

CORE TEACHING STANDARDS – DOVER SCHOOL DISTRICT – 2012-13

1. Planning and Preparation				
Standard	Exemplary/Extended Thinking	Exceeds Standards/Strategic Thinking	Meets Standards/Skills/Concepts	Does Not Meet Standards
1A/B Teacher demonstrates knowledge of content, pedagogy and students	The teacher emphasizes a variety of modalities (learning styles) to enhance learning. Plans clearly emphasize student involvement in learning and show that students are responsible for their own learning. Teacher uses assessment results to plan follow up with individual and group lessons.	The teacher's directed lessons help students learn. Lessons are well planned and successful. Varieties of modalities (learning styles) are emphasized to enhance learning. Teacher often uses assessment results to plan and follow up with individual and group lessons.	The teacher understands and can articulate needs but plans, but plans don't reflect the understanding of the students' needs. The teacher's plans attempted, but fell short of meeting the needs of the students. Criteria for using assessment is not clear.	The plan is disjointed and does not meet the needs of the students. The teacher doesn't understand the educational needs of the students. Assessment lacks congruency with planning goals.
1C/E Teacher selects appropriate instructional goals and designs coherent instruction	The teacher plans and prepares lessons which are not only consistent with established curriculum but also integrates the curriculum/frameworks with the "real world" and students' lives.	The teacher plans and prepares lessons, which are consistent with established curriculum/frameworks and attempts to connect the curriculum with the "real world" and students' lives.	The teacher plans and prepares lessons that are consistent with established curriculum/frameworks.	The teacher's lessons have no clear connection to the curriculum/frameworks.

<p>ID</p> <p>Teacher demonstrates knowledge of resources</p>	<p>The teacher is proactive in serving the students, seeking out resources as necessary. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.</p>	<p>The teacher utilizes resources to serve the students. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.</p>	<p>The teacher's attempts to serve students are inconsistent. Representation of content is inconsistent in quality. Some is done skillfully while other portions are difficult to follow.</p>	<p>Representation of content is inappropriate or unclear. The teacher is unable to meet the needs of the students through the curriculum.</p>
<p>IF</p> <p>Teacher appropriately assesses student learning</p>	<p>The teacher uses a variety of assessment tools to meet the individual needs of most students. The teacher uses the assessment data to individualize instruction.</p>	<p>The teacher uses a variety of assessment tools to meet the individual needs of the students. The teacher will use the assessment data to individualize instruction.</p>	<p>The teacher uses a limited number of assessment tools to meet the needs of the students. The teacher uses assessment data on an inconsistent basis to modify instruction.</p>	<p>The teacher does not use assessment data to modify instruction.</p>

2. CLASSROOM ENVIRONMENT

Standard	Exemplary/Extended Thinking	Exceeds Standards/Strategic Thinking	Meets Standards/Skills/Concepts	Does Not Meet Standards
<p>2A</p> <p>Teacher creates an environment of respect and rapport</p>	<p>Teacher inspires a respectful classroom community by nurturing cooperation and communication. Classroom environment demonstrates that students have internalized mutual respect.</p>	<p>Interactions between teacher and students demonstrate a generally cooperative, communicative, and respectful learning environment. Classroom environment demonstrates that most students have internalized mutual respect.</p>	<p>Interactions between teacher and students indicate some inconsistency in cooperation and communication within the classroom. Classroom environment demonstrates that some students have internalized mutual respect.</p>	<p>Interactions between teacher and students indicate a lack of cooperation, communication and respect.</p>
<p>2B</p> <p>Teacher establishes a culture for learning</p>	<p>Instructional environment clearly articulates student responsibility; as a result, students are productively engaged at all times.</p>	<p>Instructional environment articulates student responsibility; therefore most students are productively engaged all of the time. Teacher effectively redirects students' attention when appropriate.</p>	<p>Instructional environment sometimes articulates student responsibility, resulting in student distraction/inattention when teacher is not directly involved.</p>	<p>Students are not productively engaged in learning. Considerable instructional time is lost in non-instructional duties.</p>

	<p>2C/D</p> <p>Teacher effectively manages classroom procedures & student behavior</p>	<p>Standards and policies of conduct are clear and consistently enforced. The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. Students monitor their own and peers' behavior, treating one another with respect.</p>	<p>Standards and policies of conduct are clear and consistently enforced. The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. All students treat one another with respect.</p>	<p>Standards and policies of conduct are generally clear and not always consistently clear. The classroom is safe, and the teacher is generally aware of most student behavior. Most students treat each other with respect.</p>	<p>Little evidence that standards and policies of conduct have been communicated. The classroom is unsafe, and the student behavior is not monitored effectively. Mutual respect is not evident.</p>
	<p>2E</p> <p>Teacher effectively organizes physical space</p>	<p>Both teachers and students use physical resources optimally, and ensure that all learning is equally accessible to all students. The teacher creates effective and organized displays of student work that can be used as teaching tools. The displays are current and clearly support curriculum.</p>	<p>The teacher uses physical resources skillfully, and all learning is equally accessible to all students. The teacher creates effective and organized displays of student work which are current and support curriculum.</p>	<p>The teacher uses physical resources adequately, and learning is accessible to all students. The teacher creates displays that are not always current and sometimes support curriculum.</p>	<p>The teacher uses physical resources poorly, or learning is not accessible to some students. The teacher has no displays, or his/her displays in no way support curriculum.</p>

