# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **I. Planning for Instruction/Planning and Preparation** | |
| • Teacher identifies and diagnoses individual and groups needs and interests. | L to J<br>CIP Goals<br>Adol Lit Project |
| • Teacher states desired learner outcomes as short-range (manageable, attainable) objectives. | APL<br>CIP Goals<br>Adol Lit Project |
| • Teacher identifies criteria for assessment of learning outcomes prior to instruction. | L to J<br>CIP Goals<br>Adol Lit Project |
| • Teacher develops learning activities in direct relationship to desired outcomes. | APL<br>CIP Goals<br>Adol Lit Project |
| • Plan and prepare coherent lessons aligned to standards, learning goals, and instructional objectives. | K-12<br>Curriculum |
| • Uses a variety of appropriate, researched-based teaching strategies. | APL<br>Adol Lit Project |
| • Design and adapt lessons based on student progress, assessment results, and interests. | L to J<br>K-12<br>Curriculum<br>Adol Lit Project |
| • Implement the district instructional model (APL). | APL |
| • Implements coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | L to J<br>APL<br>K-12<br>Curriculum<br>Adol Lit Project |
| • Considers students' prior knowledge, abilities, and individual circumstances to ensure instruction is differentiated, relevant to students, and rigorous. | L to J<br>Adol Lit Project |
| • Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | Vision/Mission Alignment<br>CETA |
| • *Teacher devises and implements innovative ways of routinely incorporating intentional and differentiated small group work in which all students are engaged at all times with students assuming responsibility for productivity.* | K-12<br>Curriculum<br>Adol Lit Project |
| • Designs cross-curricular lessons to improve student learning, development, and achievement. | L to J<br>APL<br>K-12<br>Curriculum |
| • *Teacher devises, implements and shares with other teachers in the school system innovative ways of routinely incorporating intentional and differentiated small group work in which all students are engaged at all times with students assuming responsibility for productivity.* | Vision/Mission Alignment |

# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **II. Directing Learning Experiences/The Learning Environment** | |
| • Teacher applies principles of learning, which achieve desired learner outcomes. | CIP Goals<br>Adol Lit Project |
| • Teacher is flexible and modifies learning experiences according to changing conditions. | CIP Goals |
| • Teacher establishes expectations and maintains an effective learning environment   for all students. | APL<br>CIP Goals<br>Adol Lit Project |
| • Teacher organizes instruction so that it is appropriate to meet learner needs and desired outcomes. | APL<br>CIP Goals<br>Adol Lit Project |
| • Teacher handles disruptive or off-task behavior appropriately. | Student Support System |
| • Teacher uses a variety of instructional methods, resources, and media to motivate learners. | CIP Goals<br>Adol Lit Project |
| • Establish relationships that result in a positive learning climate of openness, mutual respect, support and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | Student Support System |
| • Ensure a safe and accessible environment. | Student Support System |
| • Establish, communicate, and maintain effective routines, procedures, and clear standards of conduct. | Student Support System<br>APL<br>Adol Lit Project |
| • Establish high expectations for student learning. | APL<br>L to J<br>Adol Lit Project |
| • Value individual students, their families, neighborhoods, and communities. | Vision/Mission Alignment |
| • Establishes a collaborative learning community built on trust and teamwork that is consistent and supportive of the full development of students as individuals. | Vision/Mission Alignment |
| • Acknowledges student experiences and builds upon those experiences to increase academic success. | Vision/Mission Alignment |
| • Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments. | Vision/Mission Alignment<br>Student Support System<br>Adol Lit Project |
| • *Teacher devises and implements innovative ways of routinely incorporating a variety of instructional media to promote academic success for all students in their classroom.* | Vision/Mission Alignment |
| • Engages students in learning within their neighborhoods and communities to support their full development. | Vision/Mission Alignment |
| • *Teacher devises, implements and shares with other teachers in the school system innovative ways of routinely incorporating a variety of instructional media to promote academic success for all students.* | Vision/Mission Alignment |

