writing
Use of activities/skill development problems and laboratory investigations to enhance learning in science.
Use of non-fiction in reading and writing for research and close reading
Use of writer’s workshop and demonstration of its benefit to student learning
Utilize research-based instructional programs (Reading recovery, LLI, 6 + 1 Traits etc.) and demonstrate benefits to student learning
Utilize technology effectively to help students achieve high academic standards. Integrate technology, teaching and learning.

3.2 Communicate clearly and accurately with student to maximize their understanding and learning
Leveled Literacy Intervention Teacher Course Outline
List of uses of music and visual arts in global history
Parent and teacher anecdotal feedback about helpfulness of Organizational Skills Program at elementary level.
Review choice of literature at the secondary level
Senior High School Instrumental Practice Chart
Studio I Color Theory Guide
Teachers address inclusion of special education students into regular education classrooms through learning objectives and adaptations evident in lesson plans. Can also demonstrate cooperation with appropriate special education staff members.

3.3 Set high expectations and create challenging learning experiences for students
- Advanced Placement Course Descriptions
- AP Studio Art curriculum and course audit
- Evidence of an emphasis on writing in all domains and across curriculum
- Evidence of academic vocabulary as a focus of instruction
- Grant proposal for Senior High Art program
- Implementation of a project based learning approach and evidence of successful student outcomes
- Inclusion of SMART goals in lesson planning
- Evidence of the implementation of open ended questions to engage students in critical thinking
- Evidence of the implementation of instructional differentiation through AIS / RtI
- Evidence of the use of instructional strategies to accommodate the needs of diverse learners
- Evidence of the engagement of students in ELA activities through Responsive Classroom Program
- Evidence of successful final projects linked to CCLS
- Online Technology used to enhance learning
- Facilitation of Science Olympiad for all students
- Provide individualized, small group, and whole group instruction as needed and evidence of how it facilitates student learning
- Senior projects related to fine arts and linked to CCLS
- Teachers address inclusion of special education students into regular education classrooms through learning objectives and adaptations evident in lesson plans. Can also demonstrate cooperation with appropriate special education staff members.

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 2nd/3rd Grade instructional materials in Music linked to standards
- Demonstration of accommodations for students with autism, visually impaired students, etc
- Attendance and utilization of workshops that assist teachers with the integration of technology in the classroom
- Evidence that technology is used for projects, instructional delivery and accessing information
- Evidence of work with educational consultant and evidence of how suggestions are implemented in classrooms
- Co-teaching inclusion at elementary-level and evidence of its impact on student learning
- Course syllabus and sample lesson/unit plans that are linked to CCLS
- Evidence of the use of small group and/or center-based instruction and its impact on student learning
- Evidence of the use of educational experiences such as field trips linked specifically to curricular areas and how they impacted student learning
- Implement a project based learning approach and evidence of its impact on student learning
- Evidence of the use of open ended questions to engage students in critical thinking
- Evidence of the use of instructional strategies to accommodate the needs of diverse learners.
- Evidence of the use of Library Resources to support Fine Arts
• Participation in Book Study groups to encourage student reading and learning
• Participate/facilitate book clubs for students and provide evidence of the impact on student learning
• Evidence of the promotion of students entering writing and illustrator’s contests
• Teacher created performance assessments utilized to assess benchmark performance
• Teacher lesson plans that utilize classroom technology in a way it was not used before as a result of technology integration workshops.
• Participation in professional development for Reading Recovery, LLI, etc.
• Participation in professional development for Cognitive Coaching and Habits of Mind, etc.
• Evidence of the use of guided reading to differentiate instruction in reading
• Evidence of the use of appropriate materials or text for instruction and evidence of student success
• Evidence of the use of hands-on learning materials and evidence of improved student learning
• Evidence of the use of supplemental materials and interdisciplinary projects to enhance student learning
• Evidence of the use of a teacher website for communication with students and parents and evidence of its success

