



# Mobile County

## PUBLIC SCHOOLS

**File includes the following documents:**

MCPSS Classified Evaluation

Lead Alabama and Educate Alabama  
Evaluation Log (sample)

Teacher Summative Evaluation Item  
Explanations

MCPSS Summative Evaluation Form

### Evaluation Report & Counseling Record (Administrative Non-PEPE and Classified)

1. Name: (Last, First, MI)		2. Position:		3. Employee ID #:	
4. School / Department:		5. Principal / Supervisor:		6. Date Reported to this Position:	
7. Type of Report: Evaluation <input type="checkbox"/> Counseling <input type="checkbox"/>		8. Date Evaluated From:		9. Date Evaluated To:	
PERFORMANCE TRAITS: 1.0–Below standards/Unsatisfactory; 2.0–Does not meet minimum requirements/Needs improvement; 3.0–Meets minimum standards/Satisfactory; 4.0–Exceeds minimum standards/Above average; 5.0–Superior performance/Excellent					
PERFORMANCE TRAITS	1.0 Below Standards	2.0 Needs Improvement	3.0 Satisfactory	4.0 Above Standards	5.0 Excellent
10. PROFESSIONAL KNOWLEDGE: Technical Knowledge and practical application.  Not Observed <input type="checkbox"/>	- Marginal knowledge of job - Unable to apply knowledge to solve routine problems -Fails to meet minimum standards  <input type="checkbox"/>	<input type="checkbox"/>	-Good working knowledge of job -Consistently applies knowledge to accomplish task -Meets minimum standards of job  <input type="checkbox"/>	<input type="checkbox"/>	-Recognized expert, sought out by all for job knowledge -Uses knowledge to solve complex problems -Greatly exceeds required minimum standards  <input type="checkbox"/>
11. QUALITY OF WORK: Standard of work; value of end product  Not Observed <input type="checkbox"/>	-Needs excessive supervision -Frequently needs rework -Wasteful of resources  <input type="checkbox"/>	<input type="checkbox"/>	-Needs little supervision -Produces quality work -Few errors with minimal rework -Uses resources efficiently  <input type="checkbox"/>	<input type="checkbox"/>	-Needs no supervision -Always produces exceptional work -Maximizes resources  <input type="checkbox"/>
12. APPEARANCE / CHARACTER: Appearance, conduct, adherence to system goals  Not Observed <input type="checkbox"/>	-Unsatisfactory appearance -Unsatisfactory demeanor / conduct -Fails to promote system goals -Unprofessional conduct  <input type="checkbox"/>	<input type="checkbox"/>	-Satisfactory personal appearance -Satisfactory demeanor / professional conduct -Promotes system goals  <input type="checkbox"/>	<input type="checkbox"/>	-Exemplary personal appearance -Exemplary demeanor / professional conduct -Champion of system goals  <input type="checkbox"/>
13. PERSONAL JOB ACCOMPLISHMENT / INITIATIVE Responsibility, quantity of work, attendance  Not Observed <input type="checkbox"/>	-Needs prodding to finish job -Prioritizes poorly -Avoids responsibility -Excessive Absenteeism -Excessive Tardiness  <input type="checkbox"/>	<input type="checkbox"/>	-Productive and motivated -Completes tasks fully and on time -Plans, prioritizes effectively -Reliable, dependable, willingly accepts responsibility  <input type="checkbox"/>	<input type="checkbox"/>	-Energetic self starter -Completes tasks early and better than expected -Plans, prioritizes with exceptional skill and foresight -Seeks extra responsibility  <input type="checkbox"/>
14. TEAMWORK: Contributes to teambuilding and team results.  Not Observed <input type="checkbox"/>	-Creates conflict, unwilling to work with others -Puts self above others -Does not take directions well -Fails to understand team goals  <input type="checkbox"/>	<input type="checkbox"/>	-Reinforces other' efforts -Meets commitments to team Accepts and offers team direction -Understands team goals and employs good teamwork techniques  <input type="checkbox"/>	<input type="checkbox"/>	-Team builder, inspires cooperation and progress -The best at accepting and offering team direction -Focuses goals and techniques for the team  <input type="checkbox"/>

