

COLORADO CHARTER SCHOOL INSTITUTE CHARTER SCHOOL AGREEMENT

Cover Page

School Kwiyagat Community Academy	Contract Type Renewal
Charter Term Start July 1, 2026	Contract Number R-2026-06
Initial Charter Review Period 2029-30	Term Type Four Years
Charter Term End Date June 30, 2030	Institute Resolution Number 25-12-06
Original Charter Term Start July 1, 2021	Geographic/Accounting District Montezuma Cortez School District
Full-Time Grades Served K-6	Homeschool Enrichment Grades Served None
Preschool Program No	Maximum Projected Enrollment 120
<p>School Mission The mission of the Kwiyagat Community School will be to ensure an educational program where the Nuchiu culture and language guides the educational experience and is characterized by small class sizes with an interdisciplinary, indigenous, and project-based approach that results in high academic performance and desired character skills, personal wellness and community involvement.</p>	
<p>School Vision Kwiyagat Community Academy envisions a future where the graduates of the school will have a strong grounding in Nuchiu culture and language while incorporating modern perspectives as contributing members of the Ute Mountain Ute community. The new generation of school graduates will foster a revitalization of the Nuchiu language and culture and use this knowledge to ground them in a positive self-identity and create community connections built on mutual respect, academic success and focused career goals.</p>	
<p>Exhibits The following Exhibits are included with this Contract: Exhibit A – Milestones Exhibit B – Maximum Projected Enrollment Exhibit C – Requested Waivers Exhibit D – Resolution to Approve the Charter Application Exhibit E – Transportation Addendum Exhibit F – Food Service Addendum Exhibit G – Online Learning Addendum Exhibit H – Educational Management Provider Addendum Exhibit I – Preschool Addendum Exhibit J – Homeschool Enrichment Addendum</p>	
<p>Notices to the Institute: Colorado Charter School Institute 1525 Sherman St, B76, Denver, CO 80203 LegalandPolicy_CSI@csi.state.co.us</p>	<p>Notices to the School: Kwiyagat Community Academy 450 Sunset Blvd Towaoc, CO 81334</p>

Signature Page

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT.

<p>KWIYAGAT COMMUNITY ACADEMY By: <u><i>Selwyn Whiteskunk</i></u> Chairperson, Ute Mountain Ute Tribal Council Date: <u>05 / 20 / 2026</u></p>	<p>COLORADO CHARTER SCHOOL INSTITUTE By: <u><i>Brenda Dickhoner</i></u> Chairperson, Board of Directors Date: <u>05 / 20 / 2026</u></p>
	<p>LEGAL REVIEW: Philip J. Weiser, Attorney General By: <u><i>Joseph A Peters</i></u> Assistant Attorney General Date: <u>05 / 20 / 2026</u></p>

EXHIBIT C: REQUESTED WAIVERS

Contact Information
School Name: Kwiyaqat Community Academy
School Address (mailing): 450 Sunset Blvd, Towaoc CO, 81334
Charter School Waiver Contact Name: Dan Porter
Charter School Waiver Contact Phone Number: 970-570-9860 Please Text
Charter School Waiver Contact Email: Dporter@utekca.org
Charter School Institute Waiver Contact Name: Stephanie Aragon
Charter School Institute Waiver Contact Phone Number: 720-315-6042
Charter School Institute Waiver Contact Email: legalandpolicy_CSI@csi.state.co.us

Automatic Waivers	
State Statute Citation	Description
C.R.S. § 22-32-109(1)(f)	Local board duties concerning selection of staff and pay
C.R.S. § 22-32-109(1)(t)	Determine educational program and prescribe textbooks
C.R.S. § 22-32-110(1)(h)	Local board powers-Terminate employment of personnel
C.R.S. § 22-32-110(1)(i)	Local board duties-Reimburse employees for expenses
C.R.S. § 22-32-110(1)(j)	Local board powers-Procure life, health, or accident insurance
C.R.S. § 22-32-110(1)(k)(l)	Local board powers-Policies relating the in-service training and official conduct
C.R.S. § 22-32-110(1)(ee)	Local board powers-Employ teachers' aides and other non-certificated personnel
C.R.S. § 22-32-126	Employment and authority of principals
C.R.S. § 22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
C.R.S. § 22-63-301	Teacher Employment Act- Grounds for dismissal
C.R.S. § 22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
C.R.S. § 22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule
C.R.S. § 22-63-402	Teacher Employment Act-Certificate required to pay teachers
C.R.S. § 22-63-403	Teacher Employment Act-Describes payment of salaries
C.R.S. § 22-1-112	School Year-National Holidays

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
POLICY FOR MANAGEMENT OF STUDENT POSSESSION AND STAFF ADMINISTRATION OF PRESCRIPTION MEDICAL MARIJUANA: CRS § 22-1-119.3 including (3)(d) through (f); 1 CCR 301-68:7.00 (7.06) and 1 CCR 301-68:8.00
Rationale: <ol style="list-style-type: none"> 1) The Academy will be located on the Ute Mountain Ute Reservation, which is federal land held in trust for the Tribe and falls under the criminal jurisdiction of the United

States. Colorado's state law decriminalizing marijuana for medical purposes does not apply on the Reservation.

