

**Hartford School District  
Standards for Professional Educators**

**A. Professional Knowledge**

*The Professional educator continues to acquire knowledge in the following areas: the content area of his/her professional endorsement (s), learning theory, child (and/or adolescent) development, human behavior, assessment and researched-based practices. This standard is what we know regarding content and how we use that knowledge before and after instruction.*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Content Knowledge (Appropriate to assignment)</b>	Educator makes content errors or does not correct content errors students make.	Educator displays basic content knowledge but does not articulate connections with other parts of the discipline or with other disciplines.	Educator displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Educator displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Educator acts as a resource to colleagues.
<b>2. Learning Theory</b>	Educator does not display, through planning or application, knowledge of learning theory or research-based approaches to practices.	Educator displays some understanding of learning theory and research-based practices and inconsistently uses that information during instructional planning and application.	Educator displays an understanding of learning theory and current research-based practices within the discipline and uses that information during instructional planning and application.	Educator uses researched-based practices and knowledge of students' varied approaches to learning during instructional planning. Educator demonstrates the continuous pursuit of knowledge through action research and shares that information with colleagues

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**Professional Knowledge**

Element	Unsatisfactory	Basic (Entry Level)	Proficient	Distinguished
<b>3. Child Development/Human Behavior</b>	Educator displays minimal knowledge of developmental characteristics of age group and/or subjects taught.	Educator displays general knowledge of developmental characteristics of age group and/or subject taught.	Educator displays a solid understanding of typical developmental characteristics of age group and/or subjects taught as well as exceptions to general patterns.	Educator displays a thorough knowledge of typical and atypical developmental characteristics of age group and/or subjects taught and uses that knowledge to maximize student learning. Educator shares knowledge with colleagues.
<b>4. Assessment</b>	Educator is unfamiliar with various assessment tools, strategies and principals of assessment construction.	Educator displays general knowledge and application of various assessment tools and strategies. Educator has knowledge of the basic principals of assessment construction.	Educator demonstrates a solid understanding of assessment strategies, tools and assessment construction. Educator understands the difference between assessment and evaluation and when to use them, and how to interpret the results to modify instruction.	In addition to meeting the criteria in proficient, the educator has the ability to interpret the results across teams or departments to improve instructional strategies.
<b>5. Technology</b>	Educator is unfamiliar with or resistant to use of technology in the learning environment.	Educator displays basic knowledge of established educational technologies	Educator continues to explore new technologies to enhance student learning.	Educator will implement new technologies in the learning environment and share with colleagues.

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**B. Professional Practice**

*The professional educator applies best practices in teaching to help students learn and develop. This standard is about our practice and what we do in the classroom.*

Element	Unsatisfactory	Basic (Entry Level)	Proficient	Distinguished
<b>1. Selecting Instructional Goals</b>	Goals are unclear or stated as student activities, they do not permit viable methods of assessment, represent low expectations, or do not reflect important learning.	Goals are moderately clear, permit for viable methods of assessment, and are developmentally appropriate for target students.	Goals are clearly defined, allow for viable methods of instruction, include ongoing assessment, are developmentally appropriate for all students and relate to curriculum framework and standards.	In addition to meeting the criteria in proficient, the educator can identify goals which establish high expectations and consistently make connections across the curriculum.
<b>2. Designing Coherent Instruction</b>	Activities and assignments are not related to instructional goals, lack organization and opportunities for diverse learners.	Activities and assignments connects to instructional goals but may lack organization. Instruction may provide limited opportunities to meet the needs of diverse learners	Activities and assignments are clearly organized, address instructional goals and offers opportunities for a diverse group of learners.	In addition to meeting the criteria in proficient, the educator provides opportunities for students to initiate or adapt activities and projects to enhance understanding.

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Element	Unsatisfactory	Basic (Entry Level)	Proficient	Distinguished
<b>3. Adapting Practice to Improve Student Learning</b>	Educator does not use student- assessment, information or researched-based practices to adapt the environment or instruction to improve student learning.	Educator inconsistently uses student- assessment, related information, and researched-based practices to adapt the environment or instruction to improve student learning.	Educator uses formal and informal student assessment, related information, and researched-based practices to adapt the environment and the instruction to improve student learning.	In addition to meeting the criteria in proficient, the educator acts as a resource to their colleagues and uses colleagues as a resource to improve instructional practice and student learning.
<b>4. Creating a Culture for Learning</b>	Instructional goals, activities, interactions, and the classroom environment convey limited expectations for student learning. The classroom climate does not encourage respect and positive interactions.	Instructional goals, activities, interactions, and the classroom environment convey modest expectations for student learning. The classroom climate is not always conducive to respectful, positive interactions.	Instructional goals, activities, interactions, and the classroom environment convey high expectations for student learning. The educator creates a climate that encourages respect and positive social interactions.	In addition to meeting the criteria in proficient, the educator acts as a resource and plays an active roll in creating a positive school climate.

