

CRANFORD PUBLIC SCHOOLS

DESCRIPTORS OF EFFECTIVE TEACHING

PLANNING AND PREPARATION

- 1A. A teacher who demonstrates knowledge of content and pedagogy:
- Displays extensive knowledge of subject matter
 - Uses a variety of strategies such as :
 - “Teaching for Understanding”
 - differentiated instruction
 - integration of student personal experiences
- 1B. A teacher who demonstrates knowledge of students:
- Recognizes characteristics of behavioral, emotional, social and physical developmental stages
 - Has knowledge of students’ interests, learning preferences and cultural heritage
 - Adjusts lessons and expectations based on information gained from a variety of sources such as student feedback, colleagues, and parents
- 1C. A teacher who selects instructional goals:
- Adheres to and follows NJ Core Curriculum Content Standards, Cranford curricula, and district goals
 - Establishes and reevaluates instructional goals and clearly identifies understanding goals
 - Identifies essential questions that focus attention on the “big ideas”
- 1D. A teacher who demonstrates knowledge of resources:
- Integrates multimedia technology into the instructional process
 - Utilizes schoolwide resources such as the media center
 - Collaborates with colleagues
 - Utilizes outside resources – community, family, etc.
 - Instructs children in ways to use resources
 - Keeps abreast of current research
- 1E. A teacher who designs coherent instruction:
- Participates in curriculum mapping
 - Plans with the end in mind (backward design)
 - Articulates between grade levels and subject areas
 - Creates learning activities that are meaningful, creative and purposeful
 - Teaches to the multiple intelligences
- 1F. A teacher who assesses student learning:
- Uses ongoing assessment and provides feedback according to students’ needs
 - Incorporates student self-assessment and peer assessment
 - Aligns assessment with instructional goals
 - Reflects and re-teaches
 - Sets clear criteria and standards and shares with students

THE CLASSROOM ENVIRONMENT

- 2A. A teacher who creates an environment of respect and rapport:
- Demonstrates caring and respect for individual students
 - Encourages student interactions that are polite and respectful
 - Interacts in a professional manner with team members, colleagues, paraprofessionals, volunteers and aides
 - Listens and accepts different views
 - Builds confidence
 - Knows his or her students
- 2B. A teacher who establishes a culture for learning:
- Motivates students by conveying enthusiasm for the subject
 - Encourages participation
 - Validates students' thoughts and opinions
 - Invites questions in a risk-free environment
 - Assigns work of high quality that reflects student pride
 - Sets reasonable expectations for learning and achievement
- 2C. A teacher who manages classroom procedures:
- Establishes and maintains classroom rules and routines
 - Organizes an assortment of instructional groups for maximum learning
 - Transitions smoothly with little loss of instructional time
 - Handles materials and supplies efficiently
 - Efficiently performs non-instructional duties
 - Is consistent
 - Clearly communicates expectations
 - Demonstrates organization and flexibility
- 2D. A teacher who manages student behavior:
- Sets clear standards of conduct and consequences
 - Monitors student behavior
 - Responds to student misbehavior in an appropriate and respectful manner
 - Communicates with parents/guardians when necessary
- 2E. A teacher who organizes physical space:
- Provides a safe classroom environment
 - Organizes furniture, materials, and equipment to optimize learning
 - Provides a welcoming learning atmosphere

INSTRUCTION

3A. A teacher who communicates clearly and accurately:

- Explains clearly, reviews, reinforces and shows examples
- Models and demonstrates
- Asks questions, re-directs and re-phrases
- Emphasizes, summarizes and repeats
- Paces instruction appropriately

3B. A teacher who uses questioning and discussion techniques:

- Cites purpose using prior knowledge
- Re-words, re-phrases and prompts
- Use different levels of questioning (to encourage critical thinking)
- Uses “wait time” effectively
- Motivates, facilitates and keeps focus on discussion
- Creates a non-threatening atmosphere

3C. A teacher who engages students in learning:

- Models a love of learning
- Varies techniques and modalities
- Connects learning to real life and student interest
- Utilizes various forms of media/technology

3D. A teacher who provides feedback to students:

- Gives constructive feedback in a timely manner
- Is accessible to students
- Provides opportunities for alternative assessment (rubrics, portfolios, peer critiques, self-evaluation)

3E. A teacher who demonstrates flexibility and responsiveness:

- Modifies plans according to the needs of the students
- Sets reasonable expectations for students
- Adapts and adjusts lessons when necessary

PROFESSIONAL RESPONSIBILITIES

4A. A teacher who reflects on teaching:

- Self-assesses with the goal of improving future instruction
- Evaluates and assesses on an ongoing basis
- Paces lessons according to student needs, and re-teaches, extends, and moves on when appropriate
- Seeks and considers feedback from students, parents, colleagues, supervisors, administrators
- Keeps a reflective journal, where appropriate
- Uses data to modify instruction (including IEPs)
- Collaborates with peers and supervisors

4B. A teacher who maintains accurate records:

- Is well organized
- Keeps an organized plan/grade book, including dates, attendance, assignments, clear explanation of grading system, lesson plans
- Keeps timely records
- Keeps records of all parental contact
- Keeps samples of student work

4C. A teacher who communicates with families:

- Keeps families informed and updated about student successes, progress, and concerns
- Maintains contact through various means
- Is available, approachable, sensitive, professional
- Communicates student needs and concerns in a positive way
- Is proactive
- Provides ongoing information about the instructional program and/or classroom activities

4D. A teacher who contributes to the school and district:

- Builds rapport with students and staff
- Is a team player
- Shares common goals
- Supports school and district activities
- Supports the PTA
- Models good citizenship

4E. A teacher who grows and develops professionally:

- Seeks or attends professional development that enhances content knowledge and pedagogical skills
- Keeps current with subject matter and teaching methodology
- Applies current research to enhance instruction
- Maintains membership in professional organization(s) and/or reads applicable literature
- Shares and exchanges professional ideas
- Interacts with other educators through such methods as visiting other classrooms, visiting other schools and/or districts, mentoring new teachers and/or pre-service teachers

4F. A teacher who shows professionalism:

- Models professional appearance
- Maintains confidentiality and appropriate privacy
- Uses and keeps sense of humor but avoids sarcasm
- Conducts oneself in an ethical way
- Is punctual and respects deadlines
- Maintains composure
- Shows a passion for teaching and pride for the profession
- Serves as a positive role model for students, colleagues, and the community