

Professional Practice Standards

If a teacher has a rating of Ineffective, Partially Effective or Highly Effective please submit supporting documents.

QUALITY STANDARD I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

- The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g. science, social studies, arts, physical education, or world languages).
- The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).



Element A: Teacher provides instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of their students.

Comments:

Element B: Teacher consistently and effectively integrates literacy and numeracy across the curriculum.

Comments:

Element C: Teacher demonstrates knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices, and develop lessons that reflect the interconnectedness of content areas/disciplines.

Comments:

Element D: Teacher makes instruction and content relevant to students by:

- taking action to connect students’ backgrounds and contextual knowledge with new information being taught,
- actively engaging student in learning experiences that access prior knowledge,
- requiring varied and complex thinking skills, and
- providing real world connections.

Comments:

Overall Score Standard I – Weighted Score .10

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD II: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Element A: Teacher builds strong relationships by demonstrating respect for diversity and honoring the unique interests and strengths of students.

Comments:

Element B: Teacher collaborates with and provides proactive, clear, and constructive feedback to students, families, and significant adults about student progress.

Comments:

Element C: Teacher creates a learning environment characterized by active student engagement, acceptable student behavior, efficient use of time, established routines and procedures, and consistency in handling interactions with students.

Comments:

Element D: Teacher differentiates instruction for students through flexible grouping, sheltered instruction, tiered assignments, and scaffolds for learning in collaboration with support staff.

Comments:

Overall Score Standard II – Weighted Score .30

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element A: Teacher plans and consistently delivers instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and 21st century skills.

Comments:

Element B: Teacher consistently checks for understanding and provide timely feedback to students based on a variety of assessment methods.

Comments:

Element C: Teacher implements research-based instructional practices to meet the developmental, appropriate social/emotional and academic needs of their students.

Comments:

Element D: Teacher integrates appropriate available technology in their instruction to maximize student learning.

Comments:

Element E: Teacher establishes and communicates high expectations for all students and deliver instruction that develops independent critical-thinking, problem-solving, and collaboration skills.

Comments:

Element F: Teacher communicates effectively by making learning objectives clear, and providing appropriate criterial and exemplars.

Comments:

Element G: Pacing is appropriate to support student mastery and includes alignment with curriculum maps.

Comments:

Overall Score Standard III – Weighted Score .40

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

QUALITY STANDARD IV: Teachers reflect on their practice and demonstrate leadership, collaboration, and professional responsibility.

Element A: Teacher uses multiple sources of data effectively to reflect upon his or her teaching practices and their effect on student learning.

Comments:

Element B: Teacher applies knowledge and skills learned through professional development to professional practice.

Comments:

Element C: Teacher collaborates with colleagues to continually improve instruction, assessment, and student achievement.

Comments:

Element D: Teacher collaborates with parents and community as partners in educating children to supplement and enhance learning.

Comments:

Element E: Teacher complies with district and school protocols, policies, and procedures.

Comments:

Element F: Teacher demonstrates leadership in his/her schools.

Comments:

Overall Score Standard IV – Weighted Score .20

Ineffective

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

Partially Effective

Meets expectations on some elements with progress toward meeting expectation of all elements.

Effective

Meets expectations on all elements or meets all but one element and is making progress.

Highly Effective

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

Summary of Strengths, Concerns and Professional Growth Recommendations

Collective Measure: School Performance Framework (SPF) / Other

Description of Collective Student Growth Goal:

Description of specific, measurable, target to determine success:

Supporting data / reflection (final due May 15):



If returning to same school or department:

1. School Performance Framework (SPF)

- 3 Exceeds Expectations:** (SPF is Performance Plan)
- 2 Meets Expectations:** (SPF is Improvement Plan)
- 1 Approaching Expectations:** (SPF is Priority Improvement Plan) – Go to “2. Other Collective Measure”
- 0 Does Not Meet Expectations:** (SPF is Turnaround Plan) – Go to “2. Other Collective Measure”

OR

If new to St. Vrain, new to school, or SPF is Approaching Expectations or Does Not Meet Expectations:

2. Other Collective Measure (mutually determined)

- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

A Measure of Individually-Attributed Growth (State assessment if available, alternative assessment if not state assessment) – mutually determined

Description of Assessment:

Student Group:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

A Measure of Individual or Team Student Growth (State, District, or Classroom assessment) – mutually determined

Description of Assessment:

Student Group:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.

Professional Growth Goal (specific Teacher Action) – mutually determined

Description of Professional Growth Goal:

Description of specific, measurable, target to determine success:

Final data should be entered here:



- 3 Exceeds Expectations:** Clearly exceeded the goal.
- 2 Meets Expectations:** Met the goal.
- 1 Approaching Expectations:** Strong progress towards the goal.
- 0 Does Not Meet Expectations:** Lack of substantial progress toward the goal.