**Evaluation Report & Counseling Record - Page 2**

1. Name: (Last, First, MI)		2. Position:		3. Employee ID #:	
15. LEADERSHIP: Organizing, motivating and developing others to complete tasks and accomplish goals	-Fails to train, motivate or develop others -Fails to organize, creates problems for others -Lacks ability to cope with stress -Inadequate communicator		-Effectively motivates and trains others -Organizes successfully, solves problems as they occur -Performs well in stressful situations -Clear, timely communicator		-Inspiring motivator -Superb organizer, foresight helps avoid problems -Perseveres through the toughest tasks and inspires others -Exceptional communicator
Not Observed <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. EQUAL OPPORTUNITY: Fairness, respect for human worth.	-Displays personal bias or engages in harassment -Tolerates bias, unfairness or harassment -Lacks respect for EO objectives -Disregards rights of others		-Always treats others with fairness and respect -Does not condone bias or harassment -Supports EO objectives -Contributes to team morale		-Admired for fairness and human respect -Ensures a climate of fairness and respect for human worth -Pro-active EO leader -Leader and model contributor to team morale
Not Observed <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. COMMENTS ON PERFORMANCE: All 1.0 and 5.0 marks should be specifically addressed here by reference to the applicable box. Comments should be verifiable.					
18. QUALIFICATIONS / ACHIEVEMENTS: Education, awards, community involvement, etc., during this period.					
19. Individual trait average. Total of trait scores divided by number of traits graded.		20. Date:		21. Signature of Principal / Supervisor	
22. Continued Employment:		23. Signature of Employee: "I acknowledge seeing this report, being appraised of my performance and understand my right to submit a statement."			
Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>				
24. EMPLOYEE COMMENTS:					

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[\(SDE\)](#)

*State Fiscal Stabilization Fund (ARRA)*  
Alabama does not link student achievement data to teacher or leader evaluation


**Welcome LEAD Evaluator!**

[Switch to Evaluator Mode](#)

Last Name: Eggleston      First Name: Reginaid  
Middle Name: Terrell      Local Education Agency: Mobile County  
[Edit](#)

**Educator Profile Status**

Label Notifications (108)

Note: Educators not viewable here must login to LeadAlabama and select you as their Primary or Secondary Evaluator  
If an Evaluator's Annual Review is prematurely closed, click the  in the EA Closeout Date column to reopen the review

To view past year data, select a review year from the drop down box below:

2016 

Name	Self Assessment	PLP	Supporting Evidence Latest Entry Date	LEAD Close Out Date
<a href="#">Adams, Michelle DuBose</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Allgood, Diane Nicholas</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Blake, Amy Colette</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Chapman, L Cheryl</a>	Complete	Complete	11/3/2016	Not Complete
<a href="#">Copeland, Lewis</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Dickens, Laura Lynn</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Ellis, Wendell</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Estle, Doug Jr</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Fletcher, Deborah Budd</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Gallop, Katherine D</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Hunter, Tracey Lavon</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Lang, Kirven Rozell</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Mayfield, Rhonda A</a>	Complete	Complete	None Entered	Not Complete
<a href="#">McClung, Michele Marie</a>	Complete	Complete	None Entered	Not Complete
<a href="#">McDaniel, Rachael G</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Mitchell, Melissa Landry</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Poiroux, John Jacob</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Ransom, LaTunga S</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Richardson, Clem</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Robinson-Walton, Dorothy H</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Shaw, Diana L</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Shropshire, Mary Michelle</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Smith, Marilyn Kay</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Stanford, June C</a>	Complete	Complete	None Entered	Not Complete
<a href="#">Tolbert, Jeffery Warren</a>	Complete	Complete	None Entered	Not Complete

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Division of Teaching and Learning | Educator Effectiveness Section  
50 N Ripley St. Gordon Persons Bldg | Rm 5221  
P O Box 302101 | Montgomery, AL 36130-2101  
Telephone 334-242-9962 | Fax: 334-353-0075  
ASA Helpdesk: 1-800-338-8320

[Educator Effectiveness](#) [Online Education Directory \(EDDir\)](#) [Alabama State Department of Education \(SDE\)](#)



Alabama does not link student achievement data to teacher or leader evaluation

### System-Wide Status

Directions: Please select a review year and school from the dropdown boxes below to see a list of Educators and the current status of their PLP for the school year. Once the PLP is complete you may select the Evaluatee to add observations and/or other evidence to the PLP.