3. INSTRUCTION				
Standard	Exemplary/Extended Thinking	Exceeds Standards/Strategic Thinking	Meets Standards/Skills/Concepts	Does Not Meet Standards
3A Teacher communicates clearly and accurately	The teacher uses standard spoken and written language. Direction and procedures are clear to students and teacher anticipates student misunderstanding. Teacher's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson.	The teacher uses standard spoken and written language. Direction and procedures are clear to students and contain an appropriate level of detail. The teacher is generally aware of student misunderstanding.	The teacher uses standard written and spoken language, but it is sometimes inappropriate for students' ages or background. The teacher is sometimes unaware of student misunderstanding.	The teacher's written and spoken language is often incorrect. Directions are vague and confusing to students. Grammar and vocabulary may be inappropriate.
3B Teacher uses effective questioning & discussion techniques with students & colleagues, engaging each in learning	The teacher engages students & colleagues in learning by demonstrating excitement through multiple modalities of instruction. Instruction observed addresses all learning styles. Students are observed being active listeners, participants, and	The majority of students & colleagues are engaged in learning. Instruction observed addresses most learning styles of students.	Some students & colleagues are engaged in learning. Minimal learning styles are addressed. The teacher shows some level of enthusiasm.	The teacher demonstrates little or no enthusiasm. Little commitment or investment to students' learning is shown.

	self-directed learners.				
3C	The teacher models thoughtful and respectful behavior. As a result of this modeling, students treat both teachers and peers with similar regard.	The teacher usually demonstrates thoughtful and respectful behavior. As a result of this modeling, students generally treat peers with similar regard and exhibit respect toward the teacher.	The teacher's interaction with students and/or colleagues is generally appropriate with occasional inconsistencies. As a result of this modeling, students sometimes exhibit respect for teachers and peers.	The teacher's interaction with students and/or colleagues are often characterized by demeaning or condescending remarks that are destructive to the classroom atmosphere.	
3D	The teacher provides effective feedback to students	The teacher's feedback is consistent, helpful, and delivered in a timely manner.	The teacher is inconsistent in praise and correction. Feedback is not always timely.	The teacher's feedback is limited, not timely, may be inappropriate, and may be of poor quality.	
3E	Teacher demonstrates flexibility & responsiveness	Instructional materials and resources are well crafted, and resources are organized to meet the diverse needs of the students. Pacing of the lesson is appropriate and students are actively engaged.	Instructional materials and resources are suitable for most students. The pace of the lessons is sometimes uneven, and not all students are engaged.	Instructional materials and resources are unsuitable and do not engage the students. The pacing is inappropriate.	

4. PROFESSIONAL RESPONSIBILITIES				
Standard	Exemplary/Extended Thinking	Exceeds Standards/Strategic Thinking	Meets Standards/Skills/Concepts	Does Not Meet Standards
4A/E Teacher reflects on teaching, demonstrating professional growth, both individually & with colleagues	Teacher continually and skillfully self-evaluates & seeks out opportunities for professional development to improve proficiency.	Teacher frequently self-evaluates and often seeks out opportunities for professional development to improve proficiency.	Teacher sometimes self-evaluates and occasionally seeks out opportunities for professional development.	Teacher fails to self-evaluate and does not seek out opportunities for professional development.
4B/F Teacher demonstrates professionalism and maintains accurate records	The teacher knows and understands federal, state, district and local school guidelines and adheres to them.	The teacher actively seeks knowledge of federal, state, district and local school guidelines and adheres to them.	The teacher is minimally aware of federal, state, district and local school guidelines when needed.	The teacher is unaware of guidelines.
4C Teacher effectively communicates with families and colleagues	Teacher provides frequent information to parents about instruction & student progress; & teacher initiates parent contact & responds to parents' concerns in a timely manner. The teacher plans, designs & evaluates teaching materials & teaching practices with	The teacher provides regular information to parents about instruction and student progress; and responds to parents' concerns in a timely manner. The teacher often engages in discussions with colleagues about teaching practice.	The teacher adheres to required procedures for communicating with and responding to parent concerns. The teacher sometimes engages in respectful discussions with colleagues about teaching practices.	The teacher fails to respond to parent concerns. The teacher rarely or never engages in discussions with colleagues about teaching practice.

	colleagues.			
4D				
Teacher effectively contributes to the school & district	The teacher has a clear understanding of the culture, mission, and demographics of the school and uses that understanding in an exemplary fashion.	The teacher has an understanding of the culture, mission, and demographics of the school and utilizes that understanding effectively.	The teacher accepts and understands the culture, mission, and demographics of the school.	The teacher lacks clear understanding of the culture, mission, and demographics and their impact on the school community.
5. DISTRICT/SCHOOL GOALS				
Standard	Exemplary/Extended Thinking	Exceeds Standards/Strategic Thinking	Meets Standards/Skills/Concepts	Does Not Meet Standards
5A				
The teacher integrates personal/ Professional Development with District/ School goals	The teacher identifies connections between personal goals/inquiry area/district/school goals. The teacher demonstrates use of resources, and consistently integrates with practice and shares with peers. The teacher motivates students to actively identify and understand connections	The teacher identifies connections between personal goals/inquiry area/district/school goals. Teacher identifies and shares resources with peers.	The teacher identifies connections between personal goals/inquiry area/district/ school goals.	The teacher identifies connections between personal goals/inquiry area/district/ school goals.