

Stronge Standards and Rubric Info for Doc Log Artifacts

1. Professional Knowledge

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The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

The teacher:

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of **higher-level thinking skills** in instruction.

1.3 Demonstrates an ability to **link present content** with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Exhibits **pedagogical skills relevant** to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that **reflect high expectations for all students** commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

2. Instructional Planning

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The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

The teacher:

2.1 Analyzes and uses **multiple sources of student learning data** to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.6 Plans and works collaboratively with others to enhance teaching and learning.

3. Instructional Delivery

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The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

The teacher:

3.1 Builds upon students' existing knowledge and skills.

3.2 **Differentiates the instructional content**, process, product, and learning environment to meet individual developmental needs.

3.3 **Motivates students** for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

3.4 Develops **higher-order thinking** through questioning and problem-solving activities.

3.5 Uses a variety of relevant instructional strategies and resources.

3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.

3.7 Uses appropriate **instructional technology** to enhance student learning.

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

4. Assessment for Learning

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The teacher collaborates with colleagues to use assessment data, reexamines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents and stakeholders.

The teacher:

4.1 Uses **pre-assessment data to develop expectations** for students, to differentiate instruction, and to document learning.

4.2 **Involves students in setting learning goals and monitoring their own progress.**

4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Uses high quality questioning to gauge student understanding.

4.5 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.6 Collaborates with others to develop common assessments, when appropriate.

4.7 **Aligns student assessment with approved curriculum standards and benchmarks.**

4.8 **Collects and maintains a record of sufficient assessment data** to support accurate reporting of student progress.

4.9 **Communicates constructive and frequent feedback** on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).

5. Learning Environment

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The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

The teacher:

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all student needs, both intellectually and affectively.

5.8 Promotes an environment that is academically appropriate, stimulating, and challenging.

6. Professionalism

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The teacher serves as a role model in professional behavior, uses optimal means of communication, and initiates activities that contribute to the development of colleagues and the enrichment of the wider school community.

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning

The teacher:

6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.

6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.

6.7 Builds positive and professional relationships with **parents** through frequent and appropriate communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

7. Student Progress

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The teacher serves as a role model in professional behavior, uses optimal means of communication, and initiates activities that contribute to the development of colleagues and the enrichment of the wider school community.

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

The teacher:

7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.