

# Granite School District Standards

<b>INSTRUCTION AND ASSESSMENT – DOMAIN I</b>				
<b>STANDARD/INDICATORS</b>	<b>(1) Not Effective</b>	<b>(2) Minimally/Emerging Effective</b>	<b>(3) Effective</b>	<b>(4) Highly Effective</b>
<p><b>A: The educator consistently communicates clearly and accurately.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Using language that is developmentally appropriate for students;</li> <li>●Writing clearly, legibly and coherently;</li> <li>●Avoiding vulgar, profane, or crude language;</li> <li>●Providing timely and constructive feedback for learners.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses vocabulary that is inappropriate, vague, or used incorrectly.</li> <li>●Speaks inaudibly, or written language may contain many grammar and syntax errors.</li> <li>●Uses vulgar, profane, or crude language.</li> <li>●Does not provide timely feedback or feedback is of poor quality.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses vocabulary that is developmentally appropriate for most students.</li> <li>●Writes clearly, legibly, and coherently most of the time.</li> <li>●Uses vulgar, profane, and crude language occasionally.</li> <li>●Provides timely and constructive feedback sporadically.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses language that is developmentally appropriate for students.</li> <li>●Writes clearly, legibly and coherently.</li> <li>●Avoids vulgar, profane, or crude language.</li> <li>●Provides timely and constructive feedback for learners.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses vocabulary that enriches the lesson.</li> <li>●Writes and speaks correctly and expressively.</li> <li>●Does not use vulgar, profane, or crude language.</li> <li>● Provides timely feedback that is related to students’ individual needs.</li> <li>● Makes provisions for students to use feedback in their learning.</li> </ul>
<p><b>B: The educator uses a variety of effective instructional strategies.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Demonstrating proficiency in explicit instruction;</li> <li>●Selecting strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming, and Sheltered English Strategies);</li> <li>●Enriching instruction through the proficient use of technology;</li> <li>●Assigning work and setting time limits, allowing sufficient time for mastery;</li> <li>●Using a variety of instructional materials and methods.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not provide explicit instruction when necessary.</li> <li>●Uses strategies that are inappropriate to meet the needs of the learners.</li> <li>●Does not use technology for instruction.</li> <li>●Allows insufficient time to complete assignments.</li> <li>●Uses the same instructional materials and methods repeatedly.</li> </ul>	<ul style="list-style-type: none"> <li>●Provides explicit instruction inconsistently.</li> <li>●Selects strategies that are developmentally and contextually appropriate occasionally.</li> <li>●Uses technology, but not purposefully.</li> <li>●Gives appropriate time limits to complete assignments sporadically.</li> <li>●Uses a variety of instructional materials and methods infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>●Demonstrates proficiency in explicit instruction.</li> <li>●Selects strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming, and Sheltered English Strategies).</li> <li>●Enriches instruction through the proficient use of technology.</li> <li>●Assigns work and setting time limits, allowing sufficient time for mastery.</li> <li>●Uses a variety of instructional materials and methods.</li> </ul>	<ul style="list-style-type: none"> <li>●Differentiates explicit instruction and uses an extensive repertoire of strategies and materials.</li> <li>●Articulates a rationale for why specific instructional strategies are appropriate to learning or content objectives.</li> <li>●Enriches and extends instruction through the proficient use of technology.</li> <li>●Varies assigned work and time limits to meet the needs of individual students.</li> <li>●Uses and models for others effective instructional strategies and use of materials.</li> </ul>
<p><b>C: The educator uses a variety of engagement strategies</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Displaying enthusiastic, positive demeanor;</li> <li>●Modeling and encouraging positive interaction;</li> <li>●Eliciting confidence and respect;</li> <li>●Praising strengths and constructively addressing weaknesses;</li> <li>●Actively listening;</li> <li>●Connecting to cultural perspectives (e.g., gender, ethnicity, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>●Does not display an enthusiastic, positive demeanor.</li> <li>●Does not model nor encourage positive interactions.</li> <li>●Does not elicit confidence or respect.</li> <li>●Does not praise strengths and fails to address weaknesses.</li> <li>●Does not actively listen.</li> <li>●Does not connect activities and assignments to cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>●Displays an enthusiastic, positive demeanor sporadically.</li> <li>●Models and encourages positive interactions inconsistently.</li> <li>●Elicits confidence or respect occasionally.</li> <li>●Praises students and addresses some weaknesses irregularly.</li> <li>●Listens actively on occasion.</li> <li>●Connects activities and assignments to cultural perspectives periodically.</li> </ul>	<ul style="list-style-type: none"> <li>●Displays an enthusiastic, positive demeanor.</li> <li>●Models and encourages positive interaction.</li> <li>●Elicits confidence and respect.</li> <li>●Praises strengths and constructively addresses weaknesses.</li> <li>●Listens actively.</li> <li>●Connects to cultural perspectives (e.g., gender, ethnicity, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>●Encourages and models an enthusiastic, positive demeanor.</li> <li>●Models and encourages positive interaction with and between students.</li> <li>●Elicits and models confidence and respect.</li> <li>●Facilitates students’ self-reflection and growth.</li> <li>● Models active listening for others.</li> <li>●Facilitates activities and coursework that engage all students and are appropriate to age and cultural background.</li> </ul>