3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology
• CD with sample student work from Photo I and II
• Evidence of collaboration among teachers in the use of technology
• Evidence that technology has improved special education students’ writing production
• Evidence of an emphasis on writing in all domains and across curriculum
• Evidence of exposure of students to career opportunities
• Facilitation of grade level choir programs that is linked to CCLS and evidence of improved student learning
• Facilitation of All School Show Program that is linked to CCLS and evidence of improved student learning
• Facilitation of Artistic Jeans project linked to CCLS and shows evidence of improved student learning
• Evidence of a project based learning approach linked to CCLS that shows evidence of improved student learning
• Evidence of the use of Web Quests/Technology research and multi-media presentations that show evidence of improved student learning
• Evidence of the use of instructional strategies to accommodate the needs of diverse learners.
• Evidence of the integration of ELA and Social studies in classroom projects
• Evidence of the integration of library media services with instruction
• Participate in decision making whereby software and/or assistive devices are included in a student’s education
• Evidence of the use of adaptive technology to facilitate students’ development in accordance with Individualized Educational Plan

3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to all student needs
• Uses an Analysis of Graduation Rates to inform instruction
• Correlates changes in curriculum to meet new standards demonstrates improved student outcomes
Evidence that instruction is linked to student performance  
Analyzes data from state tests to create differentiated groups to meet student needs  
Evidence of the evaluation of students’ writing performance which indicates students who were targeted for intervention and the implementation of those interventions that show student growth.  
Evidence of an increase in grade 3-8 ELA scores and / or mastery scores in your classroom  
Evidence of students meeting math and reading benchmarks in your classroom.  
Evidence that students’ individual needs are met in a variety of ways which show an increase in student learning  
Evidence of the use of student data and benchmarks to drive instruction  
Evidence that the use of Writer’s Workshop which is linked to the CCLS has improved student performance  
Samples of student work, demonstrating assessment with a standards based rubric to provide feedback and adaptation of instruction for selected writing assignments

**Standard 4: Learning Environment**

4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student

- Evidence that the Athletic Code and Code of Conduct are used to support the learning environment
- Building newsletters promoting character education / all school meetings in which your class is highlighted.
- Can provide evidence of positive learning environment i.e. student surveys, parent feedback, photographs, student cooperative work, etc.
- Classroom Rules and Expectations are posted and used consistently in classroom
- Conduct climate surveys for students
- Evidence of the utilization of Elementary Reading Buddies and evidence of the benefit to students
- Emails with parents, feedback from students, provides evidence of a quality caring environment
- Evidence of character education instruction in the classroom.
- Evidence of common formative assessments, materials, resources and group work to improve student learning
- Formal recognition by student(s)
- Evidence of an environment that provides all students with access to a challenging and rigorous instructional program based on 21st Century learning standards.
- Evidence that students are grouped in flexible groups and arrange for needed support in AIS
- Evidence of Responsive Classroom strategies
- Evidence of the use of visual cues for instruction, assessment and classroom management
- Evidence that laboratory and science safety rules are strictly enforced, resulting in a safe environment for students
- Evidence that teachers maintain a focus on students and make positive, caring connections with students.
- Monitor and evaluate to ensure that students work and learn in safe, secure and nurturing environments.
- Provide opportunities for celebrating students’ success at all levels
- Teachers address inclusion of special education students into regular education classrooms through learning objectives and teaching strategies evident in lesson plans. Can also demonstrate cooperation with appropriate special education staff members.
Teachers can provide evidence of positive communication with parents. This may include emails, phone conversation documentation, parent teacher conferences, and use of programs such as Mygradebook.com

Teachers collaborate with administration, students and community members as part of Site-Based Management model. Result of Site-Based Team can be seen through programs implemented in District schools.

Teachers are trained in and have evidence of their use of Responsive Classroom techniques and the impact on student learning.

Evidence of the positive effect of a transition team to help students adjust to moving into new grade levels

4.2 Creates an intellectually challenging and stimulating learning environment

- Teachers modify instruction by selecting books that match student’s reading level
- Foster an environment that provides all students with access to a challenging and rigorous instructional program based on 21st Century learning standards.
- Facilitates student participation in the Artist in Residence Program
- Presentation of student awards to create a challenging and stimulating learning environment
- Students’ work was prominently displayed as a way of recognizing student achievement
- Teachers try new educational initiatives and track evidence of its use in improving student learning

4.3 Manages the learning environment for effective operation of the classroom

- Evidence of classroom rules with photos and signatures
- Emergency substitute lesson plans are maintained
- Enforces code of conduct consistently to provide a stable environment for students
- Evidence of collaboration and integration of teaching assistants at all levels through written lesson plans and congruency sheets
- Monitors and evaluates classroom at all times so students work and learn in a safe, secure and nurturing environment.
- Uses a pro-active approach to provide a safe and orderly environment
- Understands and utilizes emergency management plan/staff operation manual/handbooks to provide a safe and orderly environment

4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

- Facilitation of Peer tutoring offered through National Honor Society
- Facilitation of student organization through use of a student planner
- Evidence that the library is used to support ELA requirements
- Membership on District Instructional Technology Committee to set goals, plan, and implement improvements in the use of instructional technology
- Procurement of Teacher Center Mini-Grants for instruction or research
- Evidence that Professional Development time is used for the integration of technology in classrooms
- Teacher lesson plans utilize classroom technology in a way it was not used before to improve student learning.
Use of electronic document storage to organize lesson plans, resource documents, research, website links, schedules, performance assessments, and grade reporting.

