# 5 STANDARD 5: STUDENT PERCEPTION
*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Professional Responsibilities | Optional Evidence Sources of Professional Responsibilities | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The students report that the teacher helps them learn. | • Student Interview<br>• One confirmatory item from optional evidence source | • Teacher Notes<br>• Teacher/Evaluator Dialogue<br>• Direct observation<br>• Student Survey | • |
| **Indicator 2**<br>The students report that the teacher creates a safe and supportive learning environment. | • Student Interview<br>• One confirmatory item from optional evidence source | • Teacher Notes<br>• Teacher/Evaluator Dialogue<br>• Direct observation<br>• Student Survey | • |
| **Indicator 3**<br>The students report that the teacher cares about them as individuals and their goals or interests. | • Student Interview<br>• One confirmatory item from optional evidence source | • Teacher Notes<br>• Teacher/Evaluator Dialogue<br>• Direct observation<br>• Student Survey | • |

# 5 STANDARD 5: STUDENT PERCEPTION

*PERFORMANCE LEVELS*

| **Indicator 1**<br>The students report that the teacher helps them learn. | **Indicator 2**<br>The students report that the teacher creates a safe and supportive learning environment. | **Indicator 3**<br>The students report that the teacher cares about them as individuals and their goals or interests. |
|---|---|---|
| **Level 4**<br>Students report that the teacher continually supports and encourages student empowerment and ownership over their learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance. | **Level 4**<br>Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher expects students to take ownership for their role in maintaining a positive learning environment. | **Level 4**<br>Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy. |
| **Level 3**<br>Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports individual and group problem solving. | **Level 3**<br>Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment. | **Level 3**<br>Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often encourages and supports student self-advocacy. |
| **Level 2**<br>Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful. | **Level 2**<br>Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment. | **Level 2**<br>Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicates that the teacher rarely encourages and accepts student self-advocacy, |
| **Level 1**<br>Students report that the teacher is rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful, | **Level 1**<br>Students report that the teacher rarely maintains a safe and supportive learning environment. The students indicate that the teacher plays no role in maintaining a positive classroom environment. | **Level 1**<br>Students report that the teacher rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not encouraged or accepted. |

**Four-Point Rating Scale**

**Level 4.** The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

**Level 3**. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

**Level 2.** The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

**Level 1**. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.