

4.8 Insures that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program. (CO: 3.8)

Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
<p>Learning objectives for daily lessons and long term units frequently are not based on the Colorado Model Content Standards</p> <p>No evidence of knowledge of school or district priorities and goals (or strategic plan) in any teaching plans or documents</p>	<p>Learning objectives for daily lessons and long term units developed but not necessarily taught are consistently based on the Colorado Model Content Standards</p> <p>Contextual analysis of TWS or other long term plans addresses the 1) mission of the school or district, 2) the results of school and district assessment data (including CSAP data), as well as the 3) current strategic goals of the school or district</p>	<p>Learning objectives for daily lessons and long term units implemented with K-12 students are consistently based on district standards and benchmarks</p> <p>AND</p> <p>Contextual analysis and/or rationale of TWS or other long term plans addresses the 1) mission of the school or district, 2) the results of school and district assessment data (including CSAP data), as well as the 3) current district/school priorities and goals (or strategic plan)</p> <p>AND</p> <p>Lesson plans in the TWS are consistent with the needs identified in the contextual analysis (school priorities based on assessment data, yearly goals, and school/district mission)</p>	<p>Meets the criteria for "proficient" and provides evidence of participation in activities that directly address school/district priorities/goals (e.g., work on school committee that addresses planning for a school goal)</p>

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission to Student Teaching:

1. Benchmark at admission to education is "developing."
2. Check understanding of accreditation process/program, as well as understanding of process of planning and meeting school/district goals.

Examples of Evidence: Mini-TWS, lesson plans, unit plan

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" for all three rows of the rubric.
2. Observe lessons in lesson plan book for consistency in planning and evaluating standards-based instruction.
3. Evaluate TWS in terms of criteria for proficiency on standard.
4. Consistency = requires fluency/repetition, including documentation of competence in each content area, in TWS and other teaching activities, and in A2daily plans.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *TWS addressed two goals of the school's strategic plan.*

Examples of Evidence:

TWS, lesson plans, unit plan, lesson plan book, examples of assessments and student work, log of activities involved with school/district goals (or other documentation of participation)

Rationale:

Colorado Department of Education web site: www.cde.state.co.us