**Standard 5: Assessment for Student Learning**

5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth

- Participate in the administration and scoring of required district and state tests
- Evidence of articulated yearly goals and objectives
- Assess student work using multiple measures and methods
- Assess student writing with 6+1 Traits of Writing rubrics
- Both formal and informal assessments for literacy are used and analyzed
- Evidence that common tasks being used to assess student writing
- Evidence that standards based assessment tools are used to support student performance on the NY State assessments.
- Evidence that visual cues for instruction, assessment and classroom management are used to improve student performance
- Common formative assessments are administered and analyzed to guide instruction
- Student writing folders are maintained and shared with future teachers
- Alternative way of assessing understanding are used to differentiate assessment
- Grade level formative assessments are aligned to NY State tests
- Data from formative testing is shared with colleagues and administrators to inform instruction
- Evidence that Parallel Assessments are used
- Quarterly formative assessments used K-6
- Rubric for vocal music performance with student outcomes is standards based
- Student benchmarks for technology are documented
- Student presentations are recorded for review
- Trained to be item writer for NYS Assessments
- Use of anecdotal evidence and Concepts About Print assessment to monitor progress in reading readiness, sight word knowledge, letter and sound knowledge, and early writing skills
- Use of district designed assessments & aligned test preparation materials
- Use of Item Analysis to develop Action Plans that improve instruction
- Use of multiple modes of assessment
- Use rubrics to assess student work

5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction

- Teachers demonstrate and have evidence of a commitment to assessing student performance against established standards of excellence
- Analyze student performance data to drive instruction
- Teachers show use of benchmarking data to drive instruction
- Common task results used to track individual progress
- Evidence that curriculum is linked to state and district standards
- Data from state standardized tests analyzed to create AIS curriculum
- Data management system used to record student data for analysis (AIMS Web, Cognos, etc.)
- Evidence of implementation of Data Team information and suggestions for student improvement
• Evidence that Elementary grade level Math Assessments used to evaluate and plan instruction
• Evaluate student performance data in developing modifications in classroom instruction
• Early Intervention Reading results demonstrate student improvement in reading skills
• Evidence that a high percentage of students reach mastery level on the Regents
• Evidence that literacy assessment guides/Benchmark reading reports/Running Record sheets/Student Benchmark profiles are used to plan and differentiate instruction
• Multiple methods of student assessment are used to drive instructional change
• Evidence of the continuous records of students’ reading progress indicates differentiated instruction.
• Evidence that teachers meet on a regular basis to collect, analyze and share data to aid instruction
• Evidence that students are meeting math and reading benchmarks
• Evidence that Report cards, interim reports and parent conferences are used to communicate student progress
• Evidence that data is shared among stakeholders vertically and horizontally to improve student learning
• Evidence collected from multiple sources indicates planned student growth and achievement
• Evidence that teachers address inclusion of special education students into regular education classrooms.
• Evidence of IEP understanding and assessment accommodation to ensure accurate assessment of the knowledge of students with special needs.
• Use a data software program (AIM’S Web) to monitor students’ progress, to send and file letters to parents regarding progress and any changes in service.

5.3 Communicate information about various components of the assessment system
• Analyze student writing portfolios beginning at the elementary level to assess student growth and development over time
• Teachers help establish and implement a detailed action plan including the collection and sharing of longitudinal data in order to improve student learning
• Evidence of improved communication with parents through parent conferences.
• Report of State test results shared with and/or between classroom teachers to improve best practices
• Samples of Elementary Student writing demonstrate improved student outcomes
• Samples of Secondary Student writing demonstrate improved student outcomes
• Teachers can provide evidence of positive communication with parents. This may include emails, phone conversation documentation, parent teacher conferences, and use of programs such as Mygradebook.com.