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**Professional Practice**

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>5. Accommodating Students</b>	Educator undermines team process and/or does not implement accommodations needed for students to access the educational program.	Educator works cooperatively with student team but inconsistently implements accommodations needed for students to access the educational program.	Educator independently or within a team identifies and implements accommodations needed for students to access the educational program.	In addition to meeting the criteria in proficient, the educator is willing to accommodate students significantly outside of the standard instructional levels for age or subject.
<b>6. Communicating Clearly and Accurately</b>	Educator does not communicate necessary information or their oral or written communication is confusing, inaccurate or contains errors.	Educator's oral and written communication may lack clarity and detail.	Educator's oral and written communication is clear and contains a level of detail appropriate to the audience.	In addition to meeting the criteria in proficient, educator is proactive in their communication and acts as a resource to colleagues.
<b>7. Integrating Technology</b>	Educator is unfamiliar with appropriate technologies or resistant to using technologies to enhance student learning.	Educator is familiar with technologies but is not consistently integrating those technologies into the classroom.	Educator integrates technology where appropriate to enhance student learning.	In addition to meeting the criteria in proficient the educator uses technology to differentiate instruction for all students. The educator is willing to take risks and be a learner in their own classroom.

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**C. Collegiality and/or Collaboration with Adults**

*The professional educator works collaboratively and effectively for the improvement of student learning and performance and for the betterment of students, the school and the district in general. This standard is about how we work with our colleagues with the school and the district.*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Collaborate With Colleagues</b>	Educators' relationships with colleagues are negative, insensitive or self-serving.	Educator establishes cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support, respect, and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty and/or initiates collaborative projects.
<b>2. Collaboration With Families to Improve/Promote Student Learning and Performance</b>	Educator provides little information to families, does not respond or responds insensitively to family concerns, and makes no attempt to engage the family in planning and decision making.	Educator adheres to the school's required procedures for communication to families.	Educator provides additional information to families regarding the instructional program and individual student progress. The educator successfully engages the family in decisions to improve student learning.	Educator provides frequent information to families regarding the program and individual student progress. The students participate in the preparing of materials for their families. Responses to parent concerns are handled with sensitivity and efforts to engage the family in planning and decision making are successful.

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**Collegiality and/or Collaboration with Adults**

Element	Unsatisfactory	Basic (Entry Level)	Proficient	Distinguished
<b>3. Service to School and Participation in District Projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when asked.	Teacher participates in school and district projects, making a positive contribution.	Teacher participates in school and district projects, making a substantial contribution or assumes a leadership role in varied aspects of school or district life.
<b>4. Collaborates with Community Agencies and Providers</b>	Educator does not initiate or maintain relationships with community agencies or providers to support students or resists implementing recommendations.	Develops understanding of community agencies and providers to support students.	Educator establishes and maintains a collaborative relationship with community agencies and providers to support student learning and well-being.  Or  Collaborates with agencies or providers to maintain services or supports to benefit students	Educator consistently seeks out relationships with community agencies and providers to provide an environment and system which enhances student learning. Educator is a resource to parents, students, faculty, community agencies, and providers.

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**D. Relationships with Students**

*The professional educator relates well with students and works effectively to promote the welfare of students (individually and as a group). This standard is about how we relate with and support students.*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Educator and Student Interactions</b>	Educator interaction with at least some students is negative, demeaning, sarcastic, shows favoritism or inappropriate to the age or culture of the students. Student interactions are characterized by conflict, sarcasm or put-downs.	Educator-student interactions are generally appropriate but may reflect occasional inconsistencies. Students' negative behavior toward one another is dealt with appropriately.	Educator-student interactions are friendly and demonstrate general warmth, caring and respect. Student's interactions are polite and respectful. Positive behavioral interventions are routinely employed.	Educator models collaborative, respectful relationships with students. Educator actively works to improve relationships or maintain positive relationships between all members of the school community.
<b>2. Advocacy &amp; Equity</b>	Educator's behaviors result in some students not having a fair opportunity to succeed. Educator does not respect confidentiality regarding students and families.	Educator works within the context of their classroom to ensure that all students receive a fair opportunity to succeed. Educator maintains confidentiality for students and families.	Educator works within the context of a team or department to ensure that all students receive a fair opportunity to succeed. Educator promotes confidentiality for students and families in all areas of student interaction.	Educator makes a particular effort to challenge negative attitudes and helps ensure that all students in the school maximize their opportunity to succeed. Educator reminds colleagues of the need to respect confidentiality for students and families.

