

Boulder Valley School District Effective Teacher Standards

Alignment	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element a: Teachers provide instruction that is aligned with Colorado Academic Standards, their District’s organized plan of instruction, and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Plans instruction on a daily basis ❖ Includes a defensible progression of learning in instructional plans 	<ul style="list-style-type: none"> ○ Develops lesson plans based on Colorado Academic Standards and/or organized program of study (eg. IB, AP, or CTEC) ○ Develops lesson plans based on a clear learning objective(s) ○ Develops lessons based on a long-term instructional plan 	<ul style="list-style-type: none"> ○ Connects learning objective(s) to previous learning, unit goals, and/or real world situations with an intentional sequence ○ Responds to student misconceptions with re-teaching opportunities ○ Collaborates with other school and/or district staff to vertically and horizontally articulate the curriculum ○ Prepares students for next level of instruction 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Connect their learning to future academic and professional goals

Literacy	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Emphasizes literacy while teaching content ❖ Has knowledge of how to support literacy in own content area(s) 	<p>Makes complex texts accessible to students by:</p> <ul style="list-style-type: none"> ○ Adjusting content for student understanding ○ Integrating literacy skills and knowledge into lessons ○ Demonstrates an understanding of literacy content and skills in connection to content area 	<ul style="list-style-type: none"> ○ Provides literacy instruction that enhances 21st century skills (i.e. critical thinking and reasoning, information literacy, collaboration, self-direction, innovation, creativity, inquiry) ○ Teaches students how to apply literacy skills (reading, writing, speaking and listening) 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Demonstrate mastery of literacy as appropriate to specialized content and/or students’ unique needs

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Numeracy	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numeracy (i.e. operations, algebra, geometry and measurement, and data analysis and probability) as appropriate to content and level		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Emphasizes numeracy while teaching content ❖ Has knowledge of how to support numeracy in own content area(s) 	<ul style="list-style-type: none"> ○ Emphasizes to students why they need to learn math concepts ○ Uses instructional strategies that require students to apply and transfer mathematical concepts to different content areas ○ Demonstrates an understanding of math concepts in connection to content area 	<ul style="list-style-type: none"> ○ Highlights interdisciplinary connections to math ○ Integrates knowledge of math concepts into own content area 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Demonstrate mastery of math concepts as appropriate to specialized content and/or students' unique needs

Content	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Provides explanations of content that are accurate, clear, concise, and comprehensive ❖ Uses appropriate instructional resources ❖ Maximizes learning opportunities 	<ul style="list-style-type: none"> ○ Breaks down concepts and teaches each using appropriate, strategies and/or tools ○ Uses instructional materials that are accurate and appropriate for the lesson being taught ○ Employs a variety of instructional strategies to address student needs 	<ul style="list-style-type: none"> ○ Develops appropriately sequenced lessons that incorporate multiple opportunities for guided and independent practice ○ Engages students in a variety of explanations and multiple representations of concepts and ideas ○ Uses a variety of inquiry methods to explore new ideas and theories 	<ul style="list-style-type: none"> ○ Displays knowledge of the important concepts in the discipline and how these relate to critical thinking and doing, creativity, collaboration, cross-cultural understanding, communication, computing-multiple literacies, career learning and self-reliance. ○ Consistently

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			<p>demonstrates and adapts appropriate and varied teaching strategies, lessons, and techniques to meet the needs of all students</p> <ul style="list-style-type: none"> ○ Consistently engages in inquiry and study of their content and demonstrates application in their teaching
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Connectedness	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Provides connections or relevancy to other subject areas or life experiences ❖ Highlights key concepts 	<ul style="list-style-type: none"> ○ Articulates content and interdisciplinary connections ○ Connects key concepts to other powerful ideas (i.e. change, power, energy, patterns) 	<ul style="list-style-type: none"> ○ Carefully and clearly builds interdisciplinary and thematic connections for students 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Make connections across larger themes and between disciplines