<p><b>D: The educator involves students and/or staff in meaningful learning.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Using a variety of teaching strategies to promote problem solving activities and task completion;</li> <li>●Focusing on quality work and high expectations;</li> <li>●Reflecting on and evaluating student performance for the purpose of improvement;</li> <li>●Using prior knowledge to connect new knowledge skills and understanding;</li> <li>●Teaching integrated content and skills for real world application.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not use a variety of teaching strategies.</li> <li>●Does not focus on quality work and high expectations.</li> <li>●Does not reflect on nor evaluate student performance.</li> <li>●Does not use prior knowledge to connect new knowledge, skills, and understanding.</li> <li>●Does not teach integrated content and skills for real world application.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses a variety of teaching strategies occasionally.</li> <li>●Focuses on quality work and high expectations periodically.</li> <li>●Reflects on and evaluates student performance for the purpose of improvement superficially.</li> <li>●Uses prior knowledge to connect new knowledge, skills, and understanding intermittently.</li> <li>●Teaches integrated content and skills for real world application infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses a variety of teaching strategies to promote problem solving activities and task completion.</li> <li>●Focuses on quality work and high expectations.</li> <li>●Reflects on and evaluates student performance for the purpose of improvement.</li> <li>●Uses prior knowledge to connect new knowledge skills and understanding.</li> <li>●Teaches integrated content and skills for real world application.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses a wide variety of teaching strategies and facilitates problem solving activities and task completion based on student need.</li> <li>●Assists students to focus on quality work and setting high expectations.</li> <li>●Evaluates student challenges on an ongoing basis for the purpose of specific instruction.</li> <li>●Facilitates students’ access and use of prior knowledge to connect knowledge, skills and understanding.</li> <li>●Facilitates the application of content and skills to real-world applications.</li> </ul>

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<p><b>E: The educator makes reasonable and appropriate individual accommodations.</b>  <b>Includes, but not limited to:</b>          •Identifying special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.);          •Designing and implementing a variety of accommodations;          •Using available resources to inform and support the design and implementation of accommodations.</p>	<ul style="list-style-type: none"> <li>•Is not aware of students’ needs and does not provide accommodations.</li> <li>•Does not design nor implement accommodations.</li> <li>•Does not use available materials and resources to support individual accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>•Is aware of students’ needs and occasionally provides accommodations.</li> <li>•Designs and implements accommodations intermittently.</li> <li>•Uses available materials and resources to support individual accommodations inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies special conditions that are in need of accommodations (e.g., language, disabilities, emergencies, etc.).</li> <li>•Designs and implements a variety of accommodations.</li> <li>•Uses available resources to inform and support the design and implementation of accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>•Anticipates special conditions that are in need of accommodations.</li> <li>•Anticipates and implements a variety of accommodations.</li> <li>•Develops additional resources to inform and support the design and implementation of accommodations.</li> </ul>
<p><b>F: The educator uses assessment to guide instruction and verify that meaningful learning is taking place</b>  <b>Includes, but not limited to:</b>          •Using both formal and informal measures;          •Demonstrating flexibility and responsiveness to assessment results;          •Providing timely and constructive feedback to learners;          •Evaluating student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc.</p>	<ul style="list-style-type: none"> <li>•Does not use formal and informal measures.</li> <li>•Does not demonstrate flexibility and responsiveness to assessment results.</li> <li>•Does not provide feedback to learners.</li> <li>•Does not evaluate student progress.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses formal or informal measures periodically.</li> <li>•Demonstrates flexibility and responsiveness to assessment results haphazardly.</li> <li>•Provides feedback to learners on an irregular basis.</li> <li>•Evaluates student progress occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses both formal and informal measures.</li> <li>•Demonstrates flexibility and responsiveness to assessment results.</li> <li>•Provides timely and constructive feedback to learners.</li> <li>•Evaluates student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a variety of formal and informal assessments.</li> <li>•Uses assessment results to drive instruction.</li> <li>•Proactively anticipates needed information and provides it to students and parents in a timely manner.</li> <li>•Uses a wide variety of assessment tools to monitor student learning.</li> </ul>