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**Relationships with Students**

Element	Unsatisfactory	Basic (Entry Level)	Proficient	Distinguished
<b>3. Access and Use of Resources</b>	Educator is unaware of or resists opportunities to learn about available resources to assist students who need them. Educator uses resources that contain bias, misrepresentation or stereotyping.	Educator displays basic awareness of resources available through the school district and gains access for students.	Educator is aware of many resources available through the school or district and gains access for students. Educator uses resources that are free of bias, misrepresentation and stereotyping.	In addition to school and district resources, educator gains additional resources available through the community and helps to provide knowledgeable access of the resources to other staff members. Whenever appropriate, Educator uses resources that heighten students' awareness of issues regarding bias, misrepresentation and stereotyping.
<b>4. Safe and Responsible Use of Technology</b>	Educator is unaware or does not appropriately monitor student use of technology.	Educator models safe and appropriate use of technology in the learning environment.	Educator models and monitors safe and appropriate use of technology in the learning environment.	The educator purposefully creates and monitors multiple opportunities for students to learn safe and appropriate use of technologies. The educator recognizes their role and responsibility to foster digital citizenship.

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**E. Professional Responsibilities**

*The Professional educator acts in a professional manner (maturely, responsibly, and ethically). This standard is about acting professionally.*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Continuous Professional Development</b>	The educator does not participate in ongoing professional development or professional development is not linked to district, school or individual goals for improved student learning.	Educator maintains an approved Professional Growth Plan and provides evidence on an annual basis of progress towards PGP goals.	Educator seeks out and completes professional development that is connected to district, school and individual goals to improve student learning. The educator uses student data to establish professional development goals and consistently participates in school-wide discussions about the action plan and professional development goals.	Educator provides leadership by initiating and/or providing professional development opportunities.

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**Professional Responsibilities**

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<b>2. Reflective Practice</b>	Educator does not assess the effectiveness of their instruction or program or the educator does not have a strategy to improve on the lesson in the future.	Educator has a generally accurate assessment of their instruction or program's effectiveness, the extent to which it achieved its goals, and general suggestions of what may be done in the future.	Educator makes an accurate assessment of their instruction's effectiveness and the extent to which the goals of the lesson were achieved. The educator generates specific strategies and consistently makes revisions to adapt, modify and improve students' educational experiences.	Educator understands how his/her practice contributes to the overall effectiveness of the school. The educator shares reflection regarding practice with other educators to improve student outcomes.
<b>3. Maintains Accurate Records</b>	Educator does not utilize district tools to maintain accurate records of students' progress or does not accurately communicate students' progress to the student, family or school personnel as required.	Educator uses district tools minimally or inconsistently to maintain records of students' progress, communicates the status of students' progress to the student, family and appropriate school personnel as required.	Educator utilizes district tools to maintain records and communicate students' progress to the student, family and appropriate school personnel on a regular basis.	In addition to meeting the criteria in proficient, the educator is willing to explore and/or collaborate with other staff to fully utilize the capabilities of the district communication tools.

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<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic (Entry Level)</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4. Workplace Expectations</b>	Educator does not comply with workplace rules, regulations and procedures.	Educator complies with workplace rules, regulations and procedures.	Educator complies with workplace rules, regulations and procedures and supports workplace expectations.	In addition to meeting the criteria in proficient, Educator helps to set a tone to reinforce workplace expectations for colleagues.
<b>5. Implements District Policies and Curriculum</b>	Educator does not understand or comply with district policies and curriculum. Goals, activities and assessments are not based upon the district curriculum.	Educator complies with district policies and curriculum. The educator develops goals, activities and assessments that are based on the district curriculum.	Educator interprets district policies and curriculum by developing goals, activities and assessments so students achieve the standards outlined in the curriculum.	Educator clearly understands and applies district policies and curriculum. Educator participates in the development and/or review of district policies and curriculum. Educator supports other staff members in the implementation of policies and curriculum.