

| COMPONENT | LEVEL OF PERFORMANCE | | | |
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| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 1a: Demonstrating Knowledge of Content and Pedagogy | Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy. | Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions. | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge. | Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| 1b: Demonstrating Knowledge of Students | Teacher makes little of no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning. | Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole. | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students. | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning. |
| 1c: Selecting Instructional Goals | Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment. | Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment. | Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment. | Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment. |
| 1d: Demonstrating Knowledge of Resources | Teacher is unaware of school or district resources available either for teaching or for students who need them. | Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them. | Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them. | Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community. |
| 1e: Designing Coherent Instruction | The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure. | Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure. | Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure. | All of the elements of instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure. |
| 1f: Assessing Student Learning | Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction. | Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instructional for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals. | Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals. |

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| NJ State Professional Teaching Standards | <p>Standard 1- CONTENT The teacher understands the central concepts, tools of inquiry, and structures of the disciplines, as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and designs developmentally appropriate learning experiences, making content meaningful to students.</p> |
| | <p>Standard 4- ASSESSMENT The teacher understands, uses, and interprets multiple assessment strategies to evaluate and advance the performance of all students and to determine program effectiveness.</p> |
| | <p>Standard 5- HUMAN GROWTH AND DEVELOPMENT The teacher demonstrates an understanding of how children develop and learn and provides opportunities, supporting the intellectual, social, emotional, physical, and developmental needs of all students.</p> |
| | <p>Standard 6- PARTNERSHIPS The teacher demonstrates a knowledge of effective parental involvement, understands the partnership roles between the school and the community, and collaborates with colleagues, families, and other members of the community in order to develop effective relationships supporting student learning and well-being.</p> |
| | <p>Standard 7- DIVERSE LEARNERS The teacher understands that children learn in diverse ways and adapts and modifies instruction, accommodating the learning needs of all students.</p> |
| | <p>Standard 8- COMMUNICATION The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, fostering the use of inquiry, collaboration, and supportive interactions.</p> |
| | <p>Standard 9- INSTRUCTIONAL PLANNING The teacher understands instructional planning, and designs long and short-term plans that incorporate subject matter knowledge and reflect grade-level curriculum expectations.</p> |
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| Wood-Ridge School District Teacher Job Description | <p>Performance Responsibilities:</p> |
| | <p>1. Works to achieve district educational goals and objectives by promoting active learning in the classroom using board-adopted curriculum and other appropriate learning activities.</p> |
| | <p>2. Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.</p> |
| | <p>3. Keeps abreast of current developments, new trends, contemporary interpretations of subject matter and new interpretations in methodology of teaching in the various subject areas.</p> |
| | <p>4. Sets specific objectives wherever possible in lesson preparation and weekly lesson plans and carries through presentation to effectively achieve these objectives.</p> |
| | <p>5. Monitors pupil academic progress and personal growth toward stated objectives of instruction.</p> |
| | <p>6. Motivates students to master designated subject matter by remaining abreast of and employing knowledge of child and/or adolescent psychology and of societal trends which may affect attitudes and willingness to learn of assigned students.</p> |
| | <p>8. Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning problems.</p> |
| | <p>10. Plans class activities and lesson presentations that are age-appropriate for the class and meet the individual needs, interests and ability levels of all pupils.</p> |
| | <p>11. Diagnoses the learning disabilities of students on a regular basis and seeks the assistance of and consults with the School Pupil Assistance Committee.</p> |
| | <p>16. Participates in school-level planning, faculty meetings/committees and other school system groups.</p> |
| | <p>17. Makes effective use of community resources to enhance the instructional program.</p> |

Domain 2: The Classroom Environment

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| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 2a: Creating and Environment of Respect and Rapport | Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class. |
| 2b: Establishing a Culture for Learning | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvement to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject. |
| 2c: Managing Classroom Procedures | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. |
| 2d: Managing Student Behavior | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior. | Teachers makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring behavior of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. |
| 2e: Organizing Physical Space | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities. | Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students. |

NJ State Professor Teaching Standard

Standard 3- LEARNING ENVIRONMENT

The teacher uses an understanding of individual and group motivation and behavior, creating a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Domain 4: Professional Responsibilities

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| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 4a: Reflecting on Teaching | Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved. | Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved. | Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved. | Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies. |
| 4b: Maintaining Accurate Records | Teacher has no system for maintaining accurate records, resulting in errors and confusion. | Teacher's system for maintaining accurate records in rudimentary and only partially effective. | Teacher's system for maintaining accurate records is efficient and effective. | Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. |
| 4c: Communicating with Families | Teacher provides little or no information to families and makes no attempt to engage them in the instructional program. | Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. | Teacher communicates frequently with families and successfully engages them in the instructional program. | Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families. |
| 4d: Contributing to the School and District | Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects. | Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested. | Teacher participates actively in school and district projects, and maintains positive relationships with colleagues. | Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. |
| 4e: Growing and Developing Professionally | Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher's participation in professional development activities is limited to those that are convenient. | Teacher participates actively in professional development activities and contributes to the profession. | Teacher makes a substantial contribution to the profession by actively pursuing professional development. |
| 4f: Showing Professionalism | Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. | Teacher's attempts to serve students based on the best information are genuine but inconsistent. | Teacher makes genuine and successful efforts to ensure that all students are well served by the school. | Teacher is highly proactive in serving students, seeking out resources when necessary and following up to ensure that all students are honored in the school. |

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| NJ State Professional Teaching Standards | |
| | Standard 6- PARTNERSHIPS The teacher demonstrates a knowledge of effective parental involvement, understands the partnership roles between the school and the community, and collaborates with colleagues, families, and other members of the community in order to develop effective relationships supporting student learning and well-being. |
| | Standard 8- COMMUNICATION The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, fostering the use of inquiry, collaboration, and supportive interactions. |
| | Standard 9- INSTRUCTIONAL PLANNING The teacher understands instructional planning, and designs long and short-term plans that incorporate subject matter knowledge and reflect grade-level curriculum expectations. |
| | Standard 10- PROFESSIONAL COMMUNITY |

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| | The teacher participates as an active, responsible member of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process. |
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| Wood-Ridge School District Teacher Job Description | Performance Responsibilities: |
| | 5. Monitors pupil academic progress and personal growth toward stated objectives of instruction. |
| | 6. Motivates students to master designated subject matter by remaining abreast of and employing knowledge of child and/or adolescent psychology and of societal trends which may affect attitudes and willingness to learn of assigned students. |
| | 7. Maintains records of pupils' educational progress in class record books and/or board approved forms and summarizes these marks for reporting purposes. |
| | 8. Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning problems. |
| | 11. Diagnoses the learning disabilities of students on a regular basis and seeks the assistance of and consults with the School Pupil Assistance Committee. |
| | 12. Communicates with parents through conferences and other means to inform them about the school program and to discuss pupil progress. |
| | 14. Maintains professional competence and continuous improvement through in-service education activities and other professional growth activities. |
| | 15. Participates in the PIP process by providing valuable input for evaluation purposes as well as relevant information for each year's personal improvement. |
| | 16. Participates in school-level planning, faculty meetings/committees and other school system groups. |
| | 17. Makes effective use of community resources to enhance the instructional program. |
| | 18. Upholds and enforces school rules, administrative regulations and board policy. |
| | 19. Encourages and promotes good attendance and punctuality. Keeps an accurate record of each pupil's attendance and progress and makes reports to the Principal and parents. |
| 20. Remains in school after official dismissal of the pupils to complete his/her school duties and to attend meetings as may be scheduled. | |
| 21. Performs other duties which may be within the scope of his/her employment and certifications as may be assigned. | |