

**Lincoln School**

Standards for Effective Teaching

**Teaching Practice**

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| **The Classroom Environment** |
| * Creates an inviting learning environment through use of space and materials
	+ Uses age-appropriate materials to outfit the classroom
	+ Maintains a clean, well-organized and well-provisioned classroom
	+ Uses visual aids and student work to support and celebrate student learning
* Establishes a culture for learning
	+ Emphasizes important skills, content and habits of mind
	+ Communicates and holds students accountable for high, fair and consistent standards and expectations
	+ Celebrates risk-taking, student achievement and progress
	+ Creates excitement, interest and enjoyment in learning
* Fosters a classroom culture of respect and rapport
	+ Establishes positive and warm working relationships with students
	+ Fosters inclusive and open-minded student interactions
	+ Demonstrates appreciation for diversity (differences in abilities, socio-economic and cultural backgrounds, etc.)
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| **Curriculum Design and Assessment** |
| * Shows evidence of long- and short-term planning by designing unit plans and daily lesson plans
	+ Considers the diversity of learners
	+ Identifies clear long- and short-term learning objectives
	+ Encourages risk-taking, flexibility of mind, diversity of opinion, creativity and problem solving
	+ Incorporates a variety of instructional approaches and learning experiences
	+ Assigns work, including homework, that is purposeful, manageable, appropriate to the level, and tied to the goals of the lesson
* Regularly uses formal and informal assessments to track student progress
	+ Employs a variety of assessment formats - discussions, projects, tests, portfolios, quizzes, group work, student self-reflections, authentic assessments
* Keeps accurate records - anecdotal notes, grades, etc.
* Provides timely, specific, and actionable feedback to students
	+ Uses well-designed feedback tools that match the goals of any given assignment
* Provides students with opportunities for reflection and self-assessment
* Adjusts instruction in response to student performance
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| **Classroom Practice**  |
| * Establishes classroom policies and procedures that maximize learning
	+ Manages class time effectively through use of routines, pacing, and transition activities
	+ Effectively manages classroom materials and supplies
	+ Establishes clear expectations for behavior
* Demonstrates understanding of child growth and development in teaching and learning
* Clearly articulates learning objectives (content, concepts, skills) to students
* Meets group and individual needs by differentiating instruction
	+ Uses materials and resources matched to curricular goals and learning styles and learning differences
	+ Uses varied questioning and discussion techniques effectively
	+ Provides opportunities for students to collaborate in a variety of ways
	+ Varies learning activities in a consistent and thoughtful manner
	+ Collaborates with colleagues to meet the learning needs of all students
* Employs technology in the implementation of lessons
	+ Stays current with new approaches to integrating technology in the classroom
* Regularly employs a variety of instructional approaches and learning experiences
* Facilitates an active learning environment where students have the opportunity to construct knowledge and apply their learning to performance- based assessment/real world situations
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**Professional Practice**

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| **Communication** |
| * Communicates effectively with all members of the school community
	+ Is proactive in communication
	+ Provides accurate and timely information to parents, colleagues, Division Director/Dean
	+ Delivers candid messages with sensitivity and tact
	+ Interacts with students with clarity and kindness
	+ Maintains an up-to-date website (See Faculty Handbook)
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| **Professionalism** |
| * Collaborates with other faculty in planning and implementing programs, both within and across departments/divisions
* Participates actively and constructively in all faculty discussions, encouraging the sharing of ideas and opinions
* Fosters professional relationships of trust and respect with colleagues
* Assumes responsibilities outside of the classroom (i.e., committees, advising, attendance at student activities and school functions, etc.)
* Maintains confidentiality regarding sensitive information, decisions to be announced to the community, and in professional relationships
* Actively supports group decisions and those of school leadership
* Represents the school professionally in interactions inside and outside of school and serves as an ambassador for Lincoln through knowledge of and proactive support of its programs
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| **Professional Growth** |
| * Is proactive in problem solving and asks for help when needed
* Is receptive to suggestions for growth and acts on them
* Seeks opportunities for professional growth that have a direct impact on student learning
* Reflects on own practice
* Demonstrates knowledge of and engagement with subject matter
* Actively seeks out ways to stay current with content and practices and applies knowledge to the instructional program
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