<p><b>G: The educator systematically reviews and reinforces concepts to support long-term learning.</b>  <b>Includes, but not limited to:</b>          •Providing opportunities for guided practice and independent performance;          •Systematically reviewing essential concepts;          •Using a variety of strategies for application and review of concepts.</p>	<ul style="list-style-type: none"> <li>•Does not provide opportunities for guided practice and independent performance.</li> <li>•Does not review essential concepts.</li> <li>•Does not use a variety of strategies for application and review of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides intermittent opportunities for guided practice and independent performance.</li> <li>•Reviews essential concepts occasionally.</li> <li>•Uses a limited variety of strategies for application and review of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides opportunities for guided practice and independent performance.</li> <li>•Reviews essential concepts systematically.</li> <li>•Uses a variety of strategies for application and review of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•Offers multiple options for guided practice and independent performance.</li> <li>•Provides multiple options for review of essential concepts to develop mastery.</li> <li>•Uses multiple strategies for application and review of concepts in response to student needs.</li> </ul>

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<b>PLANNING AND PREPARATION - DOMAIN II</b>				
<b>STANDARD/INDICATORS</b>	<b>(1) Not Effective</b>	<b>(2) Minimally/Emerging Effective</b>	<b>(3) Effective</b>	<b>(4) Highly Effective</b>
<p><b>A. The educator uses appropriate curriculum materials in planning for instruction.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Using the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content;</li> <li>●Consistently using materials adopted by Granite School District;</li> <li>●Using adopted materials in accordance with district guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not use the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content.</li> <li>●Does not use materials adopted by Granite School District.</li> <li>●Does not use adopted materials in accordance with district guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content some of the time.</li> <li>●Uses materials adopted by Granite School District occasionally.</li> <li>●Uses adopted materials in accordance with district guidelines sporadically.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals, and Granite School District curriculum guidelines to define instructional content.</li> <li>●Consistently uses materials adopted by Granite School District.</li> <li>●Uses adopted materials in accordance with district guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>●Uses approved state and district guidelines and standards as the foundation for key concepts and underlying themes within and across the curriculum.</li> <li>●Actively uses and models core curriculum and district approved materials.</li> <li>●Uses adopted materials and adds supplementary materials, in accordance with district guidelines, in response to individual student needs.</li> </ul>
<p><b>B. The educator plans and prepares for the needs of diverse learners.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Identifying the range of student needs and applying a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.);</li> <li>●Utilizing a variety of instructional materials and methods for skill development.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not identify the range of student needs.</li> <li>●Does not utilize a variety of instructional materials and methods for skill development.</li> </ul>	<ul style="list-style-type: none"> <li>●Identifies the range of student needs and occasionally applies a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.)</li> <li>●Utilizes a variety of instructional materials and methods for skill development sporadically.</li> </ul>	<ul style="list-style-type: none"> <li>●Identifies the range of student needs and applies a variety of appropriate instruction (e.g., learning styles, English language learners, gifted and talented, disability, etc.).</li> <li>●Utilizes a variety of instructional materials and methods for skill development.</li> </ul>	<ul style="list-style-type: none"> <li>●Assesses students' prior knowledge and specific needs and applies a variety of appropriate instruction to address those needs.</li> <li>●Uses a wide range of instructional materials and methods to modify strategies for skill development in response to student need.</li> </ul>
<p><b>C. The educator sets goals and makes instructional decisions based on data gathered from multiple sources.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Utilizing data from standardized tests to make adjustments to lesson design and instructional strategies;</li> <li>●Using data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not utilize data from standardized tests to make adjustments to lesson design and instructional strategies.</li> <li>●Does not use data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice.</li> </ul>	<ul style="list-style-type: none"> <li>●Utilizes data from standardized tests to occasionally make adjustments to lesson design and instructional strategies.</li> <li>●Uses data from formal and informal measures to periodically select instructional strategies, materials, and opportunities for review and practice.</li> </ul>	<ul style="list-style-type: none"> <li>●Utilizes data from standardized tests to make adjustments to lesson design and instructional strategies.</li> <li>●Uses data from formal and informal measures to select instructional strategies, materials, and opportunities for review and practice.</li> </ul>	<ul style="list-style-type: none"> <li>●Utilizes data from standardized tests to differentiate instruction for individual students.</li> <li>●Uses data from formal and informal measures to select instructional strategies, materials, and opportunities for students to apply their knowledge and skills.</li> </ul>