Relevance	Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach		
	Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Motivates students to make connections to their learning ❖ Selects instructional materials and strategies with regard to relevance, central contexts, or foundational evidence base 	<p>Designs lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> ○ Helps students connect to their learning by linking curriculum with prior knowledge, experiences, and/or cultural contexts 	<ul style="list-style-type: none"> ○ Motivates students to make connections to prior learning ○ Designs lessons and materials to assure that student learning objectives are addressed in ways that are meaningful for diverse learners 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Apply what they are learning in class to inspire curiosity and pose questions about their world

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	<ul style="list-style-type: none"> ○ Employs appropriate services, resources, and materials to facilitate student engagement 		
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Learning Environment	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
Creates a classroom environment in which: <ul style="list-style-type: none"> ❖ Diversity is acknowledged and used to further student learning ❖ The importance of student and family background is respectfully considered in classroom interactions 	Encourages a classroom environment that: <ul style="list-style-type: none"> ○ Emphasizes mutual respect for and understanding of all students ○ Acknowledges positive relationships between and among students ○ Uses instructional approaches and materials that reflect students' backgrounds 	Creates a classroom environment that: <ul style="list-style-type: none"> ○ Values diverse perspectives ○ Models respect for diversity ○ Promotes learning for all students 	<ul style="list-style-type: none"> ○ Models and encourages students to respect one another and monitor each other's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility

Community	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country		
Essentials	Partially Effective	Effective	Highly Effective
Creates a classroom environment in which: <ul style="list-style-type: none"> ❖ Student diversity is valued ❖ Students build positive relationships with each other 	<ul style="list-style-type: none"> ○ Acknowledges the value of each student's contributions to the quality of lessons 	Establishes routine processes that result in: <ul style="list-style-type: none"> ○ A strong sense of community among students ○ Effective interactions among students ○ Respect for individual differences ○ Positive social relationships 	Routinely creates an environment where students: <ul style="list-style-type: none"> ○ Respect the backgrounds of fellow students ○ Actively seek a variety of perspectives in their learning ○ Demonstrate mutual respect for peers and adults in a variety of contexts

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Students' Strengths	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element c: Teachers engage students as individuals with unique interests and strengths		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Has high expectations for all students ❖ Holds students accountable for their learning ❖ Considers students' interests and backgrounds in planning lessons 	<ul style="list-style-type: none"> ○ Monitors students for level of participation ○ Encourages students to share their interests ○ Challenges students to expand and enhance their learning ○ Acknowledges students for their accomplishments 	<ul style="list-style-type: none"> ○ Probes students' learning by asking challenging questions ○ Scaffolds questions ○ Gives wait time equitably ○ Flexibly groups students ○ Employs multiple strategies to ensure student participation 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Actively participate in classroom activities ○ Seek opportunities to respond to difficult questions ○ Select challenging content and activities when given the choice in order to stretch their skills and abilities ○ Contribute their individual interests and strengths in a collaborative manner

Differentiation	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Adapts lesson plan to address individual student needs ❖ Uses recommendations made by specialists and colleagues to understand student needs 	<ul style="list-style-type: none"> ➤ Designs instructional adaptations to address specific learning needs of some students ○ Monitors the quality of student participation and performance 	<ul style="list-style-type: none"> ➤ Solicits input from colleagues and specialists to understand students' learning needs ○ Uses differentiated strategies to teach and assess students ○ Adapts instructional strategies to meet student needs ○ Challenges and supports all students to learn to their greatest ability 	<p>Supports access to and/or extension of grade level content by varying instructional methods to meet the diverse academic or linguistic need of individual students</p> <p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Articulate an awareness of their learning needs ○ Advocate for themselves ○ Reflect about their learning

