

Illinois State University Laboratory Schools

Core Expectations

Domain 1- The Learner and Learning

Core Expectation

1a: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicators

- Teacher understands the active nature of student learning and attains information about levels of development for groups of students.
- Teacher assesses individual and group performance on a regular basis in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher collaborates with families, communities, colleagues and other professionals to promote learner growth and development.
- Learners are empowered to answer the following questions: What am I learning? (Learning Target) How will I know I've learned it? (Success Criteria) What will I do next?

Focus:
Grouping students

Focus:
Assessing individual & group needs

Focus:
collaboration with families, communities, colleagues

Focus:
Formative direction for instructional practices

1b: Learner Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Indicators	<ul style="list-style-type: none"> Teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. 	Focus: Differentiation
	<ul style="list-style-type: none"> The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms. 	Focus: Differentiation
	<ul style="list-style-type: none"> The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. 	Focus: Access resources

1c: Learning Environment	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
Indicators	<ul style="list-style-type: none"> Teacher creates an environment of respect and rapport. 	Focus: Respect and rapport
	<ul style="list-style-type: none"> Teacher creates a classroom culture in which learning is valued by all, with high expectations for both learning and hard work the norm for all students. 	Focus: Classroom culture
	<ul style="list-style-type: none"> Teacher plans and instructs to ensure there is little loss of instructional time due to effective classroom routines and procedures. Teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. 	Focus: Classroom procedures
	<ul style="list-style-type: none"> Teacher manages classroom to ensure student behavior is appropriate. Teacher monitors student behavior against established standards of conduct. 	Focus: Student behavior

Domain 2- Instructional Practice	
Core Expectation	

2a: Planning for Instruction	The teacher plans instruction that supports <u>every student</u> in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Indicators	<ul style="list-style-type: none"> Teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet for classroom use and for extending one's professional skill, and seeks out such resources. 	Focus: Resources for instruction
	<ul style="list-style-type: none"> The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. 	Focus: Communicating directions and procedures, modeling

2b: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Indicators	<ul style="list-style-type: none"> Teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interest, and needs and that enables each learner to advance and accelerate their learning. 	Focus: Differentiated Instruction
	<ul style="list-style-type: none"> Teacher poses questions designed to promote student thinking and understanding. 	Focus: Questions
	<ul style="list-style-type: none"> Teacher makes adjustments to the lesson and does so smoothly, if necessary. 	Focus: Adjustments during instruction

2c: Assessment/Student Growth	The teacher understands and provides evidence of student growth using multiple methods of assessment to engage learners, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Indicators	<ul style="list-style-type: none"> Teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 	Focus: Assessment practices
	<ul style="list-style-type: none"> Teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 	Focus: Feedback

<ul style="list-style-type: none"> Teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 	Focus: Multiple ways to demonstrate knowledge
<ul style="list-style-type: none"> The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 	Focus: Differentiation of assessments based upon student needs
<ul style="list-style-type: none"> The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. 	Focus: Effective use of technology

Domain 3- Content

Core Expectation

3a: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
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Indicators	Focus: Perspectives from varied disciplines, real world problems
<ul style="list-style-type: none"> Teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 	
<ul style="list-style-type: none"> Teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 	Focus: Student resources and tools
<ul style="list-style-type: none"> Teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 	Focus: Challenge assumptions to foster problem solving
<ul style="list-style-type: none"> The teacher develops and implements supports for learner literacy development across content areas. 	Focus: Literacy support across content

3b: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
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Indicators <ul style="list-style-type: none"> Teacher plans such that most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. 	Focus: Purpose for learning
<ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. 	Focus: Content knowledge
<ul style="list-style-type: none"> Teacher uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner’s achievement of content standards. 	Focus: Multiple representations of content

Domain 4- Professionalism

Core Expectation

4a: Professional Responsibilities	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
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Indicators <ul style="list-style-type: none"> Develop relationships with colleagues characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. 	Focus: Professional inquiry
<ul style="list-style-type: none"> Seek out opportunities for professional development to enhance content knowledge and pedagogical skill. 	Focus: Enhancing knowledge
<ul style="list-style-type: none"> Display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. 	Focus: Professional interaction
<ul style="list-style-type: none"> Coordinate curriculum and activities with goals of department and/or grade level colleagues. 	Focus: Curriculum alignment
<ul style="list-style-type: none"> Effectively use multiple forms of communication (oral, written, nonverbal, digital, visual) to convey ideas, foster self expression, and build relationships. 	Focus: Communication with colleagues
<ul style="list-style-type: none"> Make an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. 	Focus:

	Reflection on lesson effectiveness
<ul style="list-style-type: none"> Maintain information on student completion of assignments, student progress in learning, and non-instructional records effectively. 	Focus: Records of student progress
<ul style="list-style-type: none"> The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication when appropriate. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. 	Focus: Communicating with families

4b: Supporting the Laboratory School Mission	The teacher seeks appropriate leadership roles within the four pillars of the Lab School Mission; Exemplary instruction, Teacher preparation, Research, and Outreach to the education community. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the mission of the Lab Schools.	
Indicators		Focus: Assist future teachers
<ul style="list-style-type: none"> Teacher participates in activities designed to assist future teachers in educational theory and practice. 		Focus: ISU community outreach
<ul style="list-style-type: none"> Teacher engages collaboratively with Lab School colleagues and across campus to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. 		Focus: Professional literature
<ul style="list-style-type: none"> Teacher demonstrates an understanding and application of current/relevant literature on teaching and teacher education. 		Focus: Present/Publish knowledge
<ul style="list-style-type: none"> Teacher proposes, presents, or publishes a scholarly paper, performance, exhibition, workshop, via professional literature or meetings, at least once every other year. 		Focus: School and university committees
<ul style="list-style-type: none"> Teacher volunteers or is elected to serve on school or university committees and/or volunteers for school sponsored extracurricular activities on an annual basis. 		