



# Project Håtsa

Teacher Quality Enhancement Grant  
 Guam Public School System  
 In Partnership with the University of Guam  
 Center for Excellence in Developmental  
 Disabilities Education, Research, & Service  
 (Guam CEDDERS)



## PERFORMANCE INDICATORS FOR BEGINNING TEACHERS EMERGING COMPETENCIES

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Site: \_\_\_\_\_

**Unacceptable** – no or little display

**Acceptable** – increasingly displayed

**Target** – proficient; practices or displays consistently

Standard 1: PLANNING	Unacceptable	Acceptable	Target	Not Observed	Comments
1.1 Knows district content and performance standards					
1.2 Knows school routines, procedures, and policies					
1.3 Knows school personnel and their roles					
1.4 Knows location of resources in school and in the community					
1.5 Develops relationships with colleagues and the larger community to support student success					
1.6 Designs lesson plans that make subject matter meaningful to students					
Standard 2: MANAGEMENT	Unacceptable	Acceptable	Target	Not Observed	Comments
2.1 Sets up the classroom					
2.2 Develops organization and time management skills					
2.3 Develops classroom management skills.					

<b>Standard 2: MANAGEMENT (cont'd)</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Not Observed</b>	<b>Comments</b>
2.4 Responds effectively to behavior and discipline problems, as well as refers students to appropriate professionals as needed					
2.5 Establishes effective communication strategies with families through parent teacher conferences, newsletters, phone calls, planners and other such strategies					
2.5 Understands how social and emotional factors may contribute to student behavior and performance.					
<b>Standard 3: INSTRUCTION</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Not Observed</b>	<b>Comments</b>
3.1 Compiles a toolkit of varied teaching strategies					
3.2 Motivates students through varied teaching strategies					
3.3 Monitors and reflects on student progress; utilizes data for instruction					
3.4 Provides feedback on student progress through progress reports, report cards, notes, and other mechanisms					
3.5 Uses creativity and resourcefulness in teaching					
3.6 Works effectively with students with diverse needs					

<b>Standard 3: INSTRUCTION</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Not Observed</b>	<b>Comments</b>
3.7 Assesses student performance with alternative assessment methods					
3.8 Utilizes available technology during classroom instruction.					
<b>Standard 4: PROFESSIONAL DEVELOPMENT</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Not Observed</b>	<b>Comments</b>
4.1 Participates in professional development activities.					
4.2 Participates in professional organization activities					
4.3 Keeps abreast of best practices					
4.4 Participates in Learning Communities at the school level					