- 2) Marijuana use and possession is prohibited by federal law and is, therefore, not allowed on the Reservation. As a result, bringing medical marijuana to this school would be unambiguously criminal conduct.

Replacement Plan: The Tribe will not be able to implement protocols that will allow the administration of marijuana or substances containing more than 0.3% THC. Other medications will be administered under rules set forth by the Indian Health Services and the Academy's Student and Parent Handbook (Attachment A).

The Indian Health Service provides health services to persons on the Reservation and provides services directly to individuals, or contracts with the Tribe for such services through the Indian Self Determination and Education Assistance Act (Attachment A).

Kwiyagat Community Academy is committed to implementing every element of this statute and its regulations in full, aside from the provisions related to medical marijuana.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: No costs of enforcement by the Tribe or the state. Costs of enforcement will be borne by the Bureau of Indian Affairs in criminal enforcement.

How the Impact of the Waivers Will be Evaluated: Because medical marijuana is not legal on the Reservation, very few Tribal students would have the necessary doctor's recommendations to be able to invoke the statute in any event; we estimate, as a result, that very few students will be affected by this waiver. The impact will be evaluated by tracking the number of parent requests to bring prescription marijuana to the school, including tracking the ultimate resolution of each such request (e.g., other medications used in lieu of marijuana).

Expected Outcome: Students will not be able to possess or use prescription marijuana; school staff will not be permitted to administer prescription marijuana; parents will not be permitted to bring medical marijuana onto the reservation for student (or any other) use.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

NON-PROFIT STATUS AND IMMUNITY FROM LIABILITY: C.R.S. § 22-30.5-507(4)(a) (second sentence)

Rationale:

- 1) The Tribe has issued a Charter for the Kwiyagat Community Academy under the Tribe's sovereign authority, just as it has done for its enterprises on the Reservation.
- 2) The Charter serves the same function as Articles of Incorporation, setting forth significant corporate functions such as notice, management authority, and board structure.
- 3) The Academy will be immune from liability just as the Tribe and its other chartered enterprises are and is not subject to the orders of any court unless the charter allows. Ultra Vires suits are permissible against tribal entities.
- 4) The Tribal Council has also adopted the By-Laws for the School Board of the Academy.

Replacement Plan: The Tribe issued a Charter for the Academy on November 18, 2020, by Tribal Council Resolution Number 2020-183, a Tribal law (Attachment B).

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: Same as using Articles of Incorporation.

How the Impact of the Waivers Will be Evaluated: Measure the effectiveness of the governing structure established by the Charter and amend as needed to provide the proper authorities and guidelines.

Expected Outcome: The Academy will be a chartered, nonprofit entity of the Tribe with all the sovereign protections of the Tribe.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

LOCAL BOARDS OF EDUCATION – DUTIES – PERFORMANCE EVALUATION SYSTEM - COMPLIANCE: C.R.S. §22-9-106 and C.R.S. § 22-2-112(1)(q)(l)

Rationale:

- 1) The Kwiyaqat Community Academy and its Head of School or designee must have the ability to apply the Tribe's policies when performing evaluations of all personnel. If any other designated administrator does not have a Principal License, this should not preclude the designated administrator from administering the evaluations under the direction of the Head of School. The School Board must also have the ability to perform the evaluation for the school leader.
- 2) Additionally, the school should not be required to report its teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. § 22-2-112(1)(q)(l), but will still report on in-field/out-of-field.

Replacement Plan: The performance evaluation system at Kwiyaqat Community Academy will follow the Tribe's Personnel Policies and Procedures Manual, which is included in Attachment C for employment-related matters. The policy requires all employees to be evaluated annually by their supervisors and directors, whether the employee is a licensed professional, contractor, volunteer, or regular hire. The Head of School evaluation plan is included in Attachment D. The staff evaluation plan is included in Attachment E.

Duration of Waivers: For the term of the contract.

Financial Impact: Costs will be incurred by the Academy that may have been borne by the district.

How the Impact of the Waivers Will be Evaluated: Monitor the suitability of the Tribe's policies and amend when needed.

Expected Outcome: Academy employees will receive employment regulations that are substantively similar to any regulations that may be promulgated by this provision.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

BOARD OF EDUCATION – SPECIFIC DUTIES – COMPETITIVE BIDDING C.R.S. §22-32-109(1)(b)

Rationale:

- 1) The Tribe utilizes its own procurement policies which are designed to comply with federal, state, and private grant requirements.

Replacement Plan: The Tribe will follow Tribal procurement procedures that call for competitive bidding procedures (Attachment F).

Duration of Waivers: For the term of the contract.

Financial Impact: The costs should be about the same, and less when a Tribal entity can provide the services.

How the Impact of the Waivers Will be Evaluated: Monitor competitive bidding for compliance with standards and requirements established by the entity providing the funds.