<p><b>D. The educator applies knowledge of developmentally appropriate practices when planning instruction.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Maximizing student time on task;</li> <li>●Establishing performance outcomes;</li> <li>●Using differentiated instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not maximize student time on task.</li> <li>●Does not establish performance outcomes.</li> <li>●Does not use differentiated instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>●Maximizes student time on task occasionally.</li> <li>●Establishes only superficial performance outcomes.</li> <li>●Uses differentiated instructional strategies periodically.</li> </ul>	<ul style="list-style-type: none"> <li>●Maximizes student time on task.</li> <li>●Establishes performance outcomes</li> <li>●Uses differentiated instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>●Supports students in maximizing their own time on task behavior.</li> <li>●Uses student input to establish performance outcomes.</li> <li>●Incorporates differentiated instructional strategies in response to student needs.</li> </ul>
<p><b>E. The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Participating in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings);</li> <li>●Collaborating and exchanging of student information with professional colleagues;</li> <li>●Seeking and using support from ancillary staff.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not participate in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings).</li> <li>●Does not collaborate and exchange student information with professional colleagues.</li> <li>●Does not seek out and use support from ancillary staff.</li> </ul>	<ul style="list-style-type: none"> <li>●Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings) intermittently.</li> <li>●Collaborates and exchanges student information with professional colleagues occasionally.</li> <li>●Seeks out and uses support from ancillary staff at times.</li> </ul>	<ul style="list-style-type: none"> <li>●Participates in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings).</li> <li>●Collaborates and exchanges student information with professional colleagues.</li> <li>●Seeks out and uses support from ancillary staff.</li> </ul>	<ul style="list-style-type: none"> <li>●Takes an active leadership role in professional work groups (e.g., grade level, departmental, IEP, and 504 meetings).</li> <li>●Works collaboratively with colleagues and ancillary staff to support student needs.</li> <li>●Collaborates with ancillary staff to plan for and support student needs.</li> </ul>

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## LEARNING ENVIRONMENT - DOMAIN III

STANDARD/INDICATORS	(1) Not Effective	(2) Minimally/Emerging Effective	(3) Effective	(4) Highly Effective
<p><b>A. The educator shows and elicits respect while developing and maintaining positive rapport.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Facilitating a caring and motivating environment;</li> <li>•Encouraging positive social interaction;</li> <li>•Administering constructive discipline that does not demean the individual;</li> <li>•Promoting cooperative and collaborative learning;</li> <li>•Formulating rules and expectations collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not facilitate a caring and motivating environment.</li> <li>•Does not encourage positive social interactions.</li> <li>•Does not administer constructive discipline that does not demean the individual.</li> <li>•Does not promote cooperative and collaborative learning.</li> <li>•Does not formulate rules and expectations collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>•Facilitates a caring and motivating environment at times.</li> <li>•Encourages positive social interactions sometimes.</li> <li>•Administers constructive discipline occasionally that does not demean the individual.</li> <li>•Promotes cooperative and collaborative learning haphazardly.</li> <li>•Formulates some rules and expectations collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>•Facilitates a caring and motivating environment.</li> <li>•Encourages positive social interaction.</li> <li>•Administers constructive discipline that does not demean the individual.</li> <li>•Promotes cooperative and collaborative learning.</li> <li>•Formulates rules and expectations collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>•Fosters a safe, inclusive, and equitable learning environment.</li> <li>•Facilitates student participation in creating and maintaining a climate of equity, caring, and respect.</li> <li>•Facilitates an environment in which students take initiative to creatively solve problems and address conflict.</li> <li>•Assists students and educators in providing cooperative and collaborative learning.</li> <li>•Promotes and supports student leadership in setting expectations and rules in and outside the classroom.</li> </ul>
