

Professional Growth System Teacher Performance Standards

Standard I: Teachers are committed to students and their learning.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Standard V: Teachers are committed to continuous improvement and professional development.

Standard VI: Teachers exhibit a high degree of professionalism.

Standard I

*Teachers are
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Standard II

Teachers know the subjects they teach and how to teach those subjects to students.

Standard III

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Standard IV

*Teachers continually
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Standard VI

*Teachers exhibit a
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Student Learning	Standard #1
	Teachers are committed to students and their learning.
	Performance Criteria
	<ul style="list-style-type: none"> • Teachers act on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations. • Teachers set quantifiable learning outcomes for students and hold the students and themselves accountable for meeting those objectives. • Teachers produce measurable growth in student achievement towards goals they have set on systemwide accountability measures. • Teachers recognize individual differences in their students and adjust their practices accordingly. • Teachers understand how students develop and learn. • Teachers extend their mission beyond the academic growth of students.
	Activities Which Address Criteria
	<ul style="list-style-type: none"> √ Recommending students for student review meetings and parent conferences. √ Encouraging assignments that capitalize on students' interests and learning styles to meet objectives √ Making time for students to work with you outside of class. √ Designing structures (rubrics) for students to help them meet and exceed county and state assessment standards. √ Providing and explaining exemplars to help students perform better when beginning units. √ Sponsoring after school enrichment activities and clubs and inviting students to participate. √ Recognizing students' work and providing positive feedback; informing parents of improvements, posting work, getting their work published. √ Teaching students how to self and peer evaluate their work. √ Reviewing students' records and using information and strategies to meet their learning styles.
Examples of Teacher's Supporting Evidence	
<ul style="list-style-type: none"> ▪ Assignments, projects, activators ▪ Communication of standards and criteria for success on tasks ▪ Communications to students and parents ▪ Records of data analysis and goal setting ▪ Reteaching material and material to challenge high-performing students ▪ Student work samples and portfolios ▪ Unit or long-term lesson plans ▪ Examples of student goal setting and monitoring ▪ Feedback on student work ▪ Interventions with students ▪ Examples of differentiated assignments ▪ Examples of explicit study skill instruction 	

Pedagogy	Standard #2
	Teachers know the subjects they teach and how to teach them to students.
	Performance Criteria
	<ul style="list-style-type: none"> • Teachers understand the content of their subject area(s) and how knowledge in a subject field is created, organized, and linked to other disciplines. • Teachers demonstrate subject area knowledge and convey their knowledge clearly to students. • Teachers generate multiple paths to knowledge.
	Activities Which Address Criteria
	<ul style="list-style-type: none"> √ Reading professional literature or participating in professional development activities to learn new strategies -- and implementing them. √ Varying instructional strategies that help students reach the objectives. √ Collaborating with colleagues to identify and implement best practices to reach a variety of student needs. √ Assessing students' progress and re-teaching and/or varying materials as needed. √ Arranging field trips and other experiences beyond the classroom that enhance the unit and require preview and follow-up student work based on this experience.
Examples of Teacher's Supporting Evidence	
<ul style="list-style-type: none"> ▪ Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery of key information ▪ Assessments ▪ Assignments, project descriptions, etc. ▪ Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers etc. ▪ Material designed to teach thinking skills related to content concepts ▪ Short-term lesson plans and supporting materials ▪ Unit or long-term lesson plans and materials designed to support those plans ▪ Work displays ▪ Room set up (including diagrams or photos) ▪ Records & reflections of observations/classroom visits 	

The Learning Environment

Standard #3

Teachers are responsible for establishing and managing student learning in a positive learning environment.

Performance Criteria

- Teachers create a classroom climate that promotes openness, mutual respect, support and inquiry.
- Teachers establish and maintain respectful, productive partnerships with families in support of student learning and well being.
- Teachers orchestrate learning in a variety of settings.
- Teachers integrate technology and research into planning and implementing lessons.
- Teachers involve all students in meaningful learning activities.

Activities Which Address Criteria

- √ Communicating in a timely fashion and using e-mail/Edline with parents.
- √ Promoting respect for each other, and validating students' efforts with their peers.
- √ Checking with students to be sure they understand the importance of each learning activity.
- √ Teaching class in the media center, computer lab, or with off site field trips to enhance and expand the learning environment.
- √ Providing opportunities for students to participate actively the class and to suggest activities to meet the objectives.
- √ Orchestrating productive, positive & equitable student groups for completing work.

