Teacher: Mrs. (Redacted)　　　　Date: **6/26/19; 7/3/19**　　　Subject: **Mathematics**

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.			Emerging/ Minimal	Effective	Highly Effective	Evidence:
a. **Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.**			☐	☑	☐	Students can work together and discuss their learning. I also observed her working to help each student individually with their problems, and she has a good rapport with them.
Emerging/Minimal Creates whole-class learning experiences.	**Effective** Creates developmentally appropriate and challenging learning experiences based on student needs.	**Highly Effecive** Uses data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.				
b. **Collaborates with families, colleagues, and other professionals to promote student growth and development.**			☑	☑	☐	Though it is summer school, I've observed her working with office staff, other math teachers, and even myself (admin intern) to improve the learning and teaching in her classroom. The admins in the summer school program take care of reaching out to struggling students, but she seems to genuinely care about their success.
Emerging/ Minimal Interacts with families and colleagues related to student growth and development.	**Effective** Collaborates with families and colleagues to support learner growth and development.	**Highly Effective** Takes initiative to engage families and colleagues in supporting each student's individual growth and development.				

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.			Emerging/ Minimal	Effective	Highly Effective	Evidence:
a. **Understands individual learner differences and holds high expectations of students.**			☐	☑	☐	She is working to help students individually with problems, and helps them to do their best
Emerging/Minimal Understands that students differ and holds generally high expectations for students.	**Effective** Ensure inclusive learning environments that allow each student to reach learning goals.	**Highly Effective** Develops and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.				
b. **Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.**						

				Emerging/Minimal	Effective	Highly Effective	Evidence
	Emerging/Minimal Identifies diverse learning strengths and needs. Uses teaching materials that represent diverse cultures and learner differences.	**Effective** **Designs,** adapts, and de-livers instruction to honor individual differences and learning strengths and needs. **Evaluates** and selects materials and lessons that counteract stereotypes and uses culturally respon-sive instruction.	**Highly Effective** Uses learner differences as an asset in designing e ective instruction for all students. Sca olds support for diverse learners in the classroom and matches resources and strategies to individual student needs.	☑	☑	☐	She talks with students and checks in frequently so see where they are in their work / understanding.
c.	*Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.*			☐	☑	☐	
	Emerging/Minimal Provides few methods for students to demonstrate learning.	**Effective** Allows multiple ways for students to demonstrate learning sensitive to student experiences and diversity.	**Highly Effective** Encourages studentsto demonstrate learning based on understanding of individual learning characteristics.				She talks with students to determine their knowledge, as well as looks at their written work to verify that they are understanding the problems.
d.	*Creates a learning culture that encourages individual learners to persevere and advance.*			☐	☑	☑	
	Emerging/Minimal Recognizes that individual experiences and cultures shape student learning.	**Effective** Applies understanding of student diversity to encourage each learner to reach full potential.	**Highly Effective** Bridges school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.				She has worked with students to encourage them to continue working and "getting it". They are obviously engaged, and
e.	*Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.*			☑	☑	☐	
	Emerging/Minimal Uses available program materials for English language instruction**.**	**Effective** Incorporates tools of language development into planning and instruction, including strategies for development of English pro ciency.Uses strategies,visuals, and modeling to augment auditory directions and adapts instruction accordingly.	**Highly Effective** Incorporates knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction. Engages English learners in assessment of their progress in English language development and in meeting content standards.				I didn't see much examples of this, but it doesn't appear that she has any ELLs in her class. She works to make sure material is simple and easy to understand in plain English

Standard 3: Learning Environments

		Emerging / Minimal	Effective	Highly Effective	Evidence:
	The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.				
a.	*Develops learning experiences that engage and support students as selfdirected learners who internalize classroom routines, expectations, and procedures.*				

	Emerging/Minimal Implements a daily schedule.	**Effective** Establishes and maintains routines, expectations, and procedures that support student learning.	**Highly Effective** Collaborates with students in establishing and re ecting on classroom procedures to improve the learning environment.	☐	☑	☐	Students know the routine in class, and it is developed to provide stability and encourage student learning / development.