Expected Outcome: There should be no substantive differences in implementation that would occur if the provision were in effect.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

BOARD OF EDUCATION – SPECIFIC DUTIES – TOBACCO: C.R.S. §22-32-109(1)(bb)

Rationale:

- 1) Certain forms of tobacco are used in Ute traditional ceremonies and pupils at the Kwiyyagat Community Academy will receive instruction in the proper use and respect of these tobaccos.
- 2) The use of cigarettes and other tobacco on campus will be governed by Tribal and Federal law and school policy

Replacement Plan: The curriculum at Kwiyyagat Community Academy will teach the proper use and respect of tobacco during important traditional Ute ceremonies. School policy, which conforms with Tribal and Federal law, addresses the possession and use of cigarettes and other tobacco products by students and staff on campus. Kwiyyagat Community Academy’s policy on tobacco is included in the Student and Parent Handbook, which is included with this waiver request (Attachment A).

Duration of Waivers: For the term of the contract.

Financial Impact: The costs will be increased slightly for teaching an otherwise exempt practice.

How the Impact of the Waivers Will be Evaluated: Monitor pupil use of tobacco to ensure compliance with Academy standards.

Expected Outcome: Pupils will learn the proper way to utilize tobacco in traditional Ute ceremonies.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

SUSPENSION, EXPULSION, AND DENIAL OF ADMISSION: C.R.S. §22-33-105 AND C.R.S. §22-33-106(4)

Rationale:

- 1) One of the main incentives for establishing the Kwiyyagat Community Academy is to respond to parents of students in the district who are dissatisfied with the suspension and expulsion policies and protocols of the district and the Academy intends to implement policies and protocols that utilize traditional dispute resolution practices that are sensitive to the unique needs of Native American students.

Replacement Plan: Kwiyyagat Community Academy uses discipline policies and protocols that are informed by traditional dispute resolution practices and are sensitive to the unique needs of Native American students. These policies and protocols govern suspension, expulsion and denial, of admission, including guidance for readmission and access to school where the victim is present. The School Discipline Policy is in the KCA Student and Parent Handbook and conforms with Tribal and Federal law and policy (Attachment A).

Duration of Waivers: For the term of the contract.

Financial Impact: Costs that would have been borne by the district will now be borne by the Tribe, the United States, and the Institute.

How the Impact of the Waivers Will be Evaluated: Monitor student compliance with Academy rules and regulations and enforcement while maintaining sensitivity to the unique experiences of Native American families with school-aged children.

Expected Outcome: Pupils at the Academy will be disciplined in a manner that not only reflects the values of the Tribe and its Members, but results in greater compliance, fewer disciplinary actions, and successful academic progress.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

DISCRIMINATION IN EMPLOYMENT PROHIBITED: C.R.S. §22-61-102

Rationale:

- 1) The Kwiayat Community Academy intends to provide to its pupils a strong education of Native American culture, language and traditions and it is important that those persons instructing the students in these practices and values understand the various religious practices of Native Americans, including practices of the Native American Church, as well as, specific Ute and Ute Mountain Ute language and cultural concepts. Therefore, when selecting and hiring individuals to teach about these customs and traditions, it is important for the Academy to ask whether the applicant has experience with the Church and other relevant religious affiliations. It is not required that the individual be a member of any particular religious group, but it will be common for members of the Academy hiring team to ask about the groups. Furthermore, the Tribe's Personnel Policies and Procedures Manual requires that Ute Mountain Ute tribal members have hiring preference, then other Native American Tribal Members and then general population.

Replacement Plan: The Kwiayat Community Academy will follow the Ute Mountain Ute Tribe's Personnel Policies and Procedures Manual, which is included as Attachment C of this waiver request.

Duration of Waivers: For the term of the contract.

Financial Impact: Costs may be increased by the time and effort to make such inquiries.

How the Impact of the Waivers Will be Evaluated: None.

Expected Outcome: Applicants to the Academy may be asked about their knowledge and understanding of certain Native American religions, language fluency and cultural protocols.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

TEACHER EMPLOYMENT, COMPENSATION AND DISMISSAL: C.R.S. §22-63-201

Rationale:

- 1) The Tribe and Kwiayat Community Academy will follow Tribe's employment policy and school policy to establish the rights, qualifications and conditions of its teachers. The Tribe's policies are suitable for promoting the goals and objectives of the Academy and protecting the rights of employees.