Examples of Teacher's Supporting Evidence

- Feedback on work and on student-set goals
- Grouping policies and practices
- Evidence of equitable teaching practices to promote access for all students
- Video, journal or peer observation data on time on task, momentum, transitions, questioning and class discussions
- Lessons and materials that show evidence of technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines and expectations, student goal setting
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents (e.g. Phone logs, e-mail records or notes from parent/student/teacher conferences)
- Student records of goal setting and self-analysis of work
- Student and parent survey data

Assessment	Standards #4
	Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
	Performance Criteria
	<ul style="list-style-type: none"> • Teachers use a variety of formal and informal assessment techniques. • Teachers analyze student results and plan instruction accordingly.
	Activities Which Address Criteria
	<ul style="list-style-type: none"> √ Demonstrating that instruction is adapted in response to pre-assessment and assessment during lessons. √ Providing timely feedback to students on assessments with suggestions for improvement. √ Producing meaningful assessments using varied tools (formal and informal). √ Reviewing students' records and using that information to benefit students' learning with support and accommodations to meet them. √ Seeking input from colleagues to analyze county and state assessments and to determine measures to improve student achievement.
	Examples of Teacher's Supporting Evidence
<ul style="list-style-type: none"> ▪ Assessment samples (e.g. pre-assessments, formative assessments, and summative assessments) ▪ Examples of different types of assessments (test, quizzes, exit cards and other summarizers, journal reflections, essays, projects, research papers, oral presentations, running records, etc.) ▪ Feedback on work ▪ Grade book and other record-keeping artifacts, including self-assessment of formative, summative & completion percentages ▪ Group and individual teacher reports on data analysis, findings, and recommendations ▪ Evidence of department and/or subject-alike collaboration ▪ Meeting notes with students, parents, and specialists ▪ Meeting notes with teacher on self-assessment and application to planning ▪ Evidence of assessment to support student success on MCPS assessments, MSA, MAP-R, etc. 	

Professional Development

Standard #5

Teachers are committed to continuous improvement and professional development.

Performance Criteria

- Teachers continually reflect upon their practices in promoting student learning.
- Teachers draw upon educational research and seek the advice of others whenever possible as they reflect upon their practices.
- Teachers are members of learning communities.

Activities Which Address Criteria

- √ Using research to enhance lessons and documenting results on student achievement.
- √ Sharing materials and ideas with colleagues and then reflecting on outcomes.
- √ Completing peer observations in-house and at other sites.
- √ Enrolling in MCPS workshops, graduate courses, or professional conferences.
- √ Seeking advice from subject supervisors, school administrators and other resource providers on opportunities for professional development.
- √ Requesting assistance from staff development teacher to design and implement lessons, reflections, portfolio and Professional Development Plan (PDP).
- √ Presenting at and attending local and national education conferences.

Examples of Teacher’s Supporting Evidence

- Professional Development Plan (PDP)
- Evidence of implementation of strategies/ideas from Professional Development sessions
- Collection of ideas, research, articles, etc. related to the School Improvement Plan (SIP) and shared with colleagues
- Evidence of collaboration, reflection & refined work with colleagues
- Log of professional development activities
- Observation data gathered from meetings, hallway interactions with colleagues, interactions with curriculum support staff, etc.
- Dates and notes from workshops, training, study groups, collegial planning meetings or committees
- Personal accounts of persistence and problem solving: “What do you do when you’re stuck?”
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters, and reports

Professionalism	Standard #6
	Teachers exhibit a high degree of professionalism.
	Performance Criteria
	<ul style="list-style-type: none"> • Teachers understand and support the vision of the school system. • Teachers view themselves as leaders in the educational community. • Teachers contribute to the smooth functioning of the school environment.
	Activities Which Address Criteria
	<ul style="list-style-type: none"> √ Connecting Professional Development Plan (PDP) to School Improvement Plan (SIP). √ Taking leadership roles in the school. √ Supporting the after school program. √ Volunteering for school and community projects. √ Being involved in total school management. √ Chaperoning school activities and fulfilling duty assignments. √ Caring for school property and equipment. √ Agreeing to mentor new teachers and coach other staff. √ Offering constructive ideas to enhance school environment. √ Supporting colleagues with special projects.
	Examples of Teacher's Supporting Evidence
<ul style="list-style-type: none"> ▪ Attendance records (work, meeting) ▪ Documentation that validates that the teacher was observed performing assigned duties and supporting school priorities outside the classroom ▪ Letters of thanks and commendations for participation in initiatives/activities inside and outside of the school ▪ Evidence of leadership/presentation at team, department or staff meetings ▪ Evidence of participation in professional development activities ▪ Meeting agendas, minutes, notes ▪ Personal calendar ▪ Records/logs of meetings with students or staff members ▪ Schedule of meetings/activities of sponsored clubs ▪ Mentoring information 	