b.	*Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.*

	Emerging/Minimal	Effective	Highly Effective	Emerging		Highly	Comments
	Promotes a positive and respectful learning climate. Provides opportunities for students to work in teams.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Models positive learning interactions and guides students to consistently re ne interactions through self reflection. Supports students to create and manage learning teams to meet learning goals.	☑	☑	☐	Students know that the classroom is a "safe" place; she even jokes around with them in a friendly manner, showing a definite rapport with the students. I didn't see a lot of evidence of student learning teams, but otherwise she meets this standard.
c.	*Uses a variety of classroom management strategies to effectively maintain a positive learning environment.*						
	Emerging/Minimal Uses a variety of classroom management strategies.	Effective Uses research-based strategies to reinforce positive learning interactions. Consistently responds to classroom disruptions in an appropriate and timely manner to maintaina positive learning environment.	Highly Effective Collects and analyzes classroom-based data and makes modi cations to facilitate a positive learning environment. Encourages learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.	☐	☑	☐	She knows how to maintain classroom discipline. She is courteous and kind to the students, but she requires them to work and
d.	*Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.*						
	Emerging/Minimal Organizes the physical environment and schedule.	Effective Maintains a functional and organized physical environment conducive to thought and interaction. Manages schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation.	Highly Effective Coordinates time, materials, and space to design various learning patterns and multiple learning activities. Fosters each student's ability to manage his or her own learning time. Selects engagement strategies that align with individual student learning patterns and goals.	☐	☑	☑	I thought she did a great job in utilizing the classroom space to work with students, and give them the space and time they need to complete their work.
e.	*Extends the learning environment using technology, media, and local and global resources.*						
	Emerging/Minimal Knows and applies basic technology skills.	Effective Incorporates a variety of technology tools and media in the learning environment.	Highly Effective Actively and consistently incorporates technology and media.	☐	☑	☐	Witnessed her using multiple technology tools (computer program, projector and math examples, etc.)
f.	*Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.*						Normally I believe she does this well, but when they were working on a particular problem, a student asked about the relevancy of their work, and she ignored it and moved on. Addressing that in a positive way could have been helpful, I believe.
	Emerging/Minimal Links skills learned in school to real-world contexts.	Effective Provides a classroom, supports the acquisition of learning skills, and incorporates authentic real-world experiences.	Highly Effective Models and expects students to transfer learning skills and content knowledge to real-world and work-place contexts.	☑	☑	☐	

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4:Content Knowledge	Emerging		Highly

					Emerging / Minimal	Effective	Highly Effective	Evidence:
	The teacher understands the central concepts, tools of inquiry, and structures of the discipline.							
a.	**Knows the content of the discipline and conveys accurate information and concepts.**				☐	☑	☑	She clearly exhibits good knowledge of the content, and she competently helps the students to understand the content as well. She is consistently moving about and assisting students in their work, and helping them to improve.
	Emerging/Minimal Knows the content of assigned teaching area.	**Effective** Knows the content of the discipline(s) taught and conveys accurate information.	**Highly Effective** Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.					
b.	*Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.*				☐	☑	☐	Evidently she understands the curriculum required at the state level, and she is competent in sharing that knowledge with her students.
	Emerging/Minimal References the Utah Core Standards in the preparation of lesson plans.	**Effective** Bases instruction on approved content standards and current research to create rigorous and relevant learning activities.	**Highly Effective** Continually updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.					
c.	*Engages students in applying methods of inquiry and standards of evidence of the discipline.*				☐	☑	☐	Students understand how to problem-solve, and she is good at doing her job
	Emerging/Minimal Understands methods and standards used in a speci c academic discipline.	**Effective** Teaches methods of inquiry, problem- solving, and critical thinking consistent with the standards of the academic discipline.	**Highly Effective** Develops opportunities for self-directed student inquiry and problem- solving across multiple disciplines.					
d.	*Uses multiple representations of concepts that capture key ideas.*				☐	☑	☐	Helped her students see multiple methods of solving the problems she was considering.
	Emerging/Minimal Teaches key concepts of the discipline.	**Effective** Uses multiple representations and explanations to convey concepts of the discipline.	**Highly Effective** Regularly adapts various methods and materials to convey key ideas of the discipline.					
e.	*Supports students in learning and using academic language accurately and meaningfully.*				☐	☑	☑	Seemed to do an excellent job of this.
	Emerging/Minimal Uses the vocabulary of the discipline.	**Effective** Incorporates academic vocabulary to enhance learning.	**Highly Effective** Expects students to use academic language accurately and meaningfully.					