<p><b>B. The educator supports colleagues</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Participating in school-wide discipline plans;</li> <li>•Supporting colleagues in proper discipline procedures;</li> <li>•Consulting with other adults regarding the academic, social, physical, and emotional well-being of students;</li> <li>•Working with other professionals to improve the overall learning environment;</li> <li>•Guiding and supporting new colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not participate in school-wide discipline plans.</li> <li>•Does not support colleagues in proper discipline procedures.</li> <li>•Does not consult with other adults regarding the academic, social, physical, and emotional well-being of students.</li> <li>•Does not work with other professionals to improve the overall learning environment.</li> <li>•Does not guide and support new colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates in school-wide discipline plans at intervals.</li> <li>•Supports colleagues in proper discipline procedures occasionally.</li> <li>•Consults with other adults at times regarding the academic, social, physical, and emotional well-being of students.</li> <li>•Works occasionally with other professionals to improve the overall learning environment.</li> <li>•Guides and supports new colleagues on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates in school-wide discipline plans.</li> <li>•Supports colleagues in proper discipline procedures.</li> <li>•Consults with other adults regarding the academic, social, physical, and emotional well-being of students.</li> <li>•Works with other professionals to improve the overall learning environment.</li> <li>•Guides and supports new colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>•Supports creation and effective implementation of discipline plans and procedures.</li> <li>•Provides opportunities to collaborate with staff to support learning for all students.</li> <li>•Creates opportunities to collaborate with others to provide support for the academic, social, physical, and emotional well-being of students.</li> <li>•Provides leadership for and contributes to the learning of educators in the school.</li> <li>•Collaborates with colleagues to provide guidance and support for new colleagues.</li> </ul>
<p><b>C. The educator advocates, nurtures, and sustains a culture for learning.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Setting and maintaining high expectations;</li> <li>•Developing self-motivation and active engagement in learning;</li> <li>•Recognizing the importance of peer relationships in establishing a climate of learning;</li> <li>•Connecting curriculum with other environments familiar to the learner.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not set and maintain high expectations.</li> <li>•Does not develop self-motivation and active engagement in learning.</li> <li>•Does not recognize the importance of peer relationships in establishing a climate of learning.</li> <li>•Does not connect curriculum with other environments familiar to the learner.</li> </ul>	<ul style="list-style-type: none"> <li>•Sets and maintains high expectations some of the time.</li> <li>•Develops self-motivation and active engagement in learning at times.</li> <li>•Recognizes the importance of peer relationships in establishing a climate of learning sporadically.</li> <li>•Connects curriculum with other environments familiar to the learner, but not on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>•Sets and maintains high expectations</li> <li>•Develops self-motivation and active engagement in learning.</li> <li>•Recognizes the importance of peer relationships in establishing a climate of learning.</li> <li>•Connects curriculum with other environments familiar to the learner.</li> </ul>	<ul style="list-style-type: none"> <li>•Encourages students to set personal goals with high expectations.</li> <li>•Helps students to identify self-motivation and its connection to engagement in learning.</li> <li>•Helps students build positive relationships that create a positive learning community.</li> <li>•Provides opportunities for students to apply their knowledge in familiar environments.</li> </ul>
<p><b>D. The educator manages procedures.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Arranging and directing classroom and/or school procedures with minimum disruption;</li> <li>•Effectively managing transitions;</li> <li>•Supporting school and district policies and procedures;</li> <li>•Maximizing the amount of class time spent in learning;</li> <li>•Applying procedures and enforcing rules consistently and effectively;</li> <li>•Responding to school crisis drills and situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not arrange and direct classroom and/or school procedures with minimum disruption.</li> <li>•Does not manage transitions.</li> <li>•Does not support school and district policies and procedures.</li> <li>•Does not maximize the amount of class time spent in learning.</li> <li>•Does not apply procedures and enforce rules consistently and effectively.</li> <li>•Does not respond to school crisis drills and situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Arranges and directs classroom and/or school procedures with minimum disruption sometimes.</li> <li>•Manages transitions irregularly.</li> <li>•Supports school and district policies and procedures occasionally.</li> <li>•Maximizes the amount of class time spent in learning sporadically.</li> <li>•Applies procedures and enforces rules inconsistently and ineffectively.</li> <li>•Responds to school crisis drills and situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Arranges and directs classroom and/or school procedures with minimum disruption.</li> <li>•Manages transitions effectively.</li> <li>•Supports school and district policies and procedures.</li> <li>•Maximizes the amount of class time spent in learning.</li> <li>•Applies procedures and enforces rules consistently and effectively.</li> <li>•Responds appropriately to school crisis drills and situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Assists all students in developing and internalizing equitable routines, procedures, and habits.</li> <li>•Facilitates student ownership of classroom rules and procedures to minimize disruptions during transitions.</li> <li>•Supports and assists others to support school district policies and procedures.</li> <li>•Assists colleagues in maximizing the amount of class time spent in learning.</li> <li>•Assists colleagues to consistently and effectively apply procedures and enforce rules.</li> </ul>

