

# EDUCATORS LEAD

TAKING THE LEAD

An initiative of the Utah Education Association

## Teacher Evaluation Standards for January 2014

### **Standard 1: Learner Development**

*The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.*

Examples of Evidence: Communication with parents regarding development of learners, lesson plans with consideration of individual learner growth, PLC participation focused on learner growth and development and specific data that is used to differentiate instruction and monitor progress.

Classroom Scenario: Aubrey has been teaching second grade for nine years and this year is the most challenging ever. In class there are a total of 24 students, which include four students with IEPs, three students with 504 plans, two students who are homeless, one student whose family is going through a divorce and two students who joined the class at the beginning of November. Aubrey relies on assistance from the second grade PLC to help review student work to determine reading group placement, as well as ways to modify lessons to meet the various learning plans in place. Aubrey also contacts parents regularly to talk about particularly challenging student behavior in class that is often the result of distressing situations in the family. By knowing family situations, Aubrey is able to better understand students and set realistic expectations for their learning. What are two or three pieces of evidence Aubrey could use to demonstrate Standard 1?

### Special Considerations of this Standard:

- Needs student data, including both previous school assessments and family information.
- Needs a system for contacting parents and skills in engaging parents in meaningful conversations about their student's learning.

### Recommendations:

Consider the following guidelines for developing a parent community that leads, participates, advocates and assumes collective responsibility for their student's learning ("Leadership Capacity for Lasting School Improvement" by Linda Lambert).

- Engage parents in developing a shared vision of success.
- Make learning transparent with open classrooms and "walk throughs" for parents.
- Establish relationships that are reciprocal in purpose and behavior.
- Assume that parents have the right, responsibility and ability to struggle with tough issues.