5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly
• Evidence of a commitment to using data to guide school improvement
• Analysis of benchmarking data and evidence of resulting instructional shifts
• Evidence in changes in instruction to meet new standards
• Evidence of qualitative data on the impact of technology on student engagement and performance.
• Documentation that curriculum is linked to state and district standards
• Evidence that students enrolled in the Early Intervention Reading Program show substantial growth
• Evidence that Elementary level teams review assessment data to consider need for modifications in curriculum and/or instruction
• Elementary teachers use assessment results and state standards to modify instruction
• Evidence of data collection in the Middle School and High School that are used for planning purposes
• Examples of student work with standards-based rubrics
• Performance Tasks and Rubrics used to guide and plan instruction
• Student work is used as evidence of improvement
• Evidence of the use of multiple modes of assessment

5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated
  • Development and use of local standardized tests / unit tests that match state test format
    o samples of student work (anchor papers) are available for comparison
  • Scoring rubrics
    o Students instructed in the use of writing rubrics and anchor papers
  • Evidence that students are supported in creating a plan for academic improvement

**Standard 6: Professional Responsibilities and Collaboration**

6.1 Uphold professional standards of practice
  • Evidence of knowledge and implementation of policies, procedures and guidelines for instruction based on the CCLS.
  • Evidence of vertical and cross grade level / cross discipline conversations with colleagues that result in improved instruction and student learning
  • Evidence of the teacher’s understanding of the Common Core Learning Standards and alignment of his/her curriculum and instruction to these standards
  • Evidence of the inclusion of SMART goals in lesson planning
  • Job descriptions and organizational chart i.e. SYSOP, dept leader, tech mentor, mentor, etc. for currently held positions with evidence of how you met these requirements and its impact on others.
  • Learning opportunities to support quality instruction
  • Participation in district special education workshops with evidence of how the PD impacted student learning
  • Evidence that a personal professional development plan was planned and implemented for the improvement of student learning.
  • Participation in Mentoring Program with links to how this collaboration benefited students
  • Participation in and use of district committees to inform instruction, & staff development
6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning

- Evidence of active collaboration between classroom teacher and technology teacher to show improved student learning
- Building reports highlighting your contributions to school community
- Evidence of collaboration with colleagues on instructional strategies and other interventions to meet student’s instructional needs.
- Evidence of collaboration among teachers who use technology to promote 21st Century skills in the classroom
- Evidence of collaboration of classroom teachers with special area teachers (Art, Music, PE, Home and Careers, etc.) linking CCLS with these courses to improve student learning
- Evidence of collaboration of classroom teachers with special education teachers linking CCLS to improve student learning
- Creation and implementation of interdisciplinary units/lessons linking CCLS to improve student learning
- Demonstration of use of Cognitive Coaching and its benefits to students
- Demonstration of a culture of informal leadership and cooperation that benefits the department/grade level as a whole
- Evidence of improved teaching of Tier 2 and 3 vocabulary as designated in the CCLS
- Evidence of English teachers collaborating with content teachers to embed literacy standards across disciplines.
- Evidence of grade-level team meetings being used to look at student work, common interim assessments, etc. and to adjust teaching accordingly.
- Evidence of the use of pacing guides to guide instruction, foster collaboration between colleagues, and share best practices
- Evidence of interdisciplinary projects and content area collaboration
- Evidence of the use of longitudinal data supporting early intervention in reading
- Evidence of the maintenance of classroom black board or web sites
- Evidence of participation in meeting on a regular basis to collect, analyze and share data to aid instruction
- Evidence of participate in professional development opportunities and demonstration of the impact on student learning.
- Evidence in the development and implementation of department action plans showing how your participation improved student learning
- Evidence of participation in District Planning Team for the benefit of all students
- Participation in training on data analysis and evidence of its use to differentiate instruction
- Participation in shared decision making team (Site – Based Team) with administration, staff, and school community and evidence of its impact on the students
- Evidence of strong articulation and collaboration between secondary and elementary programs and teachers
- Teachers use common planning time to collaborate and plan, and to assess student work in order to adjust instruction and share best practices
- Evidence of teaming inclusive of special education and AIS personnel that demonstrates improved student learning
- Evidence of turn-key training for your colleagues on content and strategies presented in workshops
6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success

