

# THE ST. JOHNSBURY SCHOOL

Standards

Of

Professional

Practice

**Standards of Professional Practice - St. Johnsbury School**  
**Planning and Organization: The Pre-Conference**

<p align="center"><b>Content and Concepts</b></p> <p><i>What will you be teaching and how does it fit with your overall unit? How will you know that your students are learning?</i></p> <p><i>How have you determined your students' readiness for the GE, concept, and learning intention that you will address?</i></p>	<ul style="list-style-type: none"> <li>• Teacher clearly articulates the concept.</li> <li>• Concept is derived from state standards.</li> <li>• Concept is connected to the lesson before and after the observed lesson.</li> <li>• Clear Learning Intentions with clear correlation to the concept are expressed.</li> <li>• Activities and materials will focus on the concepts, content, and skills.</li> <li>• Teacher identifies the types of planned assessments both formative and summative that will be used throughout the unit.</li> <li>• Assessments reflect students' understanding of the concept.</li> </ul>
<p align="center"><b>Classroom Culture and Environment:</b></p> <p><i>Describe the students in your class and how you approach their differences.</i></p>	<ul style="list-style-type: none"> <li>• Teacher addresses diverse learning styles by incorporating multiple strategies to interact with the content.</li> <li>• Lesson allows students to demonstrate their learning in a variety of ways (orally, visually, written, technology...).</li> <li>• All students are fully engaged in all parts of the lesson.</li> <li>• Assignments, tasks, materials are accessible for all students.</li> <li>• Extensions of the concept are provided to students when needed.</li> </ul>
<p align="center"><b>Classroom Culture and Environment:</b></p> <p><i>Describe the behavior management system in your classroom.</i></p>	<ul style="list-style-type: none"> <li>• Classroom routines encourage all students to participate.</li> <li>• Classroom norms are clearly stated and focus on respect, responsibility, and accountability.</li> <li>• Students understand and are familiar with the norms.</li> <li>• Classroom is managed respectfully.</li> <li>• Consequences for specific behaviors are clearly stated, and are familiar to students.</li> <li>• Teacher has a comfortable and confident attitude about his/her classroom.</li> <li>• The classroom is safe, and the physical arrangement is a resource for learning.</li> </ul>

<p style="text-align: center;"><b>Lesson Implementation</b></p> <p><i>Describe how your lesson is organized. How will you and the students interact with one another?</i></p>	<ul style="list-style-type: none"> <li>• Opportunities evident for all students to interact including: whole group, individual, small group, one-on-one...</li> <li>• Materials planned that all students can sufficiently access including technology resources.</li> <li>• Teacher will lead/facilitate discussions.</li> <li>• Opportunities exist for student to student and student to teacher questions.</li> <li>• Investigative tasks (when appropriate) and opportunities for students to "construct their own knowledge" are planned.</li> <li>• There is application of learning to real-world situations, when appropriate.</li> <li>• Appropriate pacing throughout the lesson including: transitions, management and distribution of materials, integration of support services, lesson closure, and reflection.</li> <li>• Students compare, share, and/or articulate what has been learned.</li> <li>• Formative assessment techniques are utilized throughout the lesson.</li> <li>• <i>Effective</i> use of other support personnel is evident (when available).</li> <li>• Teacher uses a variety of teaching strategies.</li> <li>• Lesson structure supports content learning.</li> </ul>
<p style="text-align: center;"><b>Collegiality and Professional Accountability</b></p> <p><i>Describe how you have utilized and/or accessed other professionals to assist in planning your unit.</i></p>	<ul style="list-style-type: none"> <li>• Teacher has discussed content with others who share content expertise.</li> <li>• Ongoing communication with specialists (special educators, guidance, nurses, student support, home school coordinators, ELL, or administrators) about any specific students' needs.</li> </ul>
<p style="text-align: center;"><b>Collegiality and Professional Accountability</b></p> <p><i>Describe how you will share the results of this lesson.</i></p>	

<p><b>Collegiality and Professional Accountability</b>  <i>Have you shared this pre-planned lesson with another professional? Did you get suggestions about your assessment?</i></p>	
<p><b>Collegiality and Professional Accountability</b>  <i>In terms of professionalism and collegiality, are there any concerns or issues you would like to share or discuss, or with which you need assistance?</i></p>	
<p><b>Collegiality and Professional Accountability</b>  <i>Are there any specific areas where you would like focused feedback?</i></p>	