Standard 5: Assessment

					Emerging / Minimal	Effective	Highly Effective	
	The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.							Evidence:
a.	*Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.*				☐	☑	☐	I can tell that her formative assessment is well-developed. Her preassessment shows that she is aware of where her students are, and she is working to make sure that they can be prepared for and adequately learn the curriculum she is tasked with teaching.
	Emerging/Minimal Selects assessments to match learning objectives.	**Effective** Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.	**Highly Effective** Selects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.					
b.	*Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.*							

	Emerging/Minimal	Effective	Highly Effective	Emerging/Minimal	Effective	Highly Effective	
	Emerging/Minimal — Encourages students to do quality work. Provides feedback on student work.	Effective — Engages students in understanding and identifying the elements of quality work. Provides students with feedback to guide their progress in producing quality work.	Highly Effective — Engages students in regularly producing quality work and supports students in self assessment and goal setting. Provides students with timely and descriptive feedback to guide their progress in producing quality work.	☐	☑	☑	She is consistently working with students to verify they are on task, and she demonstrates quality work for them in their tasks / learning.
c.	*Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.*						
	Emerging/Minimal — Modifies formative assessments.	Effective — Adjusts assessment methods to meet various student learning needs.	Highly Effective — Modifies assessment methods and makes appropriate accommodationsfor English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	☐	☑	☐	I can see that she assesses student learning, and if needed, will help all of the students with a concept that many are not getting / struggling with.
d.	*Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.*						
	Emerging/Minimal — valuates student learning as part of instruction.	Effective — Uses multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.	Highly Effective — Uses formative and summative inputs to re ect on and make ongoing modi cations in instruction that result in increased learner achievement.	☑	☑	☐	She is interacting with the front row of the students well, using that data to drive instruction. Sadly, several students in the back were totally not paying attention, and were doing their own thing. Bringing them back into the discussion should be a focus in the future.
e.	*Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.*						
	Emerging/Minimal — Shares assessment feedback with students and parents/guardians at required reporting periods.	Effective — Documents student progress and provides feedback to students, parents/guardians, and other stakeholders in a variety of ways.	Highly Effective — Selects or designs a variety of e ective formats to document and provide feedback on student progress.	☑	☑	☐	As it is summer school, there is limited time to work with all students, parents, etc., but she is obviously working to provide useful feedback to her students, and that is clearly evident as I've watched her teach.
f.	*Understands and practices appropriate and ethical assessment principles and procedures.*						
	Emerging/Minimal — Knows appropriate assessment principles and procedures.	Effective — Understands and practices appropriate and ethical assessment principles and procedures.	Highly Effective — Supports students in their understanding of ethical assessment principles and procedures and provides an ethical learning environment to support them.	☐	☑	☑	Students are treated fairly, and they have the opportunity to get help and learn in an equitable way. Teacher works to verify that all students have ample opportunity to clarify understandings, etc.

Standard 6: Instructional Planning

		Emerging / Minimal	Effective	Highly Effective	
	The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.	Emerging / Minimal	Effective	Highly Effective	Evidence:
a.	*Plans instruction based on the Utah Core Standards.*				

	Emerging/Minimal	Effective	Highly Effective	Emerging/Minimal	Effective	Highly Effective	Evidence
	Emerging/Minimal Uses the Utah Core Standards to inform learning activities.	**Effective** Systematically plans instruction based on approved standards.	**Highly Effective** Develops short- and long-term instructional plans, including a content-based scope and sequence based on approved standards.	☐	☑	☐	Her instruction clearly follows the Utah Common Core standards.
b.	*Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.*						
	Emerging/Minimal Selects learning activities based on content standards.	**Effective** Adapts learning experiences based on content standards and learner needs.	**Highly Effective** Creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of e ective instruction.	☐	☑	☐	She works with all students to give them a fair shake at learning the material, practicing their math skills. She works to make sure they know multiple methods to solve the problems, and thus have many skills in their toolbelt for success.
c.	*Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.*						
	Emerging/Minimal Uses various methods and materials.	**Effective** Differentiates instruction by choosing appropriate strategies to meet individual student needs.	**Highly Effective** Differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstratios of learning.	☐	☑	☐	Mrs. (Redacted) differentiates her instruction and work with students to meet their individual needs. Each student shows their work, and she helps them see where they are.
d.	**Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.**						
	Emerging/Minimal Provides opportunities for creative work.	**Effective** Provides opportunities for students to use complex thinking skills in organizing and generating original work.	**Highly Effective** Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	☐	☑	☑	She is constantly providing new problems / questions that require the students to exercise their skills, and build upon their previous knowledge. Thus, they are using HOT (Higher Order Thinking) skills and stretching themselves and their abilities.
e.	*Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.*						
	Emerging/Minimal Provides opportunities for students to use knowledge in various ways.	**Effective** Introduces cross- disciplinary concepts to support the understanding of content.	**Highly Effective** Integrates into instructional plans cross-disciplinaryskills that purposefully engage learners in their applications of content knowledge.	☑	☑	☐	I feel like she sometimes integrates other analogies and ideas to help make the learning clearer, but I'd like to see more of this.