Replacement Plan: The Academy may utilize principals and teachers from a wide variety of backgrounds, including, but not limited to, teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business, professional, and Ute cultural experience. All employees of the school will be employed according to and receive the protections of the Tribe's Personnel Policies and Procedures Manual, which is included as Attachment C of this waiver request. All employees of the school will meet applicable fingerprinting and background check requirements. All core instructional staff will meet the guidelines set forth in the Colorado state ESSA plan, specifically (1) endorsement on a Colorado teaching license; (2) holding at least a BA or higher in the relevant subject area; (3) completing 36 semester credit hours in the subject matter in which the teacher teaches; or (4) passing a State Board approved content exam in the relevant subject area. The Academy will ensure that non-core instructional staff who do not meet one of these requirements will otherwise possess the relevant background or skills to fill the needs of the Academy. Secondary content teachers and Special Education Teachers will hold the requisite state

licenses and endorsements. The school will report the number of in-field/out-of-field teacher designations, years of experience of teachers, or any other requirements promulgated by CDE. The rights and responsibilities for teacher employment, compensation and dismissal are described in Tribal and school policy, including the Tribe's Personnel Policies and Procedures Manual, which is included as Attachment C of this waiver request.

Duration of Waivers: For the term of the contract.

Financial Impact: Costs should be the same.

How the Impact of the Waivers Will be Evaluated: Monitor the effectiveness of the Tribe's contracting protocols and amend as necessary.

Expected Outcome: Persons retained by the Tribe will be hired under contracts that meet the Tribe's requirements, as well as those of the state and the United States.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

CODE ENFORCEMENT AND CERTIFICATION OF INSPECTORS FOR PUBLIC SCHOOLS, CHARTER SCHOOLS AND JUNIOR COLLEGES – ENFORCEMENT and APPEALS: C.R.S. § 22-32-124(1)(c)

Rationale:

- 1) Under federal law, the Colorado Division of Fire Prevention and Control has no jurisdiction over Tribal and federal operations on the Ute Mountain Ute Reservation and the Tribe is not subject to enforcement by the Division. See 25 USCA §231 and 25 CFR §237.172). As a result, local planning authorities have no practice or establish capacity for inspecting Tribal properties.
- 2) The Tribe maintains its own building safety codes and inspections, most of which flow from federal requirements.

Replacement Plan:

While the Colorado Division of Fire Prevention and Control has no jurisdiction on the Ute Mountain

Ute Reservation and the Tribe is not subject to enforcement by the Division:

- 1) There are established building codes and inspections, following the International Building Code (IBC) (published by the International Code Council, the same model code on which the DFPC code is based), that the Academy will adhere to, and
- 2) There are established entities responsible for the enforcement of applicable building safety codes and inspections on the Ute Mountain Ute Reservation.

The Tribe has an established public works division that conducts building inspections. When Tribal funds are used, the Tribe will utilize licensed construction companies for construction work and trained mechanics and engineers in its Public Works Department for maintenance and inspections. Similarly, the Indian Health Service conducts inspections utilizing, in part, the Tribe's Fire Department applying federal standards.

When the Tribe utilizes grant funds for the construction and maintenance of The Academy structures, the grants prescribe the codes which will apply in those operations.

The Academy will also operate the fire drills and similar preventative efforts recommended by the Division of Fire Prevention and Control—consistent with § 22-32-109.1, C.R.S., which will continue to apply to the Academy—but subject to its own authority to supervise rather than the Division's.

Duration of Waivers: For the term of the contract.

Financial Impact: All costs will be borne by the Tribe and the United States.

How the Impact of the Waivers Will be Evaluated: The construction and maintenance of school buildings can be monitored for compliance with requisite standards.

Expected Outcome: Buildings will be constructed and maintained per guidelines established by the Tribe and the United States.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

OATHS, AFFIRMATIONS, OR PLEDGES AND PENALTY: C.R.S. §22-61-105

Rationale:

- 1) The Colorado State Constitution does not apply on the Ute Mountain Reservation and oaths should not be required to refer to it, however, school personnel will follow the United States Constitution as well as the Ute Mountain Ute Tribal Constitution and all applicable state laws.
- 2) Because the statute on oaths, affirmations and pledges is waived, the related penalty should also be waived.
- 3) Teachers licensed by the state will be required to take an oath to the Colorado Constitution under C.R.S. 22-61-103.

Replacement Plan: The Tribe does not typically require employees to take an oath; only elected and appointed officials are required to take oaths. Licensed personnel will take oaths as required by their licenses, but the Academy will not incorporate that requirement into its employment arrangements.

Duration of Waivers: For the term of the contract.

Financial Impact: Costs should be the same.

How the Impact of the Waivers Will be Evaluated: Monitor whether a failure to take an oath to the state Constitution has an impact on the Kwiyaqat Community Academy's effectiveness.

Expected Outcome: Fewer loyalty oaths will be sworn.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-32-109(1)(n)(I) Board of Education-Specific Duties School Calendar

C.R.S. § 22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar

C.R.S. § 22-32-109(1)(n)(II)(A) Board of Education – Teacher Pupil Contact Hours

Rationale: The school year at the school will total approximately 160 days per year, which exceeds the current contact hour requirement in state statute. The school will always meet at least the minimum required time as detailed in state law.