2016 ▾ Olive J Dodge Elementary School ▾

Name	Self Assessment	PLP	Supporting Evidence Latest Entry Date	EA Close Out Date
<a href="#">Alexander, Cathy A.</a>	Complete	Complete	3/27/2017	Not Complete
<a href="#">Auer, Kathleen Ann</a>	Complete	Complete	3/27/2017	Not Complete
<a href="#">Bosarge, Victoria Leigh</a>	Complete	Complete	3/27/2017	Not Complete
<a href="#">BRANNAN, JENNIFER E</a>	Complete	Complete	3/27/2017	Not Complete
<a href="#">Bromley, Stephanie Hollie</a>	Complete	Complete	10/25/2016	Not Complete
<a href="#">Busch, Angela Poellnitz</a>	Complete	Complete	4/6/2017	Not Complete
<a href="#">Conner, Brandie Lee</a>	Complete	Complete	2/17/2017	Not Complete
<a href="#">Creel, Donna Linder</a>	Complete	Complete	11/7/2016	Not Complete
<a href="#">Daniels, Joy Elizabeth</a>	In Progress	Not Started	None Entered	Not Complete
<a href="#">Davis, Christine Renee</a>	Complete	Complete	11/8/2016	Not Complete
<a href="#">Day, Shelby</a>	Complete	Complete	1/12/2017	Not Complete
<a href="#">Douglas, Felicia Latonya</a>	Complete	Complete	3/27/2017	Not Complete
<a href="#">Dunn, Erica Alarise</a>	Complete	Complete	1/17/2017	Not Complete
<a href="#">Fleming, Elizabeth Bastar</a>	Complete	Complete	1/19/2017	Not Complete
<a href="#">Freeland, Jennifer Lynn</a>	Complete	Complete	4/18/2017	Not Complete

# TEACHER SUMMATIVE EVALUATION ITEM EXPLANATIONS

## Mobile County Public Schools

<p><b><u>Attendance</u></b> The teacher is in attendance on a regular basis. The teacher uses SubFinder when absent.</p>
<p><b><u>Punctual</u></b> The teacher is on time and regularly signs in with the Kronos System at the beginning of the day.</p>
<p><b><u>Follows MCPSS Dress Code</u></b> The teacher follows the MCPSS Dress Code as published in the MCPSS Employee Handbook.</p>
<p><b><u>Promotes System Goals and Objectives</u></b> The teacher is aware of and seeks to promote the MCPSS' Mission, Vision and Core Values.</p>
<p><b><u>Maintains a Positive Learning Climate</u></b> The teacher displays a positive attitude toward the school staff, parents, and students. The teacher expresses Positive Affect and Minimizes Negative Affect. The teacher involves students in interaction and communicates high expectations.</p>
<p><b><u>Maintains a Physical Environment Conducive to Learning</u></b> The teacher's classroom is neat, organized, attractive and motivating to the students and visitors to the classroom.</p>
<p><b><u>Manages Student Behavior</u></b> The teacher follows the MCPSS Discipline Policy as published in the annual MCPSS Student Handbook and Code of Conduct. The teacher follows procedures as established in the local school. Student behavior is managed well when observed by administrators and supervisors.</p>
<p><b><u>Effective Delivery of Instruction</u></b> The teacher follows the Cycle of Instruction and is effective in the instructional strategies of delivery.</p>
<p><b><u>Assesses and Monitors Student Performance</u></b> Measures Student Progress Systematically. Provides appropriate feedback about Student Performance to parents by using Assessment Results to drive instruction.</p>
<p><b><u>Speaks Clearly, Correctly, and Coherently</u></b> In the delivery of instruction the teacher uses proper language appropriate to the grade level. The students can understand and follow the teacher's oral instruction.</p>
<p><b><u>Writes Clearly, Correctly, and Coherently</u></b> In the written delivery of instruction the teacher uses proper language appropriate to the grade level whether on visual media or on paper media. The students can understand and follow the teacher's written directions and/or feedback.</p>
<p><b><u>Completes job requirements according to established timelines</u></b> The teacher submits grades, and other paperwork within the established deadlines.</p>
<p><b><u>Adheres to written local and state board policies and federal laws and regulations</u></b> The teacher abides by all proper policies, laws and regulation in his/her practice of the profession.</p>
<p><b><u>Exhibits professionalism with students, peers, administrators, and parents/guardians</u></b> The teacher uses oral and written communication in a professional manner towards all stakeholders.</p>
<p><b><u>Follows directives of administrators and other supervisors in a professional and timely manner</u></b> The teacher follows all directives, assignments, and assigned tasks in a professional manner within established deadlines.</p>
<p><b><u>Uses School Time Effectively</u></b> The teacher uses classroom time appropriately and efficiently. Non-classroom time is used resourcefully and in keeping with its designated purposes.</p>
<p><b><u>Promotes Professional Ethics and Integrity</u></b> The teacher is honest and ethical in all of his/her dealings.</p>

For teachers not meeting standards, a Professional Learning Plan will be required for the subsequent school term related to those areas of lowest scores.