Standard 7:instructional strategies

	The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.			**Emerging/ Minimal**	**Effective**	**Highly Effective**	**Evidence:**
a.	*Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.*						
	Emerging/Minimal Uses a variety of instructional strategies.	**Effective** Appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	**Highly Effective** Adapts a variety of pedagogical strategies to meet the assessed needs of individual students.	☑	☑	☐	I can tell that she works to make sure each student understands the material / curriculum at their own level. She will utilize different methods, such as empathy, different explanations, etc. to assist the students in their learning.

b.	**Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.**						
	Emerging/Minimal Uses various instructional formats.	**Effective** Adapts instruction and varies his or her role appropriate to particular content and concepts.	**Highly Effective** Continuously checksfor each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.	☐	☑	☑	Does a great job assessing where students are, and what they are up to. I like how she is often working individually with students to assess exactly where *they are,* so that they feel like they have help, and can do what they need to do.
c.	**Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.**						
	Emerging/Minimal Adjusts instruction based on student responses.	**Effective** Analyzes student learning and responds to errors and misconceptions.	**Highly Effective** Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	☐	☑	☑	She assesses quickly, but efficiently, and helps get the students back on track.
d.	**Uses a variety of instructional strategies to support and expand each learners' communication skills.**						
	Emerging/Minimal Provides opportunities for students to articulate thoughts and ideas.	**Effective** Uses a variety of strategies to support and expand each learner's communication skills.	**Highly Effective** Encourages and supports students in learning and using multiple forms of communication to convey ideas.	☐	☑	☐	Yep, she has got this down pat.
e.	**Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.**						
	Emerging/Minimal Provides opportunities for students to identify and use complex thinking skills.	**Effective** Provides multiple opportunities for students to remember, understand, analyze, evaluate, and create. Uses questions to engage students in meta-cognitive thinking.	**Highly Effective** Guides students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. Consistently embeds opportunities for students to re ect on their learning.	☐	☑	☑	Indeed, she is right there, teaching both the class and individuals how to solve problems and get the help they need.
f.	**Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.**						
	Emerging/Minimal Uses various sources to inform instruction.	**Effective** Systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	**Highly Effective** Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real- world problems.	☐	☑	☐	Does this very well, as evidenced by other substandards
g.	**Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.**						
	Emerging/Minimal Uses technology to support instruction.	**Effective** Assesses and uses various technologies to support content and skill development.	**Highly Effective** Uses technology to foster student engagement in higher-level content and skill development.	☑	☑	☐	I'd like to see more of this, but I would imagine she uses these tools a lot more in her regular classes.
h.	**Uses a variety of questioning strategies to promote engagement and learning.**						

Emerging/Minimal	Effective	Highly Effective				
Asks questions to assess student learning.	Uses a variety of questioning strategies to promote engagement and learning.	**Highly Effective** Purposely selects questioning strategies aligned with learning goals.	☐	☑	☐	Her questioning skills are good. She asks open-ended questions that encourage critical thinking on the part of the students (rather than just "giving the answer")