Replacement Plan: The school will prescribe the actual details of its own school calendar to best meet the needs of its students. As such, the school will have a calendar that may differ from the rest of the schools within the geographic district. The final calendar and the school's daily schedule will be designed by the school's Board of Directors and will meet or exceed the requirements in state statute. In accordance with Charter School Institute ("CSI") policy, the school will submit its calendar annually to CSI for review and will not make any material modifications to the calendar without notification to CSI.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on CSI or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: As a result of this waiver, the school will be able to operate in accordance with its own schedule, designed to meet the needs of its community and educational program, which is vital to the success of its program.

Rubric for Evaluating Colorado Teachers

Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix E). Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
<p>THE TEACHER uses lesson plans that reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily review and revision. <input type="checkbox"/> Instructional objectives appropriate for students. <input type="checkbox"/> Explicit connections to specific learning objectives and approved curriculum. 	<p>... and</p> <p>THE TEACHER implements lesson plans based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student needs. <input type="checkbox"/> Colorado Academic Standards. <input type="checkbox"/> District's plan of instruction. <input type="checkbox"/> Stated learning objectives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact with the rigorous and challenging content. <input type="checkbox"/> Perform at a level consistent with or above expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss strengths and next steps regarding their learning with their teacher(s).

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

This section describes professional practices that should be demonstrated by **ALL TEACHERS**, regardless of grade level or subject taught.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of literacy content and skills. <input type="checkbox"/> Emphasizes literacy connections while teaching content. 	<p>... and</p> <p>THE TEACHER makes complex reading accessible to students by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjusting content to students' skill levels. <input type="checkbox"/> Integrating literacy skills and knowledge into lessons. <input type="checkbox"/> Providing relevant content that addresses students' interests. 	<p>... and</p> <p>THE TEACHER provides instruction that enhances students':</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking and reasoning. <input type="checkbox"/> Information literacy. <input type="checkbox"/> Literacy skill development. 	<p>... and</p> <p>STUDENTS meet or exceed expectations for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral communication. <input type="checkbox"/> Written communication. <input type="checkbox"/> Critical thinking. <input type="checkbox"/> Problem solving skills. <input type="checkbox"/> Literacy skills. 	<p>... and</p> <p>STUDENTS apply literacy skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Across academic content areas. <input type="checkbox"/> To understand complex materials.
<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD 1

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

This section describes professional practices that should be demonstrated by

ELEMENTARY TEACHERS responsible for teaching language arts and/or reading.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Emphasizes literacy connections while teaching content other than reading, English, or language arts. 	<p>... and</p> <p>THE TEACHER integrates literacy skills into lessons and assignments across subject areas, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Phonological awareness. <input type="radio"/> Phonics. <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. 	<p>... and</p> <p>THE TEACHER provides literacy instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during unstructured time. <input type="checkbox"/> Outside the classroom. 	<p>... and</p> <p>STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability levels in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
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This section describes professional practices that should be demonstrated by

