

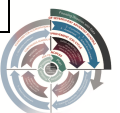
Southwestern Union Conference

Teacher Evaluation Proficiency Scales and Learning Targets

Domain II: Planning and preparation

Specific Standard: 2a – Use proficiency scales (p-scales) as the foundation for standards-based learning.			
Verbs or Actions	Receivers of the Action	Additional Information	
Use	Proficiency Scales (p-scales)	As the foundation for SBL	
Big Idea: I can use proficiency scales to determine my students present academic knowledge and what they need to learn. The Authentic Standards Based Environment: Chapter 1: pp. 24 – 27 The New Art and Science of Teaching: Chapter 1: Element 2: pp. 15			
Verbs or Actions	Receivers of the Action	Additional Information	3.0 Success Criteria
Use	Proficiency Scales		I can determine a student's progression to or proficiency of a standard using proficiency scales
Determine	Proficiency Scales		I understand that learning targets and success criteria are embedded within the P-scale framework

Specific Standard: 2b – Sets learning outcomes that align with NAD content standards (p-scales) and encourages the development of a communication to God and others, citizenship, collaboration, critical thinking, and problem solving, creativity and innovation, communication and character.			
Verbs or Actions	Receivers of the Action	Additional Information	
Sets, aligns, encourages	Outcomes, NAD content standards and proficiency scales	God and my learning community	
Big Idea: I can design NAD, p-scale aligned standards that fulfill the 7's missional outcomes. Missional Outcomes 7Cs: https://www.southwesternadventisteducation.com/about-us/student-competencies-7cs			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Sets	Learning outcomes		I can identify, define, or select the learning targets for my lesson: <ul style="list-style-type: none"> Knowledge mastery Reasoning Skills Products / Performances Dispositions
Aligns	NAD content standards Proficiency scales		I can align the NAD standard with the p-scale to create a list of success criteria for my students
Encourages	Communication Culturally relevant Citizenship Collaboration Critical thinking Problem solving Creativity and innovation Communication Character	To God and others	I can create a culturally safe environment where students feel safe to take academic risks that will prepare them for now and eternity. https://www.southwesternadventisteducation.com/about-us/student-competencies-7cs



Specific Standard: 2c – Develops standards – based year-long unit and lesson plans in accordance with conference expectations.

Verbs or Actions	Receivers of the Action	Additional Information
Develops	Standards – based unit and lesson plans	Aligned with conference expectations

Big Idea: I can create learning sequences using standards

Understanding by Design Guide to Creating High-Quality Units: Module C: pp. 36 - 43

Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Develops	Standards based unit and lesson plans	That align with NAD standards and curriculum resources	I can develop, design, or create standards-based: <ul style="list-style-type: none"> • Curriculum maps • Backwards Design unit plans • Gradual Release of Responsibility daily lesson plans

Specific Standard: 2d – Design and / or selects assessments that align learning outcomes with assessment methods.

Verbs or Actions	Receivers of the Action	Additional Information
Designs, selects	Assessments, learning outcomes	Assessment methods

Big Idea: I can select or create appropriate assessments based on the intent of the standard.

The Authentic Standards Based Environment: Chapter 3: pp. 47 – 64

The New Art and Science of Teaching: Chapter 2: pp. 21 - 26

Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Designs	Assessments	Paper pencil Oral exams Computer adaptive Gamification	I can select or create assessments based on data sources or resources: <ul style="list-style-type: none"> • Curriculum resources • Standards • Learning targets • Success criteria • Depth of knowledge • NWEA MAP data • IXL diagnostics data
Selects	Learning Outcomes		I can determine learning outcomes based on: <ul style="list-style-type: none"> • NWEA MAP data • Learning targets • Success criteria • Data binders



Specific Standard: 2f – Designs instructional sequences that are appropriate for learning outcomes and build on learners prior knowledge, while providing for the appropriate levels of challenge for all students

Verbs or Actions	Receivers of the Action	Additional Information	
Designs	Instructional sequences	Assessment methods	
<p>Big Idea: I can design learning experiences that provide differentiated and rigorous learning outcomes. The New Art and Science of Teaching: Chapter 7: pp. 65 - 76</p>			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Designs	Instructional sequences	Paper pencil Oral exams Computer adaptive Gamification	I can structure instructional sequences to engagement <ul style="list-style-type: none"> • Do Now • Direct instruction <ul style="list-style-type: none"> ○ Scaffolded ○ Differentiated ○ Cooperative learning • Formative assessments • Exit tickets
Rigor	Learning Outcomes		I can facilitate learning outcomes using p-scales