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				<ul style="list-style-type: none"> <li>•Responds and assists others to respond appropriately to school crisis drills and situations.</li> </ul>
<p><b>E. The educator manages student behavior.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Explaining rules, expectations, and consequences;</li> <li>•Explaining reasons for disciplinary actions;</li> <li>•Using a range of strategies;</li> <li>•Administering discipline that fits the infraction in a calm, professional demeanor;</li> <li>•Using fair and consistent practices;</li> <li>•Investigating and considering both sides of interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not explain rules, expectations, and consequences.</li> <li>•Does not explain reasons for disciplinary actions.</li> <li>•Does not use a range of strategies.</li> <li>•Does not administer discipline that fits the infraction in a calm, professional demeanor.</li> <li>•Does not use fair and consistent practices.</li> <li>•Does not investigate and consider both sides of interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains rules, expectations, and consequences sometimes.</li> <li>•Explains reasons for disciplinary actions occasionally.</li> <li>•Uses a limited range of strategies.</li> <li>•Administers discipline that fits the infraction in a calm, professional demeanor inconsistently.</li> <li>•Uses fair and consistent practices most of the time.</li> <li>•Investigates and considers both sides of interpersonal conflict inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains rules, expectations, and consequences.</li> <li>•Explains reasons for disciplinary actions.</li> <li>•Uses a range of strategies.</li> <li>•Administers discipline that fits the infraction in a calm, professional demeanor.</li> <li>•Uses fair and consistent practices.</li> <li>•Investigates and considers both sides of interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Facilities positive environments in which students are guided to take a strong role in maintaining and monitoring their own behavior.</li> <li>•Assists students in taking responsibility for their behavior and its connection to disciplinary action.</li> <li>•Applies a range of behavioral strategies so students are continually engaged.</li> <li>•Assists others in establishing and utilizing fair and consistent practices.</li> <li>•Facilitates student problem solving of interpersonal conflicts.</li> </ul>
<p><b>F. The educator prepares and maintains an environment conducive to learning</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Organizing the physical environment to maximize learning and to accommodate individual differences / disabilities;</li> <li>•Creating a safe environment for learning;</li> <li>•Managing available resources to encourage and stimulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not organize the physical environment to maximize learning and to accommodate individual differences / disabilities.</li> <li>•Does not create a safe environment for learning.</li> <li>•Does not manage available resources to encourage and stimulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Organizes the physical environment occasionally to maximize learning and to accommodate individual differences / disabilities.</li> <li>•Creates a safe environment for learning sporadically.</li> <li>•Manages available resources to encourage and stimulate learning at times.</li> </ul>	<ul style="list-style-type: none"> <li>•Organizes the physical environment to maximize learning and to accommodate individual differences / disabilities.</li> <li>•Creates a safe environment for learning.</li> <li>•Manages available resources to encourage and stimulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Collaborates with others to organize the physical environment to maximize learning and to accommodate individual differences / disabilities.</li> <li>•Creates and assists others in creating a safe environment conducive to learning.</li> <li>•Collaborates with colleagues to identify additional resources to encourage and stimulate learning.</li> </ul>

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<b>PROFESSIONAL RESPONSIBILITIES - DOMAIN IV</b>				
<b>STANDARD/INDICATORS</b>	<b>(1) Not Effective</b>	<b>(2) Minimally/Emerging Effective</b>	<b>(3) Effective</b>	<b>(4) Highly Effective</b>