SECONDARY TEACHERS responsible for teaching English, language arts and/or reading.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="radio"/> Teaches and provides opportunities for students to apply literacy skills. 	<p>... and</p> <p>THE TEACHER integrates literacy skills into lessons, including:</p> <ul style="list-style-type: none"> <input type="radio"/> Vocabulary. <input type="radio"/> Comprehension. <input type="radio"/> Fluency. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening skills. <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Purposeful. <input type="radio"/> Explicit. <input type="radio"/> Systematic. 	<p>... and</p> <p>THE TEACHER provides instruction that is:</p> <ul style="list-style-type: none"> <input type="radio"/> Needs-based. <input type="radio"/> Intensive. <input type="radio"/> Of sufficient duration to accelerate learning. 	<p>... and</p> <p>STUDENTS apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <input type="radio"/> Across academic content areas. <input type="radio"/> To new/unfamiliar material. <input type="radio"/> To understand complex materials. <input type="radio"/> While communicating during the school day. <input type="checkbox"/> Outside the classroom. 	<p>... and</p> <p>STUDENTS exceed teacher's expectations for students of their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> <input type="radio"/> Reading. <input type="radio"/> Writing. <input type="radio"/> Speaking. <input type="radio"/> Listening.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by ALL TEACHERS , regardless of grade level or subject taught.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes relevant math concepts in discussions that do not have math as the primary focus. <input type="checkbox"/> Promotes and encourages students to make explicit math connections across content. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasizes to students why they need to learn math content and skills. <input type="checkbox"/> Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasizes interdisciplinary connections to math. <input type="checkbox"/> Models mathematical thinking. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share ideas and solutions to challenging problems. <input type="checkbox"/> Use the language of math to talk about what they are doing. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret mathematical information in ways that make it relevant to their learning.
ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.				
This section describes professional practices that should be demonstrated by Teachers responsible for teaching math.				
<p>THE TEACHER focuses math instruction beyond:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall of facts. <input type="checkbox"/> Development of computational skills. <input type="checkbox"/> Math as a series of rote procedures. <p>Models:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate mathematical communication. <input type="checkbox"/> A variety of mathematical practices. 	<p>... and</p> <p>THE TEACHER presents concepts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In sequence. <input type="checkbox"/> In a manner appropriate to students' age and grade. <input type="checkbox"/> Helps students understand mathematics as a discipline. <input type="checkbox"/> Provides a balance of teaching for conceptual understanding and teaching for procedural fluency. 	<p>... and</p> <p>THE TEACHER establishes an effective mathematics environment by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenging students to think deeply about the problems. <input type="checkbox"/> Requiring students to explain their solutions. <input type="checkbox"/> Posing questions that stimulate students' curiosity and encourage them to investigate further. <input type="checkbox"/> Actively engaging students in doing math. <input type="checkbox"/> Using real-world examples for problems whenever possible. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve problems in a variety of ways. <input type="checkbox"/> Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize when they make procedural errors and take steps to correct them. <input type="checkbox"/> Expand their learning by using mathematical concepts in subjects other than math.
<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. <input type="checkbox"/> Uses instructional materials that are accurate and appropriate for the lesson being taught. <input type="checkbox"/> Employs a variety of instructional strategies to address student needs. 	<p>... and</p> <p>THE TEACHER provides explanations of content that are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurate. <input type="checkbox"/> Clear. <input type="checkbox"/> Concise. <input type="checkbox"/> Comprehensive. 	<p>... and</p> <p>THE TEACHER engages students in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A variety of explanations and multiple representations of concepts and ideas. <input type="checkbox"/> A variety of inquiry methods to explore new ideas and theories. 	<p>... and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a variety of explanations and multiple representations of concepts. <input type="checkbox"/> Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and theories. <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn content. <input type="checkbox"/> Understand central concepts. <input type="checkbox"/> Answer complex questions. <input type="checkbox"/> Problem solve. 	<p>... and</p> <p>STUDENTS routinely:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose challenging tasks and instructional materials. <input type="checkbox"/> Apply newly learned content skills to unique situations and different disciplines. <input type="checkbox"/> Discuss ideas and content that are intellectually challenging to them.
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ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasizes key concepts and connects them to other powerful ideas within the content area. <input type="checkbox"/> Connects lessons to other disciplines and/or content areas. 	<p>... and</p> <p>THE TEACHER implements instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates content and interdisciplinary connections. <input type="checkbox"/> Integrates literacy skills across content areas. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarifies and elaborates on interdisciplinary connections for students. <input type="checkbox"/> Employs instructional strategies that include literacy, numeracy, and language development across content areas. 	<p>... and</p> <p>STUDENTS make connections between:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prior learning and the current lesson. <input type="checkbox"/> Other disciplines and/or content areas and the current lesson. <input type="checkbox"/> Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
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- Professional Practice is **Observable** during a classroom observation.
- Professional Practice is **Not Observable** during a classroom observation.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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.

<p>THE TEACHER selects instructional materials and strategies based on their:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevance. <input type="checkbox"/> Central contexts. <input type="checkbox"/> Foundational evidence base. <input type="checkbox"/> Links lessons to students’ prior knowledge. <input type="checkbox"/> Encourages and provides opportunities for students to make connections to prior learning. 	<p>... and</p> <p>THE TEACHER delivers lessons and units and uses instructional strategies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. <input type="checkbox"/> Provide supports that facilitate engagement. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delivers lessons and uses materials to ensure that students’ backgrounds and contextual knowledge are considered. <input type="checkbox"/> Provides opportunities for students to self-select tasks that accelerate their learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact with materials that are relevant to them. <input type="checkbox"/> Ask questions and solve problems that are relevant to them. <input type="checkbox"/> Make connections to prior learning to understand current content. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.
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Professional Practice is **Observable** during a classroom observation.
 Professional Practice is **Not Observable** during a classroom observation.

