

Standard V: Teachers reflect on their practice

Observation	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	<input type="checkbox"/> Understands the importance of professional development.	. . . and <input type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	<input type="checkbox"/> Is knowledgeable of current research based approaches to teaching and learning.	. . . and <input type="checkbox"/> Considers and uses a variety of research based approaches to improve teaching and learning.	. . . and <input type="checkbox"/> Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

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| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Completion of professional development | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formative assessments | <input type="checkbox"/> Participation in professional learning community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Formative and summative assessment data | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional Development Plan | | <input type="checkbox"/> _____ |