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner			Emerging/Minimal	Effective	Highly Effective	Evidence:
a. *Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.*						
Emerging/Minimal Adjusts instruction based on student outcomes.	**Effective** Assesses student progress and adapts strategies based on past student performance. Collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.	**Highly Effective** Uses multiple data sourc- es to evaluate the out- comes of teaching and learning, in order to re- ect on and adapt plan- ning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.	☑	☑	☐	I haven't seen evidence of collaboration, but at a summer school, this is a tough thing to do. I am sure that she would do more, but that is only an inferance. She definitely makes adjustments and changes as needed based on assessment.
b. *Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.*						
Emerging/Minimal Participates in new learning experiences.	**Effective** Applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	**Highly Effective** Actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.	☑	☑	☐	I did not see any evidence of this, but based on our discussions, she seems to actively engage in best practices regarding self-assessment regarding her instruction.
c. **Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.**						
Emerging/Minimal Acknowledges that everyone has biases based on his or her knowledge and experience.	**Effective** Identifies own background and experiences that have an impact on teaching and learning relationships.	**Highly Effective** Identifies and accesses resources that support the development of a broader understanding of differences.	☑	☑	☐	She definitely seems aware of these biases, and works to mitigate them between herslef and among her students.
d. **Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.**						
Emerging/Minimal Participatesin professional development opportunities and considers new ideas to improve teaching.	**Effective** Actively investigates and considers new ideas drawing upon current research and policy as sources of re ection.	**Highly Effective** Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.	☑	☑	☐	Has been working with other math teachers to improve the curriculum based on how the students are doing, and is willing / able to adjust as needed.
e. **Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.**						

	Emerging/Minimal	Effective	Highly Effective	Emerging/Minimal	Effective	Highly Effective	Evidence
	Participates in learning experiences as they arise.	Consults with supervisor to develop a standards- based professional learning plan.	Develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.	☑	☑	☐	She told me that she works at her high school to do just this, and seems to be open to ongoing education and improvement opportunities.

Standard 9: Leadership and collaboration

	The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.			Emerging/Minimal	Effective	Highly Effective	Evidence:
a.	**Prepares for and participates actively as a team member in decisionmaking processes and building a shared culture that affects the school and larger educational community.**						
	Emerging/Minimal Knows school-wide policies and practices and displays awareness of the school improvement plan.	**Effective** Establishes positive working relationships and participates in the school's decision-making processes as required. Participates in developing and/or implementing the school improvement plan.	**Highly Effective** Takes initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.	☐	☑	☑	Most teachers don't make as much of an effort to collaborate in Summer School, but Mrs. (Redacted) is not one of those teachers. She and the other math teachers make concerted efforts to improve their curriculum and address student learning frequently.
b.	**Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.**						
	Emerging/Minimal Participates in the professional learning community as required.	**Effective** Actively participates with colleagues to support the goals of the learning community.	**Highly Effective** Assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies.	☐	☑	☑	As mentioned above, she makes a solid effort to collaborate and assist her and other summer school students in their efforts to master math.
c.	*Advocates for the learners, the school, the community, and the profession.*						
	Emerging/Minimal Contributes to student success.	**Effective** Advocates for all students to be prepared for high school graduation and future school and/or work success. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.	**Highly Effective** Actively communicates the vision of college and career readiness to students. Actively participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.	☐	☑	☐	Sometimes, the subject they are doing is a bit abstract from the "real world"; however, she still explains and clarifies how these skills are applicable in many computer design related fields, which are arguably the most profitable in our current economy.
d.	*Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.*						
	Emerging/Minimal Develops positive relationships with colleagues.	**Effective** Works with colleagues to plan and jointly facilitate learning to meet diverse needs.	**Highly Effective** Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.	☐	☑	☑	Lots of good evidence of this.
e.	*Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.*						During summer school, there isn't any professional

	Emerging/Minimal Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.	**Effective** Engages in professional learning with colleagues to enhance professional practice.	**Highly Effective** Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.	☑ ☑ ☐	During summer school, there isn't any professional learning besides the first meeting. This is something that isn't her fault, but it is something that perhaps we admins at the school ought to consider in order to assist the teachers in being all that they can be.

Standard 10: Professional and ethical behavior					
The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.			**Emerging/Minimal**	**Effective**	**Highly Effective**	**Evidence:**

		Emerging/Minimal	Effective	Highly Effective	Evidence:
a.	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.				
	Emerging/Minimal Advocates for and models compliance with law and rules governing ethical conduct of educators.	**Effective** Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	**Highly Effective** Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.	☐ ☑ ☑	Seems very aware and responsive to laws and policies, including rapid changes (recent policy change regarding breaks, etc).

		Yes	No	
b.	Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.	☑	☐	
c.	Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.	☑	☐	
d.	Maintains accurate instructional and non-instructional records.	☑	☐	
e.	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.	☑	☐	
f.	Develops appropriate student-teacher relationships as defined in rule, law, and policy.	☑	☐	
g.	Maintains professional demeanor and appearance as defined by the local education agency (LEA).	☑	☐	