<p>Evaluator Comments: Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.</p>	<p>Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.</p>
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QUALITY STANDARD II				
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> Creates a classroom environment conducive to learning. 	<p>... and</p> <p>THE TEACHER creates a classroom environment that features:</p> <ul style="list-style-type: none"> Mutual respect. Positive relationships between and among students. Empathy for each student. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Creates a classroom environment which values diverse perspectives. Establishes a nurturing and caring relationship with each student. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Respect their classmates and teacher(s). 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Engage in respectful and open dialogue with each other and their teacher.
ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.				
<p>THE TEACHER creates a classroom environment in which diversity is:</p> <ul style="list-style-type: none"> Respected. Used to further student learning. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Uses instructional approaches and materials that reflect students' backgrounds. Acknowledges the value of each student's contributions to the quality of lessons. Is welcoming to diverse family structures. 	<p>... and</p> <p>THE TEACHER establishes processes that result in:</p> <ul style="list-style-type: none"> A sense of community among students. Effective interactions among students. Respect for individual differences. Positive social relationships. Common goals for all students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Respect the uniqueness of fellow students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Actively seek a variety of perspectives to complete group assignments.
ELEMENT C: Teachers engage students as individuals with unique interests and strengths.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> Implements lessons that reflect student interests. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Uses results of student interest inventories to design lessons and materials. Encourages students to expand and enhance their learning. Acknowledges students for their accomplishments. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Asks appropriately challenging questions of all students. Scaffolds questions. Gives wait time equitably. Ensures that all students participate in class activities. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Actively engage in classroom activities. Discuss content and make connections between current lesson and their interests. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Encourage fellow students to participate and challenge themselves. Actively engage in collaborative learning and group processes.
<ul style="list-style-type: none"> Professional Practice is Observable during a classroom observation. Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD II				
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts lesson plans to address individual student needs. <input type="checkbox"/> Implements recommendations of specialists and colleagues to address student needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs instruction to address learning needs of all students. <input type="checkbox"/> Monitors the quality of student participation and performance. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solicits input from colleagues to understand students' learning needs. <input type="checkbox"/> Uses multiple strategies to teach and assess students. <input type="checkbox"/> Challenges and supports students to learn to their greatest ability. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for themselves. <input type="checkbox"/> Articulate their learning needs to their teacher and/or parent. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply coping skills to classroom situations. <input type="checkbox"/> Share coping strategies with fellow students. <input type="checkbox"/> Help fellow classmates by offering support.
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.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a classroom environment that is inviting to families and significant adults. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains respectful relationships with students, their families, and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. <input type="checkbox"/> Coordinates flow of information between families and colleagues who provide student services. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate freely and openly with teachers. <p>FAMILIES AND SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss student performance with the teacher. <input type="checkbox"/> Participate in school-based activities. 	<p>... and</p> <p>FAMILIES AND SIGNIFICANT ADULTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the teacher to support student strengths and address next steps for learning.
ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear expectations to guide student classroom behavior. <input type="checkbox"/> Holds students accountable for adherence to school and/or class rules. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Puts procedures in place to maximize instructional time. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes maximum use of instructional time. <input type="checkbox"/> Maintains a safe and orderly environment. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay on task during class periods. <input type="checkbox"/> Work without interruption. <input type="checkbox"/> Abide by school and class rules. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accept responsibility for their behavior and use of time. <input type="checkbox"/> Help other students stay on task.
<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				
<p>Evaluator Comments: Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.</p>			<p>Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Differentiates instruction. ○ Modifies content to assure that students are able to work at their ability levels. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Studies recent/current research to expand personal knowledge of how students learn. ○ Builds on the interrelatedness of students' intellectual, social, and emotional development. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Applies knowledge of current developmental science to address student needs. □ Collaborates with colleagues with experience in developmental science to improve the quality of lessons. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Seek materials and resources appropriate for their personal approach to learning. 	<p>... and</p> <p>STUDENTS</p> <p>seek to understand:</p> <ul style="list-style-type: none"> ○ How they learn best. ○ Where their time and efforts are best used.
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.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> □ Uses assessment results to guide adjustments to instruction. ○ Has explicit student outcomes in mind for each lesson. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Aligns instruction with academic standards and student assessment results. ○ Monitors instruction against student performance and makes real-time adjustments. ○ Assesses required skills. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Encourages students to take academic risks. ○ Makes sure students meet learning objectives while increasing mastery levels. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Monitor their level of engagement. ○ Confer with the teacher to achieve learning targets. 	<p>... and</p> <p>STUDENTS</p> <p>initiate activities to:</p> <ul style="list-style-type: none"> ○ Address their learning strengths and next steps. ○ Take academic risks.
ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Incorporates evidence-based strategies into lessons. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Makes connections between student data and research-based practices. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ○ Individualizes instructional approach to meet unique needs of each student. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Embrace new and unique ways of learning as they are introduced through research-based lessons. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ Apply skills and knowledge learned in the classroom.
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> Uses available technology to facilitate classroom instruction. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Employs strategies and procedures to ensure that students have equitable access to available technology. Monitors the use of available technology in the classroom. 	<p>... and</p> <p>THE TEACHER uses available technology to:</p> <ul style="list-style-type: none"> Enhance student learning. Develop students' knowledge and skills. Enhance creative and innovative skills. Provide engaging and motivating learning experiences. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. Produce creative and innovative products. 	<p>... and</p> <p>STUDENTS use available technology to:</p> <ul style="list-style-type: none"> Accelerate their learning. Apply team building and networking skills. Deepen critical thinking skills. Communicate effectively.
ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> Has high expectations for all students. Holds students accountable for their learning. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Sets student expectations at a level that challenges students. Incorporates critical thinking and problem-solving skills. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Challenges all students to learn to their greatest ability. Explicitly teaches higher-order thinking and problem-solving skills. Ensures that students perform at levels meeting or exceeding expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Help set their learning objectives. Apply higher-order thinking and problem-solving skills to address challenging issues. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Monitor their progress toward achieving teacher's high expectations. Seek opportunities to test their problem-solving and higher-order skills.
ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> Includes all students in individual and group activities. 	<p>... and</p> <p>THE TEACHER plans lessons that:</p> <ul style="list-style-type: none"> Provide opportunities for students to participate using various roles and modes of communication 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> Flexibly groups students. Adjusts team composition based on lesson objectives and student needs. Varies group size, composition, and tasks to create opportunities for students to learn from each other. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Fulfill their assigned roles within the team. Assume leadership roles in their teams. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Utilize group processes to build trust and promote effective interactions among team members. Participate in teams in ways that build trust and ownership of ideas among team members.
<ul style="list-style-type: none"> Professional Practice is Observable during a classroom observation. Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models effective communication skills. <input type="checkbox"/> Encourages students to communicate effectively. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches students to be effective communicators. <input type="checkbox"/> Provides opportunities for students to practice communication skills. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply effective written and oral communication skills in their work. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use academic language in spoken and written work.
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.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides actionable feedback to students, families, and significant adults. <input type="checkbox"/> Involves students in monitoring their learning. <input type="checkbox"/> Assesses learning outcomes appropriately. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements appropriate strategies for assigning grades. <input type="checkbox"/> Evaluates student performance based on multiple measures. <input type="checkbox"/> Includes documentation of student progress toward mastery of state content standards in assessment plans. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of assessment methods. <input type="checkbox"/> Provides actionable, timely, specific and individualized feedback about the quality of student work. <input type="checkbox"/> Teaches students to use feedback to improve their learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-assess on a variety of skills and concepts. <input type="checkbox"/> Articulate their personal strengths and needs based on self-assessment. <input type="checkbox"/> Effectively use formal and informal feedback to monitor their learning. 	<p>... and</p> <p>STUDENTS assume ownership for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring their progress. <input type="checkbox"/> Setting learning goals. <input type="checkbox"/> Applying teacher feedback to improve performance and accelerate their learning.
<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation. 				
<p>Evaluator Comments: Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels.</p>			<p>Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

