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

*Performance Criteria*

1. The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
2. The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
3. The teacher produces measurable growth in student achievement toward goals he/she has set on systemwide accountability measures.
4. The teacher recognizes individual differences in his/her students and adjusts his/her practices accordingly.
5. The teacher understands how students develop and learn.
6. The teacher extends his/her mission beyond the academic growth of students.
7. The teacher acts to end the predictability of achievement/performance among racial and ethnic groups by imple­menting practices, structures, and processes in our schools and worksites that eliminate inequities based on race and ethnicity.

***Examples of evidence of beliefs, commitment, and tenacity***

*The teacher ....*

|  |  |
| --- | --- |
| **Meets standard** | **Below standard** |
| holds all students to high standards and expectations, regardless of differences such as racial/ethnic group membership, gender, disabilities, socioeconomic background, or prior educational background and achievement | does not hold all students to high standards and expectations  |
| plans and delivers lessons that challenge students without overwhelming them | delivers lessons that bore or frustrate students |
| sends these key messages to students through instructional practices and interactive behavior:a) This is important.b) You can do it.c) I won’t give up on you.d) Effective effort leads to achievement. | gives students the message that they are not all capable of learning a challenging curriculum |

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

|  |  |
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| teaches students strategies for exerting effective effort, e.g. time management, study skills, knowledge, and use of resources including teacher, family, and peers | assumes that students know strategies for exerting effective effort and does not discuss or directly instruct students in these strategies |
| motivates and inspires in all students the willingness to learn, self-confidence, and/or perseverance | shows little or no concern for and/or discourages students’ willingness to learn, self-confidence, or perseverance |
| encourages students to challenge themselves for personal growth in academic, vocational, arts, and extracurricular areas | does not encourage students to challenge themselves for personal growth in academic, vocational, arts, and other extracurricular areas |
| promotes students’ social and emotional development | ignores students’ social and emotional skill development |
| encourages students to set their own academic, social, and extracurricular goals  | does not involve students in academic, social, and extracurricular goal-setting  |
| teaches students to reflect on and to apply standards and criteria to their work | does not give students the information they need to evaluate their own work |
| provides prompt and specific feedback to students on their work and progress toward goals | does not provide prompt and/or specific feedback to students on their work and progress toward goals |
| takes responsibility for academic growth and achievement of all students | takes the approach that says: “I taught it. If they didn’t learn it, it’s their fault” |
| provides opportunities for students to receive individual support as needed; perseveres in outreach to students  | does not provide opportunities for individual support to students |
| uses different instructional strategies when students do not meet objectives | does not modify instructional strategies when students do not meet objectives  |
| uses differentiated activities and assignments that reflect high standards for all students | uses assignments and activities that do not reflect high standards for all students **OR** does not differentiate assignments and activities |
| shows students how differentiated assignments and learning activities are to assist them in meeting high standards | communicates to students that a differentiated assignment means a lack of the teacher’s confidence in student ability to meet high standards |
| demonstrates/models sensitivity to all students; treats all students respectfully and equitably | does not demonstrate/model sensitivity to all students; does not treat all students respectfully and equitably |
| uses research and other information on students’ developmental stages and how students think and learn in planning instruction | uses instructional practices that do not reflect research and other information on students’ developmental stages and how students think and learn in planning instruction |