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Home/School Communication	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element e: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Establishes a classroom environment that is inviting to families and significant adults ❖ Allows for two-way communication 	<ul style="list-style-type: none"> ➤ Teacher makes attempts to communicate with all families about the instructional program and about the progress of individual students in the instructional program ➤ Teacher shows awareness of cultural norms and diverse family structures 	<ul style="list-style-type: none"> ➤ Partners with families and significant adults to help students meet standards and educational goals ➤ Coordinates information from families and significant adults with colleagues who provide student services ➤ Seeks services and resources to meet the diverse needs of students ➤ Successfully conveys information to all families frequently and in a culturally appropriate manner 	<p>Fosters respectful relationships where families and significant adults:</p> <ul style="list-style-type: none"> ➤ Seek the teacher’s assistance to find resources and services to support student needs. ➤ Initiate communication with teachers to discuss student needs ➤ Willingly share information that may impact student learning ➤ Partner with the teacher and the school for the benefit of their students

Management for Learning	Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students		
	Element f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Has rules to guide students to behave appropriately in the classroom ❖ Holds students accountable for school and/or class rules ❖ Provides structures for transitions during each class 	<ul style="list-style-type: none"> ○ Classroom and building expectations are aligned and are clearly communicated and readily available to all students ○ Teacher attempts to respond to student misbehavior in an appropriate manner 	<ul style="list-style-type: none"> ○ Standards of conduct are clearly understood by all students ○ Teacher maintains an emotionally safe and orderly environment ○ Teacher response to misbehavior is appropriate and successful and respects 	<ul style="list-style-type: none"> ○ Standards of conduct are clear to all students and have been developed with student participation <p>Routinely creates and fosters an environment where students:</p> <ul style="list-style-type: none"> ○ Appropriately help other students stay on

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❖ Uses instructional time efficiently	○ Teacher puts procedures in place to avoid interruption to instructional time	the students' dignity ○ Teacher makes maximum use of instructional time	task ○ Accept responsibility for their behavior and use of time ○ Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation
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Child/Adolescent Development	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
❖ Understands how to differentiate instruction to address developmental needs ❖ Familiarizes self with students' learning needs ❖ Understands the interrelatedness of students' intellectual, social, and emotional development	○ Attempts to provide instruction that is developmentally and instructionally appropriate for all students ➤ Is familiar with emerging research of how students learn	○ Adapts lessons to address students' strengths and weaknesses ○ Implements modifications and accommodations for individuals as prescribed in individualized plans, and supplements these modifications with other strategies as needed ○ Applies knowledge of current developmental science to address student needs ➤ Collaborates with colleagues regarding the ways in which learning takes place and the appropriate levels of intellectual, social, and emotional development of their students	○ Consistently demonstrates and adapts appropriate and varied research-based teaching strategies, lessons, and techniques to meet the needs of all students ○ Presents and adapts instruction that actively engages and motivates students ○ Creates an environment where the students advocate for their unique learning styles and needs

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Assessments	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Monitors learning during instruction ❖ Uses assessment feedback to guide adjustments to instruction ❖ Has explicit student outcomes in mind for each lesson 	<ul style="list-style-type: none"> ○ Advances students' content knowledge and skills ○ Instructs and assesses required skills ○ Aligns instruction with academic standards and student assessment results 	<ul style="list-style-type: none"> ○ Monitors instruction against student performance and makes real-time adjustments ○ Encourages students to take academic risks based on assessment results ○ Makes sure students meet learning objectives while increasing proficiency levels 	<ul style="list-style-type: none"> ○ Anticipates student misconceptions and plans lessons accordingly ○ Allows for a lesson structure with different pathways to learning outcome according to student needs

Effective Practices	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ○ Lesson objectives are accessible to students ○ Incorporates evidence-based strategies into lessons 	<ul style="list-style-type: none"> ○ Presents lesson objectives to the students ○ Employs a variety of instructional strategies 	<ul style="list-style-type: none"> ○ Makes lesson objectives clear to the students ○ Creates an authentic discussion among students, using instructional and questioning techniques that successfully engages students in the discussion ○ Sets the expectation that students will reflect on and communicate about their learning ○ Effectively uses appropriate and varied instructional strategies 	<p>Teacher functions as facilitator and uses instructional and questioning techniques that engage all students in the discussion</p> <p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Articulate the importance of the lesson objective ○ Describe their level of mastery in relation to lesson objectives ○ Apply skills and knowledge learned in the classroom

