Performance Standards and Performance Indicators for Educators (Elaboration)

Performance Standard 1: Content Knowledge, including Varied Perspectives, Aligned with Appropriate Instruction	*Performance Standard 2: Student Learning Growth and Development*
The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
Performance	*Performance*
▪ Plans for the delivery of essential content and priorities within the discipline ▪ Teaches essential content knowledge and skills ▪ Incorporates a variety of subject matter learning activities and teaching methods that are meaningful, engaging and respectful to students ▪ Delivers instruction that reflects individual learning differences and effective instructional strategies ▪ Uses questioning effectively ▪ Students master and apply content	▪ Connects students' prior knowledge and experiences to the learning process ▪ Applies the gradual release of responsibility effectively and appropriately ▪ Delivers instruction that reflects individual learning differences and effective instructional strategies ▪ Engages students in active learning strategies ▪ Sets measurable and appropriate achievement goals for student progress ▪ Identifies and establishes additional means of support to increase the achievement level for all groups of students.

Performance Standard 3: Curriculum Implementation	*Performance Standard 4: Critical Thinking*
The teacher recognizes the importance of long term planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.	The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.
Performance	*Performance*
▪ Differentiate instruction based on student diversity and learning needs ▪ Uses comprehensive materials and resources to support student learning ▪ Integrates technology effectively and consistently ▪ Plans instruction to achieve desired objectives that reflect the Missouri Learning Standards and district curriculum guides	▪ Advances students' critical, creative and problem solving skills ▪ Provides rigorous learning experiences that engage students in analysis, synthesis, and evaluation ▪ Makes learning relevant by engaging students in increasingly complex, authentic applications of knowledge such as problem-based learning, cooperative learning, case studies and service learning ▪ Teaches 21st Century skills consistently for digital age literacy, effective communication, inventive thinking, and global connections ▪ Infuse digital imagery into daily lessons to engage students and build collaboration, critical thinking and digital citizenship skills

Performance Standard 5: Positive Classroom Environment	*Performance Standard 6: Effective Communication*
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.	The teacher models effective verbal, nonverbal, and media communications techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.
Performance	*Performance*
▪ Establishes rapport in a climate of trust and respect ▪ Recognizes and fosters appreciation of diversity ▪ Uses varied grouping strategies appropriately to promote learning ▪ Fosters student engagement and commitment to learning by promoting a sense of accomplishment and supportive relationships ▪ Actively engages all students in the learning process ▪ Implements classroom/school rules and routines fairly and consistently ▪ Provides a safe and positive environment ▪ Maximizes instructional time ▪ Facilitates a student-centered environment ▪ Creates a learning environment that advances 21st century skills and use of technology	▪ Communicates and works cooperatively with colleagues ▪ Uses precise language and acceptable forms of oral and written expression ▪ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate matter

Performance Standard 7: Standard Assessment and Data Analysis	*Performance Standard 8: Professionalism*
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
Performance	*Performance*
▪ Uses a variety of informal and formal assessments with well-developed questions. ▪ Develops and creates a variety of assessments. ▪ Provides timely and specific feedback ▪ Monitor student progress frequently ▪ Encourages students in self-assessment and self-monitoring ▪ Collects and maintains assessment data records ▪ Analyzes and interprets data to guide instructional decisions ▪ Uses technology to assess, analyze and monitor student progress ▪ Provides evidence that achievement goals have been met	▪ Maintains a pattern of positive professional behavior (appearance, punctuality, attendance) ▪ Respects and maintains confidentiality ▪ Performs assigned school duties and follows policies and procedures ▪ Demonstrates knowledge and skill relevant to the subject area(s) taught. ▪ Demonstrate a commitment to using technology to promote learning. ▪ Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning. ▪ Sets goals for improvement of skills and professional performance ▪ Participates in professional growth activities and incorporates learning into instructional practice ▪ Contributes to the well-being of students outside to his/her classroom. ▪ Demonstrates initiative within job performance

Performance Standard 9: Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues and community members.
Performance

- Serves on school and/or division committees, promotes and participates in professional learning communities, and supports school activities
- Shares major instructional goals and classroom expectations with students and parents/guardians.
- Initiates communication and responds to parents/guardians regarding student expectations, progress or concerns in a timely and confidential manner
- Informs parents of student progress in a timely manner using technology and other resources
- Uses technology for effective communication