

Standard V: Teachers reflect on their practice

Element V 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.

Proficient	<i>Big Ideas: EC Teachers think systematically and critically about learning; why learning happens. They work to improve student achievement. They collect and analyze student performance data to improve effectiveness.</i>
<input type="checkbox"/> Provides ideas about what can be done to improve student learning in the classroom.	<ul style="list-style-type: none"> • Shares research based interventions with colleagues at CASA, SSMT/MTSS, etc. • Participates in professional development opportunities in order to gain information that may assist with improving student learning outcomes • Participates in CASA and SSMT/MTSS meetings and provides ideas/resources geared toward improved student performance outcomes • Completes progress monitoring on IEP goals and uses data to assist with improved student learner outcomes • Attends grade level/department planning meetings and provides ideas to enhance student learning

Element V 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 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

Proficient	<i>Big Ideas: EC Teachers should be participating in wide variety of professional development; special education, common core, behavioral support, etc.</i>
<input type="checkbox"/> Participates in professional development aligned with professional goals.	<ul style="list-style-type: none"> • Participates in professional development opportunities such as PTEC, EC State Conference and other district-wide EC Professional Development Opportunities • Returns to school base to share with others PD experiences and implements new skills and strategies in the classroom • Shares strategies from professional development as well as personal implementation results with colleagues • Displays student work • Demonstrates through the PDP that goals are aligned with the school-wide School Improvement Plan

Element V 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 the students.

Proficient	<i>Big Ideas: EC Teachers continue to seek out research based practices and instructional tools and resources.</i>
<input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	<ul style="list-style-type: none">• Accesses professional reading materials in order to be aware of most current research-based approaches to teaching and learning• Utilizes researched based programs and interventions such as Reading and Math Foundations and Wilson Reading• Utilizes multiple and varied teaching styles and instructional strategies• Adapts to changing practices, new initiatives, and new ideas• Participates in CASA planning and discussions for professional input in order to maximize on student strengths and discuss ways to meet deficits and remove barriers to learning