# MOBILE COUNTY PUBLIC SCHOOL SYSTEM SUMMATIVE EVALUATION FORM

School: \_\_\_\_\_ Employee Number \_\_\_\_\_

Evaluatee: \_\_\_\_\_ Position: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Tenured  Not Tenured Composite Score: \_\_\_\_\_ Standards Met: Yes No

**Rating Scale:**

1-Unsatisfactory 2-Needs Improvement 3-Acceptable 4-Area of Strength 5-Demonstrates Excellence

ALL RATING SHOULD BE IN WHOLE NUMBERS, NO FRACTIONS

	1	2	3	4	5	Comments
Attendance						
Punctual						
Follows MCPSS Dress Code						
Promotes system goals and objectives						
Maintains a positive learning climate						
Maintains a physical environment conducive to learning						
Manages student behavior						
Effective delivery of instruction						
Monitors student performance						
Speaks clearly, correctly, and coherently						
Writes clearly, correctly, and coherently						
Completes job requirements according to established timelines						
Adheres to written local and state board policies and federal laws and regulations						
Exhibits professionalism with students, peers, administrators, parents/guardians						
Follows directives of administrators and other supervisors in a professional and timely manner						
Uses school time effectively						
Promotes professional ethics and integrity						

Comments: Evaluatee	Comments: Evaluator
---------------------	---------------------

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signing this form does not mean agreement by employee

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

\*A composite score of 51 is required to meet standards

Additional sheets may be added for comments

White Copy-Evaluatee

Yellow Copy-Evaluator

Pink Copy-Human Resources

**Mobile County Public School System  
 Superintendent Evaluation – Rating Form - Phase I  
 Annual Evaluation Summary - 2016**

5/Excellent 4/Good 3/Satisfactory 2/Needs Improvement 1/Unsatisfactory

Tasks/Dimensions	Rating	Comments
<b>1 – PERFORMS AS EDUCATIONAL LEADER OF THE SCHOOLS</b>	<b>5</b>	
1.1 Supervises and evaluates assistants.	1 2 3 4 (5)	
1.2 Oversees planning and evaluation of Academic Affairs.	1 2 3 4 (5)	
1.3 Collaborates with Board in preparation of short and long term operational and instructional goals.	1 2 3 4 (5)	
1.4 Communicates board beliefs/vision/mission to system personnel.	1 2 3 4 (5)	
1.5 Participates in professional activities to enhance knowledge and skills.	1 2 3 4 (5)	
1.6 Utilizes appropriate technology in the execution of her duties for maximum effectiveness.	1 2 3 4 (5)	
<b>2 – SERVES AS CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD</b>	<b>5</b>	
2.1 Implements and explains policies of the school board.	1 2 3 4 (5)	
2.2 Reports status of programs to the school board.	1 2 3 4 (5)	
2.3 Recommends actions and alternatives to the board.	1 2 3 4 (5)	



Tasks/Dimensions	Rating	Comments
<b>2 Cont.– SERVES AS CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD</b>		
2.4 Acts as a liaison between the board and school personnel.	1 2 3 4 (5)	
2.5 Informs the board about rules and regulations of Alabama State Department of Education and state and federal laws.	1 2 3 4 (5)	
2.6 Informs the board about current trends and development in education.	1 2 3 4 (5)	
<b>3 – OVERSEES STAFF PERSONNEL MANAGEMENT</b>	<b>5</b>	
3.1 Ensures the administration of personnel programs and policies.	1 2 3 4 (5)	
3.2 Maintains up-to-date job descriptions of all personnel.	1 2 3 4 (5)	
3.3 Has a recruitment plan and organizes personnel recruitment.	1 2 3 4 (5)	
3.4 Recommends the assignment of personnel.	1 2 3 4 (5)	
3.5 Implements the personnel evaluation system.	1 2 3 4 (5)	
3.6 Ensures that staff development is provided to address employee needs.	1 2 3 4 (5)	
<b>4 – OVERSEE OPERATIONAL SERVICES</b>	<b>5</b>	
4.1 Provides short and long range facility plans.	1 2 3 4 (5)	
4.2 Implements policies for the use of school property.	1 2 3 4 (5)	