<p><b>A. The educator participates in professional growth and reflection.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Seeking out opportunities for professional learning;</li> <li>●Applying professional learning to individual educational settings;</li> <li>●Evaluating and refining educational practices on an on-going basis;</li> <li>●Engaging in annual self-reflection and evaluation of personal educational practices;</li> <li>●Demonstrating that students are learning (i.e., academic improvement);</li> <li>●Staying current with advancements and developments within areas of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not seek out opportunities for professional learning.</li> <li>●Does not apply professional learning to individual educational settings.</li> <li>●Does not evaluate and refine educational practices on an on-going basis.</li> <li>●Does not engage in annual self-reflection and evaluation of personal educational practices.</li> <li>●Does not demonstrate that students are learning (i.e., academic improvement).</li> <li>●Does not stay current with advancements and developments within areas of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Seeks out opportunities at times for professional learning.</li> <li>●Applies professional learning to individual educational settings occasionally.</li> <li>●Evaluates and refines educational practices on a sporadic basis</li> <li>●Engages in occasional self-reflection and evaluation of personal educational practices.</li> <li>●Demonstrates that students are learning (i.e., academic improvement) sporadically.</li> <li>●Stays current with advancements and developments within areas of responsibility occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>●Seeks out opportunities for professional learning.</li> <li>●Applies professional learning to individual educational settings.</li> <li>●Evaluates and refines educational practices on an on-going basis.</li> <li>●Engages in annual self-reflection and evaluation of personal educational practices.</li> <li>●Demonstrates that students are learning (i.e., academic improvement).</li> <li>●Stays current with advancements and developments within areas of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Attends and applies professional learning to personal and professional growth.</li> <li>●Applies learning from a multitude of sources to refine student learning.</li> <li>●Integrates self-analysis into daily practice.</li> <li>●Applies self-reflection and evaluation of personal educational practices for improvement.</li> <li>●Collaborates with others to demonstrate improvement in student learning.</li> <li>●Stays current with advancements and developments within areas of responsibility. Shares knowledge with colleagues to improve educational practices.</li> </ul>
<p><b>B. The educator interacts and communicates with all constituency groups.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Developing positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community;</li> <li>●Establishing effective communications with students, parents, faculty, administration, staff, and community;</li> <li>●Consulting with individual parents regarding academic, social, and emotional needs;</li> <li>●Maintaining confidentiality of records, releasing information only to those persons with legal access to information.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not develop positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community.</li> <li>●Does not establish effective communications with students, parents, faculty, administration, staff, and community.</li> <li>●Does not consult with individual parents regarding academic, cultural, social, and emotional needs.</li> <li>●Does not maintain confidentiality of records, releasing information only to those persons with legal access to information.</li> </ul>	<ul style="list-style-type: none"> <li>●Develops positive and cooperative relationships at times with educational communities, students, parents, faculty, administration, staff, and community.</li> <li>●Establishes some effective communications with students, parents, faculty, administration, staff, and community.</li> <li>●Consults with individual parents regarding academic, cultural, social, and emotional needs occasionally.</li> <li>●Maintains confidentiality of records, most of the time, releasing information only to those persons with legal access to information.</li> </ul>	<ul style="list-style-type: none"> <li>●Develops positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff, and community.</li> <li>●Establishes effective communications with students, parents, faculty, administration, staff, and community.</li> <li>●Consults with individual parents regarding academic, cultural, social, and emotional needs.</li> <li>●Maintains confidentiality of records, releasing information only to those persons with legal access to information.</li> </ul>	<ul style="list-style-type: none"> <li>●Develops and facilitates positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff and community.</li> <li>●Promotes opportunities for timely and effective communications with students, parents, faculty, administration, staff, and community.</li> <li>●Involves parents in problem solving to address academic, cultural, social and emotional needs of the student.</li> <li>●Maintains and assists others in maintaining confidentiality of records, releasing information only to those persons with legal access to information.</li> </ul>
<p><b>C. The educator maintains professional appearance and behavior.</b>  <b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>●Dressing appropriately and practicing cleanliness;</li> <li>●Modeling and encouraging positive behaviors;</li> <li>●Demonstrating and promoting integrity, fairness, and ethical behavior;</li> <li>●Following educational codes of ethics as well as state, district, and school policies;</li> <li>●Solving problems at the appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>●Does not dress appropriately and does not practice cleanliness.</li> <li>●Does not model and encourage positive behaviors.</li> <li>●Does not demonstrate and promote integrity, fairness, and ethical behavior.</li> <li>●Does not follow educational codes of ethics nor state, district, and school policies.