# Expectations for Centura Public School Professionals

| | District Initiatives |
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| **III. Assessing and Evaluating/Assessment** | |
| • Teacher gathers data directly related to achievement of each student toward learning outcomes (Objectives) stated in the instructional plan. | L to J<br>CIP Goals<br>NeSA<br>MAP<br>Adol Lit Project |
| • Teacher analyzes outcome data as it relates to desired outcome. | L to J<br>CIP Goals<br>NeSA<br>MAP<br>Adol Lit Project |
| • Teacher modifies instruction on basis of outcome data. | L to J<br>CIP Goals<br>NeSA<br>MAP<br>Adol Lit Project |
| • Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Compiles and reports assessment data to accurately document students progress over time. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Implements the district's assessment plan. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | L to J<br>CIP Goals<br>NeSA<br>MAP<br>Adol Lit Project |
| • Seeks to assure that classroom-based assessment instrument and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | APL<br>L to J<br>CIP Goals<br>NeSA<br>MAP<br>Adol Lit Project |

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| • *Teacher devises and implements innovative ways of sharing formative assessment data with students and parents.* | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • Designs new methods of assessment that provide detailed information and about individual student needs. | L to J<br>CIP Goals<br>NeSA<br>MAP |
| • *Teacher devises, implements and shares with other teacher within the school system innovative ways of sharing formative assessment data with students and parents.* | L to J<br>CIP Goals<br>NeSA<br>MAP |

# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **IV. Modeling and Developing Human Relations/Instructional Strategies** | |
| • Teacher conveys a willingness to help each learner at his/her level of development. | Teacher Evaluation |
| • Teacher is considerate of the feelings and concern of others. | Teacher Evaluation |
| • Teacher establishes rapport with learners. | Teacher Evaluation |
| • Teacher stimulates learners to progress. | Teacher Evaluation |
| • Teacher conveys a positive feeling about self and enhances the self-concept of others. | Teacher Evaluation |
| • Teacher models basic principles of citizenship. | Student Support System |
| • Use a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | APL Adol Lit Project |
| • Communicate effectively with students to promote and support high expectations for student achievement. | APL Adol Lit Project L to J Student Support System |
| • Engage students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | APL Adol Lit Project |
| • Use existing and emerging technologies as needed to support and promote student learning. | Vision/Mission Alignment CETA |
| • Implement district adopted APL instructional strategies. | APL Adol Lit Project |
| • Assumes various roles in the instructional process appropriate to the content, purpose of instruction, and the needs of students. | APL Adol Lit Project |
| • Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs. | MAP Adol Lit Project |
| • Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | Vision/Mission Alignment |
| • Implements engaging learning experiences that draw upon family and community resources. | Vision/Mission Alignment |
| • Engages in action research and develops new teaching strategies that improve student achievement. | Vision/Mission Alignment |
| • Incorporates existing and emerging technologies for student self-guided learning. | Vision/Mission Alignment CETA |

# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **V. Applying Knowledge of Subject Area/Foundational Knowledge** | |
| • Teacher understands and applies subject area goals in learning activities. | Teacher Evaluation |
| • Teacher identifies and utilizes resources in the school and community for the subject area emphasis. | Teacher Evaluation |
| • Teacher organizes subject matter and instructional materials to meet learning outcomes at the level of students. | APL K-12 Curriculum CIP Goals Adol Lit Project |
| • Possess a strong command of the content and related instructional strategies in the discipline(s) he or she teaches. | APL K-12 Curriculum Adol Lit Project |
| • Understand intellectual, social, emotional and physical development of students, how they learn and how they differ. | APL Adol Lit Project |
| • Understand how national, state and local standards impact teaching. | K-12 Curriculum |
| • Understand the components of an effective curriculum. | K-12 Curriculum |
| • Identifies and diagnoses individual and groups needs and interests. | RtI MAP CETA |
| • Understands research-based instructional approaches, strategies, assessments and interventions. | APL Adol Lit Project |
| • Understands the effect of cultural and societal influences on learning for each student. | Vision/Mission Alignment K-12 Curriculum |
| • Accepts responsibility for the growth of student learning, development and achievement. | Teacher Evaluation |
| • *Teacher devises and implements innovative ways of connecting subject matter to a variety of student life experience levels within in their classroom.* | APL K-12 Curriculum Adol Lit Project |
| • Applies research-based instructional approaches, strategies, assessments and interventions. | APL Adol Lit Project |
| • Integrates cultural and societal influences on learning for each student. | Vision/Mission Alignment K-12 Curriculum Adol Lit Project |
| • Communicates to stakeholders research-based instructional approaches, strategies, assessments and interventions as evidence of growth for each student. | L to J APL Adol Lit Project |
| • *Teacher devises and implements innovative ways of connecting subject matter to a variety of student life experience levels and shares those instructional practices with other teachers within the school system.* | APL L to J Adol Lit Project |

# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **VI. Functioning as Professional Educators/Professionalism** | |
| Teacher maintains a constructive working relationship with staff members. | Teacher Eval<br>PLC |
| Teacher cooperates and shares materials and information with other staff members, parents, support personnel and students when appropriate. | Teacher Eval<br>CIP Goals<br>PLC<br>CETA |
| Teacher demonstrates punctuality in meeting classroom and school obligations. | Teacher Eval |
| Teacher is aware of and complies with school board policies and administrative procedures and decisions. | Teacher Eval |
| Teacher attends faculty meetings, in-service, workshops, and department meetings. | Teacher Eval |
| Teacher demonstrates support for school-sponsored activities. | Teacher Eval |
| Teacher contributes to positive school-community relations. | Teacher Eval |
| Teacher sets and pursues individual and professional goals. | Teacher Eval |
| Teacher accepts communication form students, parents, staff, and administration and reacts appropriately. | Teacher Eval |
| Teacher participates in self-evaluation and self-development activities. | Teacher Eval<br>PLC<br>CETA |
| Protect the established rights and confidentiality of students, families and staff. | Teacher Eval |
| Adhere to school policies, procedures, and regulations. | Teacher Eval |
| Model ethical behavior in accordance with established standards. | Teacher Eval |
| Maintain accurate records, documentation, and data. | Teacher Eval |
| Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | Teacher Eval<br>CETA<br>PLC |
| Actively pursues meaningful professional development. | Teacher Eval |
| *Teacher devises and implements innovative ways to empower paraprofessionals and/or other teachers to make a substantive contribution to the classroom environment.* | Teacher Eval |
| Contributes to and advocates for the profession. | Teacher Eval |
| Makes a substantial contribution to the professional community and to school and district events and projects. | Teacher Eval |
| *Teacher devises and implements innovative ways of assisting other teachers throughout the school system with the integration of unique professional practices.* | Teacher Eval<br>CETA<br>PLC |

# Expectations for Centura Public School Professionals

| | District Initiatives |
|---|---|
| **VII. Vision and Collaboration** | |
| • Participate in the development and implementation of the school's vision, mission, and goals for teaching and learning. | Vision/Mission Alignment |
| • Contribute to the School Improvement Process. | CIP Goals |
| • Establish and maintain collaborative professional relationships. | Teacher Evaluation |
| • Collaborate with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | Vision/Mission Alignment |
| • Actively participates in the School Improvement Process. | CIP Goals |
| • Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | Vision/Mission Alignment CETA |
| • *Teacher provides evidence that students attain 21st century knowledge, skills and abilities in their classroom.* | Vision/Mission Alignment |
| • Collaborating with groups outside of the community to enhance student learning. | Vision/Mission Alignment |
| • *Teacher devises and implements innovative ways of encouraging and guiding other teachers within the school system to incorporate 21st century knowledge, skills and abilities into their classrooms.* | Vision/Mission Alignment |