Specific Standard: 2g – Aligns resources and tools to standards, including NAD approved materials

Verbs or Actions	Receivers of the Action	Additional Information	
Aligns	Resources, standards, NAD materials	P-scale levels facilitate the alignment process	
<p>Big Idea: I can select and use a variety of resources (online, print, learning centers, etc.) The New Art and Science of Teaching: Chapter 6: pp. 53 – 64</p>			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Aligns	Resources, standards, NAD materials	Align with learning targets and success criteria	I can align standards, resources, and materials to meet learning outcomes
Use	Resources		I can successfully navigate online curriculum platforms and resources



Domain III: Instruction and Assessment Standards

Specific Standard: 3a – Communicates effectively with learners regarding learning outcomes explanations of content and directions for activities.

Verbs or Actions	Receivers of the Action	Additional Information	
Communication	learners	Learning outcomes, explanation of content, and directions for activities	
<p>Big Idea: I can instruct my students utilizing a variety of approaches and resources that maximize learning outcomes. New Art and Science of Teaching: Chapter 3 pp. 29 – 34; Chapter 6 pp. 53 – 64; Chapter 7 pp. 65 - 76</p>			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Effective communication	learners	Utilize data binders and skill plans	I can introduce the p-scale level system I can explain each of the p-scale levels I can model how to use the p-scale for reflection and to inform instruction

Specific Standard: 3b – Uses developmentally appropriate instructional strategies and resources to assess evidence regarding learners’ strengths, needs, and interests.

Verbs or Actions	Receivers of the Action	Additional Information	
Uses assess	learners	Developmentally appropriate learning outcomes, and resources that strengthens, needs and interests of students.	
<p>Big Idea: I can instruct my students utilizing a variety of approaches and resources that maximize learning outcomes. Teachers Guide to Standardized Based Learning: Chapter 1 pp. 11 - 14</p>			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Use	learners	Utilize data binders, IXL skill plans, or any other standards tracking resource	I can explain learning targets and success criteria to help students understand what they should know and how to prove they know it.
Assess	learners		I can use data (i.e., p-scales, NWEA MAP, etc.) to enhance the needs and interests of each student.



Specific Standard: 3f – Employs a balanced assessment system, including formative, summative, and pre and self-assessments as appropriate to provide supportive feedback, document learning, track progress and plan for instruction

Verbs or Actions		Receivers of the Action	Additional Information
Employs, provides		Assessment system	Developmentally appropriate learning outcomes, and resources that strengthens, needs and interests of students.
Big Idea: I can use formative and summative assessments to drive and assess student learning Teachers Guide to Standardized Based Learning: Chapter 4 pp. 71 - 81			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Employs (uses)	Learning systems	Utilize data binders, IXL skill plans, or any other standards tracking resource	I can explain learning targets and success criteria to help students understand what they should know and how to prove they know it.
Provide	feedback	Appropriate and supportive	I can use formative and summative methods to track student learning and plan for instruction

Specific Standard: 3g – Uses student learning data, independently and collaboratively, to monitor each learner’s progress and develop or adjust appropriate learning experience / plans.

Verbs or Actions		Receivers of the Action	Additional Information
Uses, develop, adjust		Data, learning experiences or plans	Independently and collaboratively, guide and monitor appropriate learning
Big Idea: I can use data as a reflective tool to enhance student outcomes Teachers Guide to Standardized Based Learning: Chapter 3 pp. 47 - 69			
Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Uses	Data and learning experiences	Utilize data binders, IXL skill plans, etc. to create learning plans	I can use student learning data to create lessons with timely and relevant feedback.
Develops	learners	Scaffolded and differentiated	I can create data driven plans that address the (ZPD) zone of proximal development for each learner.
Adjusts	plans	Reflective educator, video reflection, exit tickets, data meetings	I can utilize reflective feedback to refine instructional strategies to maximize learning outcomes.

Specific Standard: 3h – Uses proficiency scales as the foundation for grading and reporting practices.

Verbs or Actions	Receivers of the Action	Additional Information
Uses	Proficiency scales	Foundation for grading and reporting

Big Idea: I can instruct my students utilizing a variety of instructional strategies and resources that maximize learning outcomes.

Teachers Guide to Standardized Based Learning: Chapter 4 pp. 82 - 96

Verbs or Actions	Receivers of the Action	Additional Information	Detailed Learning Target
Uses	Proficiency scales	foundational	I can use p-scales to determine the success criteria and degree of proficiency for each standard.