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Technology	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning		
Essentials	Partially Effective	Effective	Highly Effective
❖ Uses available technology to facilitate classroom instruction	<ul style="list-style-type: none"> ○ Employs strategies and procedures to ensure that all students have equal and appropriate access to available technology to support instruction 	<ul style="list-style-type: none"> ➤ Investigates and evaluates effectiveness of instructional technology approaches and activities <p>Uses available technology to:</p> <ul style="list-style-type: none"> ○ Develop students' knowledge and skills ○ Provide engaging, creative, and motivating learning experiences ○ Provides digital resources/tools as a support for rigorous tasks 	<ul style="list-style-type: none"> ○ Implement and adapt available technology to meet the needs of all students <p>Routinely creates an environment where students use available technology to:</p> <ul style="list-style-type: none"> ○ Accelerate and understand their learning ○ Apply team building and networking skills ○ Deepen critical thinking skills ○ Communicate effectively

Critical Thinking	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element e: Teachers establish and communicate high academic expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Sets high academic expectations for students ❖ Plans opportunities for students to employ critical thinking and problem-solving skills 	<ul style="list-style-type: none"> ○ Sets expectations at a level that challenges students ○ Incorporates higher order thinking, critical thinking and/or problem-solving skills into lessons 	<ul style="list-style-type: none"> ○ Challenges all students to meet high expectations with support ○ Systematically and explicitly fosters opportunities for higher-order thinking and problem-solving skills 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Monitor their progress toward achieving high expectations ○ Apply higher-order thinking and problem-solving skills to address challenging issues

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Student Collaboration	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element f: Teachers provide students with opportunities to work in groups and develop leadership qualities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Groups students to maximize learning ❖ Includes all students in individual and group activities 	<ul style="list-style-type: none"> ○ Provides opportunities for students to work individually and in groups ○ Provides opportunities for students to participate using various roles and modes of communication 	<ul style="list-style-type: none"> ○ Adjusts group composition based on lesson objectives and student needs ○ Varies group size, composition, and tasks to create opportunities for students to interact and learn from each other ○ Supports students' collaborative efforts in group work 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Work respectfully, collaboratively, and effectively to meet instructional objectives ○ Utilize processes (protocols) to build trust and promote effective interactions among team members

Communication Skills	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element g: Teachers communicate effectively, make learning objectives clear, and provide appropriate models of language		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Communicates effectively with students in listening, presenting ideas, giving directions and leading discussions 	<ul style="list-style-type: none"> ○ Models communication skills ○ Sets expectations and employs strategies so students can communicate 	<ul style="list-style-type: none"> ○ Models and teaches effective communication skills ○ Provides opportunities for students to practice communication skills 	<p>Routinely creates and environment where students:</p> <ul style="list-style-type: none"> ○ Apply effective written and oral communication skills in their work ○ Demonstrate formal communications in academic settings with peers and/or teachers

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Feedback	Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students		
	Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Provides adequate feedback (formal and informal) of academic progress to students, families, and significant adults ❖ Involves students in monitoring their learning ❖ Understands the expected outcomes of learning experiences in order to assess them appropriately 	<ul style="list-style-type: none"> ➤ Bases grades on multiple measures based on state/district content standards that provide a comprehensive and consistent picture of student skills and knowledge ➤ Plan assessment to include documentation of student progress toward mastery of state/district content standards ➤ Establishes consistent and appropriate strategies for assigning grades 	<ul style="list-style-type: none"> ○ Provides frequent, timely, specific and individualized feedback about the quality of student work ○ Teaches students to set goals and use feedback in their learning ○ Uses a variety of informal assessment methods during classroom instruction 	<p>Routinely creates an environment where students:</p> <ul style="list-style-type: none"> ○ Apply teacher feedback to improve performance and accelerate their learning ○ Effectively use formal and informal feedback to monitor their learning ○ Assume ownership for evaluating and monitoring their progress