Tasks/Dimensions	Rating	Comments
<b>4 Cont. – OVERSEE OPERATIONAL SERVICES</b>		
4.3 Ensures the maintenance of school property.	1 2 3 ④ 5	
4.4 Monitors construction, renovation, or demolition of facilities.	1 2 3 4 ⑤	
4.5 Oversees the implementation of policies for safe and secure school facilities.	1 2 3 4 ⑤	
4.6 Maintains an inventory of schools, buildings, and grounds.	1 2 3 ④ 5	
4.7 Monitors the pupil transportation system.	1 2 3 4 ⑤	
4.8 Monitors the food service programs.	1 2 3 4 ⑤	
4.9 Monitors the implementation of the school safety plan.	1 2 3 4 ⑤	
4.10 Supervises student support services.	1 2 3 4 ⑤	
<b>5 – OVERSEES FINANCIAL MANAGEMENT</b>	<b>5</b>	
5.1 Reports the financial status of the school system to the board.	1 2 3 4 ⑤	
5.2 Implements a comprehensive budget process that includes input from various stakeholders.	1 2 3 4 ⑤	
5.3 Ensures that expenditures are within limits approved by the school board.	1 2 3 4 ⑤	
5.4 Monitors compliance with policies and laws.	1 2 3 4 ⑤	

<b>6 – DIRECTS COMMUNITY RELATION ACTIVITIES</b>	<b>5</b>	
6.1 Articulates educational programs and needs to the community.	1 2 3 4 <b>5</b>	
6.2 Promotes the school system and programs.	1 2 3 4 <b>5</b>	
6.3 Provides opportunity for community participation in system planning and activities.	1 2 3 4 <b>5</b>	
6.4 Participates in school and community activities.	1 2 3 4 <b>5</b>	
6.5 Maintains open and transparent communication with all stakeholders.	1 2 3 4 <b>5</b>	
6.6 Consistently reports accountability measures to the school board and all stakeholders.	1 2 3 4 <b>5</b>	

Mobile County Public School System  
Superintendent Evaluation – Phase I

Strengths and Improvements

Strengths

Community Relations and Activities – Interacting with the entire school community, participating in school and system activities, communication and serving as the representative for the school system.

Area(s) for Improvement

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This evaluation has been given to the Superintendent in writing and has been discussed by the Board/Board President and the Superintendent on September 15, 2015.

Based on this evaluation instrument the Superintendent has received an overall rating of:

Circle one:

Satisfactory

Unsatisfactory

Don Stringfellow  
Don Stringfellow  
President, Board of School Commissioners

Martha L. Peek  
Martha L. Peek  
Superintendent

Date: 8 / 30 / 16

Date: 8/30/16

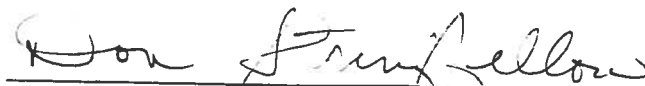
**Mobile County Public School System  
Superintendent Evaluation – Phase II**

**Annual Goals Review Summary**

All mutually agreed upon goals are to be reviewed to determine if expectations have been met. The percentage that most accurately reflects the degree which the Superintendent met the goals are to be circled. The comment section is to be used to support the response on each performance goal.

<b>GOAL</b>	<b>PERCENTAGE RATING</b>	<b>COMMENTS</b>
<b>Goal I</b> <b>College and Career Ready Graduates</b>	0 10 20 30 40 50 60 70 80 90 <b>100</b>	
<b>Goal II</b> <b>21<sup>st</sup> Century Technology Implementation</b>	0 10 20 30 40 50 60 70 80 90 <b>100</b>	
<b>Goal III</b> <b>Comprehensive Communication Program</b>	0 10 20 30 40 50 60 70 80 90 <b>100</b>	
<b>Goal IV</b> <b>Equitable and Safe Learning Environment</b>	0 10 20 30 40 50 60 70 80 90 100 <b>95</b>	
<b>Goal V</b> <b>Sound Fiscal Management</b>	0 10 20 30 40 50 60 70 80 90 <b>100</b>	
<b>Goal VI</b> <b>Community Partnerships</b>	0 10 20 30 40 50 60 70 80 90 100 <b>96</b>	

**Review Period from September 30, 2015 to July 29, 2016 Date of Review: August 30, 2016**

  
\_\_\_\_\_  
**President, Board of School Commissioners**

## **Standard 1: Content Knowledge**

### **Indicator: 1.1**

Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills

*Practice Level: 2 - Emerging*

### **Indicator: 1.2**

Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals

*Practice Level: 2 - Emerging*

### **Indicator: 1.3**

Connects the curriculum to other content areas and real-life settings to promote retention and relevance.