</li> <li>●Does not solve problems at the appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>●Dresses appropriately and practices cleanliness most of the time.</li> <li>●Models and encourages positive behaviors infrequently.</li> <li>●Demonstrates and promotes integrity, fairness, and ethical behavior infrequently.</li> <li>●Follows educational codes of ethics as well as state, district, and school policies infrequently.</li> <li>●Solves problems at the appropriate level occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>●Dresses appropriately and practices cleanliness.</li> <li>●Models and encourages positive behaviors.</li> <li>●Demonstrates and promotes integrity, fairness, and ethical behavior.</li> <li>●Follows educational codes of ethics as well as state, district, and school policies.</li> <li>●Solves problems at the appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>●Sets an example to others in professional appearance and cleanliness.</li> <li>●Seeks out opportunities to model and encourage positive behaviors.</li> <li>●Is a model of integrity, fairness, and ethical behavior.</li> <li>●Models ethical conduct and behavior as defined by state, district and school policies.</li> <li>●Works with others in solving problems at the appropriate level.</li> </ul>
<p><b>D. The educator performs necessary non-instructional duties.</b></p>	<ul style="list-style-type: none"> <li>●Does not utilize consultation and preparation time for professional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>●Utilizes consultation and preparation time for professional purposes at times.</li> </ul>	<ul style="list-style-type: none"> <li>●Utilizes consultation and preparation time for professional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>●Maximizes consultation and preparation time individually and with colleagues.</li> </ul>

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<p><b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Utilizing consultation and preparation time for professional purposes;</li> <li>•Accepting necessary job related responsibilities including support of school programs and activities;</li> <li>•Performing necessary record keeping and reporting duties in a timely manner;</li> <li>•Directing, observing, and providing feedback to para-educators, volunteers, and peer tutors.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not accept necessary job related responsibilities including support of school programs and activities.</li> <li>•Does not perform necessary record keeping and reporting duties in a timely manner.</li> <li>•Does not direct, observe, and provide feedback to para-educators, volunteers, and peer tutors.</li> </ul>	<ul style="list-style-type: none"> <li>•Accepts necessary job-related responsibilities including support of school programs and activities occasionally.</li> <li>•Performs necessary record keeping and reporting duties in a timely manner on an intermittent basis.</li> <li>•Directs, observes, and provides feedback to para-educators, volunteers, and peer tutors on a superficial level.</li> </ul>	<ul style="list-style-type: none"> <li>•Accepts necessary job related responsibilities including support of school programs and activities.</li> <li>•Performs necessary record keeping and reporting duties in a timely manner.</li> <li>•Directs, observes, and provides feedback to para-educators, volunteers, and peer tutors.</li> </ul>	<ul style="list-style-type: none"> <li>•Accepts job related responsibilities and seeks out additional opportunities to support school programs and activities.</li> <li>•Maintains records that are accurate and timely, and uses applicable information to provide support for students.</li> <li>•Supports others in growth through directing, observing, coaching and providing feedback to para-educators, volunteers, and peer tutors.</li> </ul>
<p><b>E. The educator demonstrates professional leadership.</b></p> <p><b>Includes, but not limited to:</b></p> <ul style="list-style-type: none"> <li>•Having professional vision and setting goal accordingly;</li> <li>•Participating in problem solving;</li> <li>•Facilitating a progressive and goal-oriented environment;</li> <li>•Making informal and timely decisions;</li> <li>•Actively soliciting feedback from constituents.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not have a professional vision and does not set goals.</li> <li>•Does not participate in problem solving.</li> <li>•Does not facilitate a progressive and goal-oriented environment.</li> <li>•Does not make informal and timely decisions.</li> <li>•Does not solicit feedback from constituents.</li> </ul>	<ul style="list-style-type: none"> <li>•Has an incomplete professional vision and only occasionally sets goals.</li> <li>•Participates in problem solving, but inconsistently.</li> <li>•Attempts to facilitate a progressive and goal-oriented environment.</li> <li>•Makes informal and timely decisions occasionally.</li> <li>•Solicits feedback from constituents on an infrequent basis.</li> </ul>	<ul style="list-style-type: none"> <li>•Has a professional vision and sets goals accordingly.</li> <li>•Participates in problem solving.</li> <li>•Facilitates a progressive and goal-oriented environment.</li> <li>•Makes informal and timely decisions.</li> <li>•Solicits feedback from constituents in an active manner.</li> </ul>	<ul style="list-style-type: none"> <li>•Communicates a professional vision and collaborative focus with others on setting goals.</li> <li>•Actively problem solves with colleagues and others to reach goals and vision.</li> <li>•Facilitates and models a progressive and goal-oriented environment.</li> <li>•Makes ongoing adjustments in a timely manner.</li> <li>•Solicits feedback and provides feedback to others within and outside of the school.</li> </ul>