

Article IX.A.4.d. Performance Standards for Educators

A. Instruction and Assessment

The educator consistently communicates clearly and accurately.

Indicators of effective communication include but are not limited to:

- Using language that is developmentally appropriate for students
- Writing clearly, legibly, and coherently
- Avoiding vulgar, profane or crude language
- Providing timely and constructive feedback for learners

The educator uses a variety of effective instructional strategies.

Indicators of varied effective instructional strategies include but are not limited to:

- Demonstrating proficiency in explicit instruction
- Selecting strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming, and Sheltered English Strategies)
- Enriching instruction through the proficient use of technology
- Assigning work and setting time limits, allowing sufficient time for mastery
- Using a variety of instructional materials and methods

The educator uses a variety of engagement strategies.

Indicators of effective engagement strategies include but are not limited to:

- Displaying enthusiastic, positive demeanor
- Modeling and encouraging positive interaction
- Eliciting confidence and respect
- Stimulating interest and enthusiasm
- Praising strengths and constructively addressing weaknesses
- Actively listening
- Connecting to cultural perspectives (e.g., gender, ethnicity, etc.)

The educator involves students and/or staff in meaningful learning.

Indicators of involvement in meaningful learning include but are not limited to:

- Using a variety of teaching strategies to promote problem solving activities and task completion
- Focusing on quality work and high expectations
- Reflecting on and evaluating student performance for the purpose of improvement
- Using prior knowledge to connect new knowledge, skills, and understanding
- Teaching integrated content and skills for real world application

The educator makes reasonable and appropriate individual accommodations.

Indicators of the ability to make individual accommodations include but are not limited to:

- Identifying special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.)
- Designing and implementing a variety of accommodations
- Using available resources to inform and support the design and implementation of accommodations

The educator uses assessment to guide instruction and verify that meaningful learning is taking place.

Indicators that assessment is being used to guide instruction and verify meaningful learning include but are not limited to:

Using both formal and informal measures

Demonstrating flexibility and responsiveness to assessment results

Providing timely and constructive feedback to learners

Evaluating student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc.

The educator systematically reviews and reinforces concepts to support long-term learning.

Indicators of the development of long-term learning include but are not limited to:

Providing opportunities for guided practice and independent performance

Systematically reviewing essential concepts

Using a variety of strategies for application and review of concepts

B. Planning and Preparation

The educator uses appropriate curriculum materials in planning for instruction.

Indicators that demonstrate the use of appropriate materials in planning for instruction include but are not limited to:

Using the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content

Consistently using materials adopted by Granite School District

Using adopted materials in accordance with district guidelines

The educator plans and prepares for the needs of diverse learners.

Indicators of effective planning and preparation for diverse learners includes but are not limited to:

Identifying the range of student needs and applying a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.)

Utilizing a variety of instructional materials and methods for skill development

The educator sets goals and makes instructional decisions based on data gathered from multiple sources.

Indicators of effective instructional decisions based on multiple forms of data include but are not limited to:

Using data from standardized tests to make adjustments to lesson design and instructional strategies.

Using data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice.

The educator applies knowledge of developmentally appropriate practices when planning instruction.

Indicators of developmentally appropriate practices include but are not limited to:

Maximizing student time on task

Establishing performance outcomes

Using differentiated instructional strategies

The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.

Indicators of effective collaboration include but are not limited to:

Participating in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings)

Collaborating and exchanging of student information with professional colleagues

Seeking and using support from ancillary staff

C. Learning Environment

The educator shows and elicits respect while developing and maintaining positive rapport.

Indicators of respect and rapport include but are not limited to:

Facilitating a caring and motivating environment

Encouraging positive social interaction

Administering constructive discipline that does not demean the individual

Promoting cooperative and collaborative learning

Formulating rules and expectations collaboratively

The educator supports colleagues.

Indicators of collegial support include but are not limited to:

Participating in schoolwide discipline plans

Supporting colleagues in proper discipline procedures

Consulting with other adults regarding the academic, social, physical, and emotional well being of students

Working with other professionals to improve the overall learning environment

Guiding and supporting new colleagues

The educator advocates, nurtures, and sustains a culture for learning.

Indicators of a culture that promotes learning include but are not limited to:

Setting and maintaining high expectations

Developing self-motivation and active engagement in learning

Recognizing the importance of peer relationships in establishing a climate of learning

Connecting curriculum with other environments familiar to the learner

The educator manages procedures.

Indicators of managing procedures include but are not limited to:

Arranging and directing classroom and/or school procedures with minimum disruption

Effectively managing transitions

Supporting school and district policies and procedures

Maximizing the amount of class time spent in learning

Applying procedures and enforcing rules consistently and effectively

Responding to school crisis drills and situations

The educator manages student behavior.

Indicators of managing student behavior include but are not limited to:

Explaining rules, expectations, and consequences
Explaining reasons for disciplinary actions
Using a range of strategies
Administering discipline that fits the infraction in a calm, professional demeanor
Using fair and consistent practices
Investigating and considering both sides of interpersonal conflicts

The educator prepares and maintains an environment conducive to learning.

Indicators of an environment conducive to learning include but are not limited to:

Organizing the physical environment to maximize learning and to accommodate individual differences/disabilities
Creating a safe environment for learning
Managing available resources to encourage and stimulate learning

D. Professional Responsibilities

The educator participates in professional growth.

Indicators of participation in professional growth include but are not limited to:

Seeking out opportunities for professional learning
Applying professional learning to individual educational settings
Evaluating and refining educational practices on an on-going basis
Engaging in annual self-reflection and evaluation of personal educational practices
Demonstrating that students are learning (i.e., academic improvement)
Staying current with advancements and developments within areas of responsibility

The educator interacts and communicates with all constituency groups.

Indicators of interacting and communicating with all constituency groups include but are not limited to:

Developing positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community
Establishing effective communications with students, parents, faculty, administration, staff, and community
Consulting with individual parents regarding academic, social, and emotional needs
Maintaining confidentiality of records, releasing information only to those persons with legal access to information

The educator maintains professional appearance and behavior.

Indicators of maintaining professional appearance and behavior include but are not limited to:

Dressing appropriately and practicing cleanliness
Modeling and encouraging positive behaviors
Demonstrating and promoting integrity, fairness, and ethical behavior
Following educational codes of ethics as well as state, district, and school policies
Solving problems at the appropriate level

The educator performs necessary non-instructional duties.

Indicators of performing such duties include but are not limited to:

Utilizing consultation and preparation time for professional purposes

Accepting necessary job-related responsibilities including support of school programs and activities

Performing necessary record keeping and reporting duties in a timely manner

Directing, observing, evaluating, and providing feedback to paraeducators, volunteers, and peer tutors

The educator demonstrates professional leadership.

Indicators of professional leadership include but are not limited to:

Having professional vision and setting goals accordingly

Participating in problem solving

Facilitating a progressive and goal-oriented environment

Making informed and timely decisions

Actively soliciting feedback from constituents