*Practice Level: 3 - Applying*

### **Indicator: 1.4**

Designs instructional activities based on state content standards

*Practice Level: 3 - Applying*

### **Indicator: 1.5**

Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

*Practice Level: 3 - Applying*

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**Standard 2: Teaching and Learning****Indicator: 2.1**

Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.

*Practice Level: 3 - Applying*

**Indicator: 2.2**

Creates a positive climate that promotes respect and responsibility

*Practice Level: 3 - Applying*

**Indicator: 2.3**

Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

*Practice Level: 3 - Applying*

**Indicator: 2.4**

Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development

*Practice Level: 2 - Emerging*

**Indicator: 2.5**

Engages learners in developing and monitoring goals for their own learning and behavior.

*Practice Level: 2 - Emerging*

**Indicator: 2.6**

Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

*Practice Level: 2 - Emerging*

**Indicator: 2.7**

Creates learning activities that optimize each individual's growth and achievement within a supportive environment

*Practice Level: 3 - Applying*

**Indicator: 2.8**

Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction

*Practice Level: 2 - Emerging*

**Indicator: 2.9**

Uses summative assessments to measure learner attainment of specified learning targets

*Practice Level: 2 - Emerging*

**Indicator: 2.10**

Maintains evidence and records of learning performance to communicate progress

*Practice Level: 2 - Emerging*

**Indicator: 2.11**

Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes

*Practice Level: 2 - Emerging*



**Standard 3: Literacy****Indicator: 3.1**

Demonstrates standard oral and written communications and integrates appropriate communication strategies

*Practice Level: 3 - Applying*

**Indicator: 3.2**

Fosters and responds to effective verbal and nonverbal communications during instruction

*Practice Level: 3 - Applying*

**Indicator: 3.3**

Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components

*Practice Level: 2 - Emerging*

**Indicator: 3.4**

Integrates narrative and expository reading strategies across the curriculum

*Practice Level: 3 - Applying*

**Indicator: 3.5**

Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions

*Practice Level: 3 - Applying*

**Indicator: 3.6**

Communicates mathematical concepts, processes, and symbols within the content taught

*Practice Level: 3 - Applying*

**Indicator: 3.7**

Identifies and integrates available emerging technologies into the teaching of all content areas

*Practice Level: 3 - Applying*

**Indicator: 3.8**

Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

*Practice Level: 2 - Emerging*

**Standard 4: Diversity****Indicator: 4.1**

Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status

*Practice Level: 2 - Emerging*

**Indicator: 4.2**

Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation

*Practice Level: 2 - Emerging*

**Indicator: 4.3**

Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

*Practice Level: 2 - Emerging*

**Indicator: 4.4**

Supports learners to accelerate language acquisition by utilizing their native language and linguistic background

*Practice Level: 2 - Emerging*

**Indicator: 4.5**

Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning

*Practice Level: 2 - Emerging*

**Indicator: 4.6**

Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

*Practice Level: 3 - Applying*

**Indicator: 4.7**

Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention

*Practice Level: 3 - Applying*

**Indicator: 4.8**

Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

*Practice Level: 3 - Applying*

**Indicator: 4.9**

Helps students assess their own learning styles and build upon identified strengths

*Practice Level: 2 - Emerging*

**Indicator: 4.10**

Designs learning experiences that engage all learning styles and multiple intelligences

*Practice Level: 2 - Emerging*

## **Standard 5: Professionalism**

### **Indicator: 5.1**

Collaborates with stakeholders to facilitate student learning and well-being

*Practice Level: 2 - Emerging*

### **Indicator: 5.2**

Engages in ongoing professional learning to move practice forward

*Practice Level: 2 - Emerging*

### **Indicator: 5.3**

Participates as a teacher leader and professional learning community member to advance school improvement initiatives

*Practice Level: 2 - Emerging*

### **Indicator: 5.4**

Promotes professional ethics and integrity

*Practice Level: 3 - Applying*

### **Indicator: 5.5**

Complies with local, state, and federal regulations and policies

*Practice Level: 2 - Emerging*