## Implementation of the Lesson

<p style="text-align: center;"><b>Structure of a Lesson</b></p>	<ul style="list-style-type: none"> <li>• The lesson content is aligned with standards, grade expectations and local curricula.</li> <li>• The lesson includes a clear learning intention and success criteria.</li> <li>• The structure supports the content learning and provides opportunities for students to construct their own knowledge, including direct instruction, guided instruction, investigations, and independent practice directly related to the learning intention.</li> <li>• Lesson incorporates reflection and closure.</li> </ul>
<p style="text-align: center;"><b>Variety of Teaching Strategies</b></p>	<ul style="list-style-type: none"> <li>• Shows effective use of grouping to enhance learning (partners, small groups).</li> <li>• Differentiates instruction - lesson contains opportunities for students to access content at different levels.</li> <li>• Accounts for multiple learning styles.</li> <li>• Helps students access background knowledge and students' prior knowledge.</li> <li>• Provides opportunities for exploration, investigation and student inquiry.</li> <li>• Provides opportunities for students to make choices to enhance their engagement and learning.</li> <li>• Provides opportunities for students to formulate and pose questions.</li> <li>• Provides opportunities for self reflecting and assessing.</li> <li>• Provides opportunities for peer engagement, assessment and feedback.</li> <li>• Provides opportunities to apply new learning in other contexts or real life situations.</li> </ul>
<p style="text-align: center;"><b>Teacher-Student Interactions</b></p>	<ul style="list-style-type: none"> <li>• Identifies and addresses student misconceptions as they occur.</li> <li>• Provides timely feedback.</li> <li>• Uses questioning to deepen understanding (probing, clarifying, extending).</li> <li>• Demonstrates flexibility and appropriate pacing (formative assessment techniques, wait time, back-up plan for technology that doesn't work).</li> <li>• Shows confidence and promotes a positive culture.</li> <li>• Communicates the belief that all students can learn and make valuable contributions to class.</li> </ul>

**Instructional  
Resources, Materials,  
and Technology**

- Materials to support learning are readily available and well-organized.
- Choice of appropriate content and age related materials and resources are engaging and challenging.
- Modifies or adapts materials to reach all learners.
- Demonstrates effective technology integration.
- Provides opportunities for students to access technology to promote their learning.

## Content and Concepts

<p>Academic standards are central to instruction</p>	<ul style="list-style-type: none"> <li>• Content is aligned with standards, grade expectations, and local curricula.</li> <li>• The fundamental concepts intentionally emerge from the lesson and are clearly identified and understood by students.</li> </ul>
<p style="text-align: center;">Teacher understands content and makes it accessible to all students:</p>	<ul style="list-style-type: none"> <li>• Lesson is paced appropriately with multiple representations and explanations of the content to assure student understanding.</li> <li>• Teacher articulates conceptual focus of activities and overall lesson clearly.</li> <li>• Instruction is designed to lead all students to conceptual understanding.</li> <li>• Teacher provides accurate information.</li> <li>• Teacher asks questions that reflect substantive understanding of content.</li> <li>• Teacher elicits understanding at a level beyond basic factual recall and introduces confounding factors to deepen thinking.</li> <li>• Teacher responses to students demonstrate a deep understanding of content and concepts.</li> </ul>
<p style="text-align: center;">Teacher collects and assesses evidence of student understanding to enhance teaching and learning prior to, during and after instruction</p>	<ul style="list-style-type: none"> <li>• Teacher uses systematic, ongoing formative assessment practices to track student understanding and adjust instruction accordingly.</li> <li>• Students are made aware of their misconceptions so that they can adjust their thinking.</li> <li>• Standards are used to judge the quality of student products and performances.</li> <li>• Assessments are varied (journals, performance tasks, presentations, tests) and target concepts, facts and skills.</li> <li>• Students self-assess to monitor their progress (and set goals when appropriate).</li> <li>• Assessments clearly indicate conceptual closure</li> </ul>
<p style="text-align: center;">Teacher elicits connections between concepts in current, previous and future lessons</p>	<ul style="list-style-type: none"> <li>• Teacher assists students in making connections; activities and discussions lead students to make connections.</li> <li>• Connections are used to further understanding of concepts.</li> <li>• Students identify and discuss real world applications.</li> <li>• Students are provided with opportunities to apply new learning in other contexts or real life situations.</li> </ul>

<p>Students are intellectually engaged with the key concepts of the lesson and are challenged to use higher-order thinking skills</p>	<ul style="list-style-type: none"> <li>• Students are engaged in substantive discourse with the teacher and with other students.</li> <li>• Students do more than just guess: they support their conjectures, hypotheses, and other statements with evidence.</li> <li>• Student responses reflect real thinking, not just "canned answers" or simple procedures.</li> <li>• Students come to conceptual closure about what they have learned by the end of the unit.</li> </ul>
<p>Students use electronic resources to support and extend their learning</p>	<ul style="list-style-type: none"> <li>• Students and teachers select technology tools appropriate to the learning task.</li> <li>• Technology is used to enhance and extend capability for data collection, recording, analysis, and presentation.</li> <li>• Students are taught skills needed for critical analysis of information obtained through the use of electronic resources.</li> <li>• Students demonstrate the ability to distinguish fact from opinion or bias and consider the reliability and validity of their sources.</li> </ul>
<p>The lesson incorporates abstractions, theories and models as appropriate</p>	<ul style="list-style-type: none"> <li>• Teacher provides opportunities for students to make generalizations.</li> <li>• Models used by teacher accurately portray content.</li> <li>• Students have opportunities to create models.</li> </ul>

