

## TEACHER PERFORMANCE STANDARDS

SAU 24 will continue to define teacher performance standards based on the work of Charlotte Danielson. The following performance standards are adapted from the four domains outlined in her booklet *Enhancing Professional Practice, A Framework for Teaching*. This ASCD publication can be referenced for a more in-depth explanation of any of the items below.

- \* Teachers effectively plan and prepare classroom instruction
  - using their knowledge of content, of prerequisite relationships and of content-related pedagogy,
  - using their knowledge of students that includes students' varied approaches to learning, skills and knowledge, interests and cultural heritage and characteristics of their age group.
- \* Teachers select instructional goals based on value, clarity, suitability for diverse students and balance.
- \* Teachers design lessons
  - that make use of appropriate resources for teaching and the use of appropriate resources by students
  - that contain effective learning activities, instructional materials and resources, instructional groups, and lesson and unit structure.
- \* Teachers select assessments that are congruent with instructional goals, with criteria and standards, and that can be used to plan additional instruction.
- \* Teachers establish a culture of learning that includes
  - an interactive learning environment
  - students who value the importance of content and take pride in their work
  - clear expectations for learning and achievement
- \* Teachers effectively manage instructional groups, transitions, materials and supplies, non-instructional duties, volunteers and paraprofessionals, student behavior, response to student misbehavior, and arrangement of the physical learning space to provide safety and accessibility to learning and to resources for all students.
- \* Teachers communicate clearly to students their instructional directions and procedures in both oral and written form.
- \* Teachers engage students
  - in effective questioning and discussion, in activities and assignments
  - in learning that makes use of effective groupings of students
  - in learning with appropriate instructional materials and resources
  - in learning which is appropriately structured and paced.
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- \* Teachers provide feedback to students that is of quality, accurate, substantive, constructive, specific and timely.

- \* Teachers are flexible and responsive to students' instructional needs by adjusting lessons when necessary, responding to students' concerns, and being persistent.
- \* Teachers reflect on their practice , using the reflection to inform future practice.
- \* Teachers maintain accurate records of student assignments, student progress and in other areas as requested.
- \* Teachers establish effective communication with families about their instructional program, about individual students, and about opportunities to engage in the instructional programs.
- \* Teachers contribute to the school and to the district by their supportive relationships with colleagues, by their service to the school, and by their participation in school and district initiatives.
- \* Teachers grow and develop professionally through activities which enhance their content knowledge and pedagogy and by their service to the profession.
- \* Teachers show professionalism by their service to students, by their advocacy for high quality education, and by the role they play in decision making.

Each SAU school staff is encouraged to engage in dialogue and increase understanding of these standards from its own perspective. For example, the John Stark coordinators have developed *The Components of Effective Teaching* which guides teacher instructional practices.