

## Brooke Standards of Excellent Teaching

A. Growth Mindset	B. Individualization and Assessment
<ul style="list-style-type: none"> <li>I. Communicates that effort, not innate ability, is central to achievement</li> <li>II. Solicits and responds constructively to suggestions and criticism</li> <li>III. Collaborates well in co-planning teams.</li> <li>IV. Is a thoughtful participant and contributor to in-school professional development.</li> </ul>	<ul style="list-style-type: none"> <li>I. Takes and demonstrates responsibility for success of all students.</li> <li>II. Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.</li> <li>III. Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.</li> <li>IV. Ensures that all students complete and turn in all work, including homework.</li> </ul>
C. Leadership and Relationships	D. Skills and Concepts
<ul style="list-style-type: none"> <li>I. Creates and effectively conveys a positive vision for classroom culture and routines.</li> <li>II. Teaches effective routines and maintains them all year.</li> <li>III. Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.</li> <li>IV. Is fair and respectful and builds positive relationships with all students.</li> <li>V. Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.</li> <li>VI. Has a confident and authentic presence.</li> <li>VII. Conveys urgency through preparation, lesson momentum, and smooth transitions.</li> <li>VIII. Generates a high level of student participation.</li> <li>IX. Ensures that all students complete and turn in all work, including homework.</li> <li>X. Engages parents as partners in their child’s education through frequent contact, conferences, report cards, and progress reports.</li> </ul>	<ul style="list-style-type: none"> <li>I. Plans cohesive thoughtful lessons within thoughtful units that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.</li> <li>II. Effectively communicates the “point” of each lesson and the purpose of each activity.</li> <li>III. Presents thoughtful open-ended questions (when appropriate) and holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.</li> <li>IV. Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or “big ideas” that define the subject area.</li> <li>V. Differentiates and scaffolds instruction to ensure the material is accessible and sufficiently challenging to all students.</li> <li>VI. Effectively uses teacher talk to provide structure and direction while holding students accountable for thinking.</li> </ul>
E. Other Professionalism	
<ul style="list-style-type: none"> <li>I. Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.</li> <li>II. Actively contributes to and shares responsibility for grade-level and school-wide activities.</li> <li>III. Is a positive team player and contributes to a positive and constructive professional culture.</li> </ul>	