Reflection	Standard IV: Teachers reflect on their practice		
	Element a: Teachers demonstrate that they analyze student learning, development, growth, and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses data to support student learning and to inform practice ❖ Teacher makes general suggestions about how a lesson could be developed or improved 	<ul style="list-style-type: none"> ➤ Collects and analyzes student data to inform instruction ➤ Plans lesson based on ongoing data collection ➤ Explains effectiveness of lesson 	<ul style="list-style-type: none"> ➤ Collects multiple examples of student work to modify and adjust instruction to assist student progress over time <p>Applies knowledge of student learning, development, and growth in conjunction with data-based evidence to the development of:</p> <ul style="list-style-type: none"> ➤ Lesson plans ➤ Instructional strategies 	<ul style="list-style-type: none"> ➤ Plans and delivers student opportunities based upon analysis of multiple examples of student work and information gathered from students, families and significant adults, and colleagues for unique student needs and situations

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Professional Development	Standard IV: Teachers reflect on their practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses formal and/or informal performance feedback from supervisor and/or colleagues to improve practice ❖ Completes required professional development ❖ Understands which professional development activities will align with student, school and personal goal areas 	<ul style="list-style-type: none"> ➤ Seeks high quality professional development opportunities to meet professional goals ➤ Learns new skills to improve professional practice ➤ Applies knowledge and skills learned through professional development to instructional decisions 	<p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> ➤ Likelihood of having a positive impact on student learning ➤ Alignment with content standards and school and district initiatives ➤ Current research ➤ Student needs 	<ul style="list-style-type: none"> ➤ Shares lessons learned with colleagues formally in a variety of settings (i.e. classroom labs, PLCS, conferences, department meetings) ➤ Applies new and different ways of teaching new skills, and evaluates their impact on students' learning

School Leadership	School Leadership Standard V: Teachers demonstrate leadership		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Recognizes opportunities to develop leadership skills ❖ Works collaboratively for the benefit of students ❖ Supports school goals and initiatives 	<ul style="list-style-type: none"> ➤ Contributes to school committees and/or teams ➤ Maintains a positive, productive and respectful relationship with colleagues by listening and considering others' ideas, methods, and perspectives ➤ Implements school goals and initiatives 	<ul style="list-style-type: none"> ➤ Actively and consistently contributes to school committees and teams ➤ Collaboratively shares knowledge of helpful practices with colleagues ➤ Takes responsibility for implementing specific school goals 	<p>Initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> ➤ Improve teacher working and student learning conditions (through shared decision-making) ➤ Share ideas to improve teaching and learning ➤ Contribute to school goals

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Professional Leadership	Professional Leadership Standard V: Teachers demonstrate leadership		
	Element b: Teachers contribute knowledge and skills to educational practices and the teaching profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Shares expertise with colleagues ❖ Supports collaborative efforts within the building 	Collaborates with colleagues to: <ul style="list-style-type: none"> ➤ Support student growth and development ➤ Contribute to school goals ➤ Enhance opportunities for professional growth ➤ Provide input into the management of the school 	<ul style="list-style-type: none"> ➤ Leads professional growth and development activities ➤ Embraces opportunities for professional development ➤ Relationship with colleagues is characterized by mutual respect and support 	<ul style="list-style-type: none"> ➤ Participates in district-wide decision-making processes that impact the school ➤ Advocates for the inclusion of teachers in education and government decision-making process ➤ Actively participates in a culture of professional inquiry ➤ Assumes leadership role in building/district (mentoring, department chair, curriculum council, school improvement plan, etc.)

Ethics	Ethics Standard V: Teachers demonstrate leadership		
	Element c: Teachers demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
Maintains confidentiality of student records as required by law <ul style="list-style-type: none"> ❖ Understands the need to hold high standards for himself/herself and others ❖ Adheres to standards of professional practice 	<ul style="list-style-type: none"> ➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> ➤ Maintains confidentiality of student and fellow teacher interactions as well as student and personal data 	<ul style="list-style-type: none"> ➤ Demands ethical behavior on the part of students ➤ Encourages colleagues to demonstrate ethical behavior ➤ Encourages/reminds parents to demonstrate ethical behavior