

Professional Performance Standards

All professional staff in the Elizabethtown Area School District are expected to demonstrate the following eleven core standards in the execution of the duties of their position. Each standard is followed by several descriptors and is correlated with one or more of the four categories on the Pennsylvania Teacher Evaluation Form. The four categories are **Planning and Preparation, Classroom Environment, Instructional Delivery and Professionalism.** (See Appendix C.)

Essential Knowledge and Skills:

1. Knowledge of the subject(s) taught and how they are related to other subjects

(Planning and Preparation)

As evidenced by:

- 1.1 identifying how knowledge in a subject is created, organized, and integrated with other disciplines
- 1.2 identifying content of subject matter being taught as defined in the standards
- 1.3 responding to student inquiries
- 1.4 presenting accurate information

2. Knowledge of how to plan lessons (Planning and Preparation)

As evidenced by:

- 2.1 developing daily, weekly, and course lesson plans which take into account state standards and school district curriculum, subject matter requirements, available resources, classroom composition and lesson planning format
- 2.2 designing plans in accordance with acceptable models of teaching that reflect objectives, strategies/techniques, and assessments.
- 2.3 demonstrating ability to modify and adapt plans as needed

3. Ability to use a variety of teaching strategies and techniques that maximizes student achievement (Instructional Delivery)

As evidenced by:

- 3.1 demonstrating the use and relatedness of the learning theories of motivation, reinforcement, practice, retention, attribution, and transfer when presenting lessons
- 3.2 utilizing methods and strategies that reflect changing subject matter and changing composition of the students in the classroom
- 3.3 motivating and involving students in a variety of activities and learning modalities
- 3.4 using a variety of questioning and response techniques to engage all learners and to promote higher order thinking
- 3.5 incorporating a higher order thinking component into lessons and emphasizing application, analysis, synthesis, and evaluation
- 3.6 accommodating learner differences with instruction and materials based on student characteristics and curricular/instructional elements

- 3.7 utilizing all opportunities to integrate to curricula
- 3.8 providing opportunities for student input in the learning process

4. Ability to differentiate instruction for a variety of developmental stages and ability levels (Instructional Delivery)

As evidenced by:

- 4.1 diagnosing student's characteristics such as readiness, interest, and learning profile and uses results to incorporate related learning strategies
- 4.2 differentiating instruction
- 4.3 making appropriate accommodations and adaptations in curricular and instructional elements such as content, process, and product

5. Ability to create a climate that enhances student learning (Classroom Environment)

As evidenced by:

- 5.1 establishing and implementing appropriate classroom management guidelines and procedures based on guiding principles to maximize student learning
- 5.2 interacting supportively with students and providing assistance as needed
- 5.3 taking an interest in students both in and out of the classroom
- 5.4 creating and maintaining a safe physical environment
- 5.5 providing a stimulating and challenging climate which evidences appropriate learning activities

6. Knowledge of how to assess student progress and utilize assessment data

(Planning and Preparation/Professionalism)

As evidenced by:

- 6.1 identifying and communicating student performance expectations and validating the degree to which the student has met the expectations
- 6.2 utilizing a variety of ongoing assessment techniques and procedures
- 6.3 using assessment data to effectively plan learning activities
- 6.4 responding to student work in a timely fashion and providing constructive feedback of student performance
- 6.5 maintaining an accurate, organized, understandable and retrievable record keeping system using an instructional system

7. Ability to communicate effectively (Instructional Delivery/Professionalism)

As evidenced by:

- 7.1 presenting written materials at time of hire that reflect appropriate writing style technique and skills for communication with parents and students
- 7.2 preparing written materials and delivering lessons utilizing grammatically correct language

8. Ability to use available technology in teaching and learning (Planning and Preparation)

As evidenced by:

- 8.1 demonstrating the use of computers for purposes such as problem solving, data collection, communications, presentations, and decision making
- 8.2 using technology to assist in the development of instructional materials and other teacher applications
- 8.3 insuring that appropriate technology is available in the classroom and designing instructional activities which involve student use of technology

9. Ability to establish rapport with diverse populations (Classroom Environment)

As evidenced by:

- 9.1 modeling respect for diversity
- 9.2 encouraging students to develop appreciation for their own diverse traits and characteristics and those of others
- 9.3 establishing positive relationships within the school community across various backgrounds

10. Ability to relate cooperatively to parents and community in a positive and helpful manner (Professionalism)

As evidenced by:

- 10.1 utilizing multiple means of communication with parents to encourage active involvement in the education of their children
- 10.2 consistently and effectively communicating a positive image of the school to the community
- 10.3 developing an understanding of community organizations and businesses
- 10.4 encouraging participation and involvement of businesses in partnership with the school community

11. Acts in a professional, ethical, legal manner and participates professionally in the total school program (Professionalism)

As evidenced by:

- 11.1 complying with policies and procedures regarding the effective operation of the school and the school district
- 11.2 maintaining confidentiality
- 11.3 actively participating with colleagues in school improvement
- 11.4 addressing situations within the school community in a reasonable, constructive, and respectful manner
- 11.5 participating in professional development to support district goals

11.6 devising a plan for personal professional improvement within the guidelines of District Professional Development.

(5/05)