## Classroom Culture and Environment

<p style="text-align: center;"><b>Creating an Environment of Respect and Rapport</b></p>	<ul style="list-style-type: none"> <li>• Interactions are friendly and demonstrate general warmth, caring, and mutual respect.</li> <li>• Interactions are appropriate to developmental and cultural norms.</li> <li>• The pattern of inclusion of all students shows attention to issues of gender, race, ethnicity, special needs, and socioeconomic status.</li> </ul>
<p style="text-align: center;"><b>Establishing a Culture for Learning</b></p>	<ul style="list-style-type: none"> <li>• Students demonstrate through their active participation that they value the content's importance.</li> <li>• Student inquiry is encouraged and evident.</li> <li>• Teacher conveys an enthusiasm for the subject and for learning.</li> <li>• Students accept responsibility to do work of high quality and demonstrate pride in that work.</li> </ul>
<p style="text-align: center;"><b>Managing Classroom Procedures</b></p>	<ul style="list-style-type: none"> <li>• Tasks for group work are organized, and groups are managed so most students are engaged at all times.</li> <li>• Transitions occur smoothly, with little loss of instructional time.</li> <li>• Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</li> <li>• Routines for non-instructional duties are clearly established, and students follow them consistently.</li> <li>• Volunteers and paraprofessionals receive appropriate supervision/direction and are productively engaged.</li> </ul>
<p style="text-align: center;"><b>Managing Student Behavior</b></p>	<ul style="list-style-type: none"> <li>• Classroom norms are clear to all and address personal and collective responsibility to create the learning community.</li> <li>• Teacher manages classroom preventively and with respect.</li> <li>• There are clearly stated consequences for specific behaviors, and they are applied consistently.</li> <li>• Students are provided with strategies for self-monitoring and correction.</li> </ul>
<p style="text-align: center;"><b>Organizing Physical Space</b></p>	<ul style="list-style-type: none"> <li>• The classroom is safe, and the physical arrangement is a resource for learning activities.</li> <li>• Teacher uses physical resources skillfully, and all learning is equally accessible to all students.</li> </ul>

## Collegiality and Professional Accountability

<h3>Attitudes/Respect</h3>	<ul style="list-style-type: none"> <li>• Respectful interactions with all school community members (verbal, body language, e-mail).</li> <li>• Resolves conflicts productively and respectfully.</li> <li>• Sensitive to the needs of colleagues.</li> <li>• Demonstrates self-awareness through reflective practices.</li> <li>• Maintains confidentiality.</li> <li>• Arrives on time e.g. work, meetings, duties.</li> <li>• Takes ownership and responsibility for one's actions.</li> <li>• Values the varying contributions that each employee makes to the success of the school regardless of position.</li> <li>• Models the interpersonal expectations for which we hold students accountable.</li> </ul>
<h3>Collaboration</h3>	<ul style="list-style-type: none"> <li>• Engagement in collaborative work time (significant contribution, open minded participation).</li> <li>• Works with colleagues to ensure all students have the opportunity to succeed.</li> <li>• Prepared to be a productive and contributing member of the team.</li> <li>• Seeks out opportunities for meaningful professional development.</li> </ul>
<h3>Advocacy</h3>	<ul style="list-style-type: none"> <li>• Positive ambassador for our school.</li> <li>• Effectively engages families as partners in the educational process.</li> <li>• Supports the philosophy that all students deserve a rigorous educational experience and can achieve at the highest standard.</li> <li>• Supports the social and emotional development of students.</li> </ul>

<b>Record-Keeping</b>	<ul style="list-style-type: none"><li>• Records are maintained accurately e.g. cum files, VCAT, counseling files, sped files, nursing records.</li><li>• Submits all required records or reports on time.</li></ul>
<b>Internal Systems</b>	<ul style="list-style-type: none"><li>• Supports and Adheres to the school-wide <i>Behavioral Standards of Conduct</i>.</li><li>• Adheres to internal protocols e.g. subs, course or workshop requests, POs, payroll, <i>Chain of Command</i>.</li><li>• Accountable for duty coverage.</li></ul>

## The Supervisory Process

- ◎ Goal setting
  - all teachers in their teams (this year's theme is "connecting to community")
  - Teachers who will be evaluated will have a meeting with their supervisor and will create together two to three goals – one that will be student-centered and one focused on teacher professional growth
- ◎ Walk-throughs and check-ins
  - May be conducted by any administrator
- ◎ Mini-meeting
  - All teachers involved in the supervisory rotation this year will meet with the supervisors to clarify the process and have questions answered
- ◎ Pre-conference with supervisor
  - Bring to conference your plan, a pre-conference reflective form and anything else you think would be helpful (books, materials, etc.)
- ◎ Observation(s)
- ◎ Post-conference with supervisor
  - Bring student work or products from lesson, engage in collaborative inquiry and reflection into what happened during lesson
- ◎ Write-up of observation follows post-conference

### REFERENCES

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- Danielson, C. 1986. *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.
- Saginer, N. 2008. *Diagnostic classroom observation: Moving beyond best practice*. Thousand Oaks, CA: Corwin Press.