



Menlo School Standards of Excellence

The following are general expectations of teachers at Menlo School in support of the school's mission:

Inside the classroom, a Menlo teacher...

Designs Learning Experiences that Engage and Support All Students

- Delivers a well-organized, logical progression of a curriculum in which classes are connected to previous and subsequent classes, connecting subject matter to meaningful, real-life contexts.
- Uses varied activities, technologies and teaching strategies to meet a variety of learning styles and to exercise different learning modes (e.g, student-to-student interaction as well as teacher-to-student).
- Knows content and provides multiple paths to help students understand.
- Promotes students' capacity both to think for themselves and to do collaborative work with others.
- Sets high and meaningful standards while ensuring an appropriate pace and level of difficulty; individualizes instruction as needed; responds to questions in skillful ways.
- Works equally effectively with the full range of students in his/her classes.
- Implements instructional and assessment that are not geared to identifying the "best" students, but rather to helping all students grow and learn.
- Picks up the cues that suggest a change of plan; adapts class activities as conditions change.
- Experiments with technology to enhance student learning.
- Asks probing questions, promoting discovery and supporting complex thinking.

Gives Feedback and Assesses Students for Learning

- (Purpose) Uses formative and summative assessments to measure student learning, growth, and enduring understandings.
- (Differentiation) Employs a variety of assessment methods that allow students to demonstrate their understanding and what they know

- (Reflection and revision) Responds and makes adjustments to instruction based on assessment data to support growth towards proficiency in learning goals.
- (Student communication) Communicates to students clear assessment expectations and scope that align with learning standards and enduring understandings.
- (Feedback) Gives students timely, specific, and actionable feedback about their performance, achievement, and areas for growth.
- Designs assessments and projects that are equally accessible to all students, regardless of family resources. Provides an alternative for students unable to meet an off-campus or weekend commitment for a course.

Fosters Effective Relationships with Students

- Connects with students, building relationships of support and trust.
- Is accessible to students and provides a supportive place for them.
- Demonstrates compassion and care for each student.
- Demonstrates an awareness of a student's life circumstances and how this may affect his/her school work.
- Encourages students to take responsibility for their own education.

Establishes a Positive Classroom Environment

- Fosters the enjoyment of learning.
- Creates a safe learning environment that supports risk taking & exploration.
- Promotes a fair and respectful environment and ensures that students are considerate with one another.
- Takes active, personal responsibility and ownership for making one's classroom an inclusive and equitable space.
- Conveys enthusiasm for the subject and a belief in students and their ability to reach high standards.
- Creates an intellectually challenging and stimulating learning environment.

Outside the classroom, A Menlo teacher..

Communicates Effectively and Respectfully

- Initiates conversations with parents in an effort to partner with them to better the educational outcomes of the child.
- Responds to inquiries from students, colleagues and parents in a timely fashion.
- Listens and communicates with respect, empathy and professionalism.

Engages in Ongoing Professional Growth

- Has high standards for his/her teaching. Analyzes and reflects on his/her teaching practice; sets and works towards both short and long term goals.
- Sees professional growth as a continuous process and sees him/herself as the primary driver of the process; seeks out recent articles, online sources, books

and the example of best practitioners in order to keep improving in pedagogy, cultural competence, technology and other areas serving teaching practice.

- Takes advantage of colleagues' expertise to inform his/her practice.
- Is willing to adjust teaching practices based on constructive feedback.
- Invests in on- or off-campus training to become more attentive to the diversity of the Menlo community.
- Works to develop and deepen skills in creatively and effectively supporting students who struggle academically.
- Demonstrates depth and breadth of the subject matter, keeping current with developments in the field, and continuing to grow in this area.

Collaborates Effectively with Colleagues

- Demonstrates good will and curiosity, and works effectively, productively and equally with team and departmental colleagues.
- Examines and refines curriculum; sharing lesson plans, resources and materials.
- Collaborates, compromises and works towards common goals.
- Aligns course content and goals both by division and department.
- Is present, on time and fully engaged for team, faculty and department meetings.

Contributes to the School Community and Culture

- Engages in the life of the school by attending and participating in extracurricular and school events; makes the effort to understand students' lives.
- Supports and models the school's mission and values.
- Participates in the school's growth and vitality by sharing expertise with colleagues, serving on school committees, and promoting school-wide initiatives and goals.
- Contributes to a positive school culture, (abiding by agreements and school policies, conducting oneself professionally, and communicating directly and respectfully).

Through the advocacy program, a Menlo advocate...

- Fosters communication between the student, family and adults in the school.
- Supports the academic and social well being of each student by learning about each student's strengths, challenges and interests, both inside and outside the classroom, celebrating accomplishments, tracking progress, building self-advocacy skills and stepping in to help as necessary.
- Implements the advocacy program's grade level goals.
- Cultivates an inclusive community by creating an atmosphere in which each individual feels safe and comfortable to be her or his authentic self.
- Develops positive and supportive relationship with advocates.