- Evidence of articles in local news publications that highlight your classroom or accomplishments
- Building newsletters highlighting your class for specific accomplishments
- Evidence of collaboration with Parent-Teacher Organization for the benefit of students
- Maintaining classroom black board sites or web site and evidence of its impact on students and families
- Development of a school-wide Art Show that showcases and promotes student success
- Evidence of multiple opportunities for parents and residents to engage in activities that support your students.
- Evidence of facilitating parents in assisting their children in completing homework through various means. (web-sites / notes / etc.)
- Consistent use of a family involvement activity sheet with evidence of its success
- Consistent use of volunteers to enhance student learning with evidence of its impact on student learning
- Evidence of communication with a daily notebook for students and their family
- Teachers can provide evidence of positive communication with parents. This may include emails, phone conversation documentation, parent teacher conferences, and use of programs such as Mygradebook.com
- Teachers collaborate with administration, students and community members as part of Site-Based Team model and can show evidence of the impact on student learning

6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

- Development and adherence to a zero-based classroom budget for learning resources
- Emergency substitute lesson plans are available at all times
- Evidence of the generation and implementation of department proposals for improvement of instruction.
- Evidence of the use of library and media material that supports curriculum

6.5 Understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities

- Participation in district Bargaining Agreements outlining professional teacher and district responsibilities as pertinent to specific responsibilities.
- Participation in workshops on Special education law, DASA, or other workshops that have direct impact on necessary legal responsibilities and evidence of the implementation of those laws and policies.
Standard 7: Professional Growth

7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
  - Annual analysis of departmental goals to establish effectiveness
  - APPR incorporates evidence of cross curricular goals linked to CCLS
  - Evidence that data drives instruction
  - Creation and maintenance of a teacher portfolio to be used as an evaluation tool
  - Feedback by faculty members during staff development workshops
  - Evidence of active membership in professional organizations
  - Evidence of professional reflection on observation and summative reports
  - Participate in action research and provide article for yearly publication
  - Participation in book studies or inquiry based study groups and show how this impacted classroom instruction
  - Participate in formal and informal congruency meetings and show evidence of how this impacted differentiation of instruction for students and student learning
  - Evidence of your professional sharing of best practices
  - Evidence of reflection and impact in the classroom of professional publications
  - Evidence of the use of item analysis to develop Action Plans that improve instruction
  - Videotape a lesson and engage in discussion of teaching strategies observed as an evaluation tool

7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
  - Evidence of professional collaboration between special education teachers and regular education teachers
  - Participation in professional development opportunities and evidence of instructional change based on this learning as well as evidence of improved student learning, including but not limited to:
    - Instructional strategies to accommodate the needs of diverse learners
    - John Armstrong workshop overview
    - Monthly faculty meetings inclusive of curricular issues
    - Annual Professional Performance Review process.
    - Online professional development courses
    - SACI training and site visits
    - Study groups
    - Summer curriculum work
    - Assistive technology and web-based student management systems
    - Standards –based writing
    - Information workshops based on standards and assessments
    - Specific targeted student needs
    - Changing instructional techniques
    - The impact of poverty on learning
    - Training in early reading interventions
    - Training in the consistent use of running records to create guided reading groups
    - Use of technology for instruction
    - Finger Lakes Open Figure Drawing class
    - New software programs, website development, and online report cards
    - Training to identify and analyze instructional data
7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice

- Evidence of collaboration with administrative leaders to address school based or district issues
- Evidence of collaboration with local businesses to benefit students
- Conference logs created to show evidence of communication
- Create tools for identifying and sharing successful and innovative practices
- Evidence that informal staff development occurs fairly regularly and its impact on student learning
- Evidence of innovative student project proposals and the impact of those projects on student engagement and learning
- Evidence of the administration and analyses of surveys to address classroom issues and the results
- Evidence of the use of Mustang Mini Grants to improve teaching and learning
- Evidence of participation in Action Research
- Evidence of the use of common planning time to consult with colleagues in order to improve student learning
- Evidence of the use of meetings and committees to facilitate communication within the school organization

7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

- Evidence of attendance and participation in a variety of conference/workshop experiences
- Evidence of professional development and inquiry based learning through higher education.
- Participation in a curricular task force
- Documentation and implementation of goals for student improvement
- Participation in grant writing and evidence of the benefits to students of that grant
- Evidence of active membership in professional organizations and the impact to student learning
- Evidence that curriculum maps linked to CCLS are used both in your discipline and across disciplines (Literacy in all content areas as addressed in CCLS)
- Evidence of the successful implementation of district initiatives.
- Evidence of sharing best practices through pro-share meetings and professional development workshop