

Standard 2: Scenario

Ms. Lagarta teaches 10th grade English at W.H. Murray High School, which is in a very diverse neighborhood. Many of her students walk to school from apartment complexes close by, while others drive their own cars to school. There are many ELL students at the school, representing 10 different languages and 25 different countries. Ms. Lagarta is in her 2nd year of teaching.

Ms. Lagarta notices that there is a lot of diversity in her classroom, and she respects this and encourages her student to be supportive of each others' cultures. She frequently shares information with her students about how she grew up in Argentina and moved to the US when she was in middle school. She chooses literary texts in her English class that will allow students to open up and share about their diverse backgrounds. Many different points of view are considered in their classroom discussions. She has established classroom procedures that allow students to share and ask questions of each other in a very safe and friendly way. Because of her classroom procedures, the students have learned a lot about their classmates' cultures, and they have learned to identify and challenge stereotypes.

Ms. Lagarta does not allow the students' backgrounds to dictate their success. She holds high expectations for all students, conferencing with each student on a regular basis. With her help, each student has identified the areas that they feel they need to work on, and they have goals and a specific timeline to meet those goals. As much as she can, Ms. Lagarta involves the parents in the goal-setting and goal-reaching process she has established in her classroom. As a beginning teacher, Ms. Lagarta frequently realizes that she needs assistance in helping her students reach their goals, so she collaborates with support specialists to help her students. This ensures that she will be able to engage all of her students, regardless of their unique learning needs.

Ms. Lagarta's lessons often involve choice in the final product. She encourages students to take risks and try activities that are outside of their comfort zone. She seeks out donations from the community to assist with final products, and she provides opportunities for her students to participate in community events that will allow them to share their work with the community.

How would you rate this teacher?

Use the forms below to give your rating and to see how other participants would rate this teacher.

Std 2 rating without rubric
Std 2 rating with rubric
Std 2 rationale

Standard 4: Scenario

Mr. Darcy teaches 12th grade social studies classes at Phillips High School. He has been teaching for 4 years, and he has just begun working on his master's degree in administration.

Mr. Darcy understands the developmental levels of his students and differentiates his instruction to meet the learning needs of all students in his classroom. He consistently reviews different resources to try to better meet the needs of his students. He uses a lot of different formative assessments in his classroom, including student surveys, exit tickets, free writes, and online polling sites. He also uses the data from his summative assessments to assist in his short and long range planning. While his pacing guide is set, he adjusts as necessary based on his students' assessment data.

His lessons incorporate different methods and materials. He uses methods that address multiple learning styles and he uses technology appropriately and frequently in his classroom. He keeps his class website up-to-date, shows relevant video clips from the internet, and has students practice with the online textbook resources frequently.

Mr. Darcy understands that he needs to challenge his students to think critically, but he hasn't yet figured out a way to challenge them in this way. Mr. Darcy assigns his students to teams in his classroom, and they earn points based on behavior and assignment completion. He also selects a captain for each team that is responsible for keeping track of points and keeping the team on task during lessons. The teams often have to collaborate on assignments and turn in one product for which they receive a team grade.

There are many ways that Mr. Darcy communicates with his students. Each student keeps a notebook for daily journal entries (completed at the beginning of class) and Mr. Darcy writes notes back to the students in their journals at least once a week. All of the students have his email address and are encouraged to ask him questions via email if they don't get answered during class. During class, the students are encouraged to share their thoughts and opinions openly. He makes sure that each student has an opportunity to speak during a class period, and he asks for the opinions of quiet students who don't offer their opinions freely.

Mr. Darcy has posters of the Future Ready Graduate and the P21 rainbow in his room, and he uses these when planning lessons to help remember the different 21st century skills that he should be teaching. He notes these different future ready skills as well as the skills from the P21 framework on his lesson plans to provide evidence that he is helping his students attain 21st century knowledge, skills, and dispositions.

How would you rate this teacher?

Use the forms below to give your rating and to see how other participants would rate this teacher.

Std 4 rating without rubric
Std 4 rating with rubric
Std 4 rationale