QUALITY STANDARD IV Teachers reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student data to inform instruction. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <input type="checkbox"/> Inform practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time. 	<p>... and</p> <p>THE TEACHER</p> <p>applies knowledge of student learning, development, and growth to the development of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans. <input type="checkbox"/> Instructional strategies. 	<p>... and</p> <p>THE TEACHER</p> <p>develops student learning plans based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple examples of student work. <input type="checkbox"/> Other data points. <input type="checkbox"/> Information gathered from students, families, and colleagues. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.
ELEMENT B: Teachers link professional growth to their professional goals.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements performance feedback from supervisor and/or colleagues to improve practice. <p>Actively engages in professional development focused on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addressing student needs. <input type="checkbox"/> School and district initiatives. <input type="checkbox"/> Meeting professional goals. 	<p>... and</p> <p>THE TEACHER</p> <p>engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student learning. <input type="checkbox"/> Alignment with Colorado Academic Standards and school and district initiatives. <input type="checkbox"/> Current research. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for professional development that is evidence based and targeted toward improving student outcomes. <input type="checkbox"/> Applies knowledge and skills learned through professional development to professional practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements new and different instructional strategies based on current research and district initiatives. <input type="checkbox"/> Adapts teaching skills to meet student needs 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan.
ELEMENT C: Teachers are able to respond to a complex, dynamic environment.				
<p>THE TEACHER</p> <p>collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement new ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	<p>... and</p> <p>THE TEACHER</p> <p>initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues, both providing and receiving feedback on performance. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.
<p><input type="checkbox"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				
<p>Evaluator Comments: Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels.</p>			<p>Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

QUALITY STANDARD V Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate leadership in their schools.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities expected of all teachers. <input type="checkbox"/> Works collaboratively for the benefit of students and families. <input type="checkbox"/> Supports school goals and initiatives. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares lessons learned with colleagues. <input type="checkbox"/> Confers with school administrators to improve teacher working and student learning conditions. 	<p>... and</p> <p>THE TEACHER</p> <p>initiates and leads collaborative activities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with families to coordinate learning between home and school. <input type="checkbox"/> Share ideas to improve teaching and learning. <input type="checkbox"/> Support struggling students.
ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares expertise with colleagues. <input type="checkbox"/> Supports the work of colleagues. <input type="checkbox"/> Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning. 	<p>... and</p> <p>THE TEACHER</p> <p>collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Provide input into policies and procedures that affect school climate and student learning. <input type="checkbox"/> Partner with families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities whenever possible. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the school community, including families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of teachers and families in education and government decision-making processes.
ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with every family to support student success. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school and/or district committees to advocate for students and their families. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for students and the school to external agencies and groups. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements.
<p><input type="checkbox"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				

QUALITY STANDARD V Teachers demonstrate leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Teachers demonstrate high ethical standards.				
<p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models ethical behavior, including honesty, integrity, fair treatment, and respect for others. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student, family, and fellow teacher interactions as well as student data. 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps students understand the importance of ethical behavior as an individual and member of society. 	<p>... and</p> <p>STUDENTS:</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Respect for others.
<p><input type="checkbox"/> Professional Practice is Observable during a classroom observation.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.</p>				
<p>Evaluator Comments: Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels.</p>		<p>Comments of person being evaluated: Please indicate the element for which the comment applies if not for the standard as a whole.</p>		