

## Domain 3.1

### **Professional Practice:**

**Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities**

### **Descriptors:**

- Actively participates in team and PLC meetings.
- Engaged in collaborative discussions regarding the use of formative and summative assessment data to improve student learning.
- Supports school mission and vision.
- Maintains and participates in a culture of collaboration through practices such as modeling for others, observing others, co-teaching, parallel teaching, and the like.
- Maintains professional standards (i.e. dress, being on time for meetings, etc.).
- Creates professional relationships, builds consensus, resolves differences of opinion, encourages others and values collegiality.
- Actively participates in the instructional improvement process through teaching colleagues, sharing, learning, implementing improvement strategies, and being prepared for meetings.
- Productive member of the school community.
- Participates in events supporting the school mission.
- Collaborates with colleagues to ensure that IEPs for identified students are implemented.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.</i>	<i>The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.</i>	<i>Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>	<i>Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect leadership and consistent input/ collaborative participation</li> <li>2. Consistently submits accurate PLC documentation to administrator in a timely fashion</li> <li>3. Instructional plans and artifacts further the mission and vision of the school</li> <li>4. There is documented evidence that teacher takes a leadership role in facilitating collaboration among colleagues</li> <li>5. Documented evidence that the teacher facilitates PLC commitments with other participants in a collegial fashion</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect consistent input/participation</li> <li>2. Completes PLC documentation in an accurate and timely fashion</li> <li>3. Instructional plans and artifacts support the mission and vision of the school</li> <li>4. There is documentation of collaboration with colleagues</li> <li>5. Documented evidence that PLC commitments are consistently met</li> <li>6. There is documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP reviews</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect some/inconsistent teacher input/participation</li> <li>2. PLC notes are occasionally late and inaccurate</li> <li>3. Instructional plans and artifacts do not support the mission and vision of the school</li> <li>4. There is limited documentation of collaboration with colleagues</li> <li>5. Some documented evidence that PLC commitments are sometimes met</li> <li>6. There is limited documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP reviews</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes do not reflect teacher input/participation</li> <li>2. PLC notes are consistently late, inaccurate or missing</li> <li>3. Instructional plans and artifacts detract from mission and vision of the school</li> <li>4. There is no documentation of collaboration with colleagues</li> <li>5. No documented evidence that PLC commitments are met</li> <li>6. Documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP reviews is not available, incomplete, or of poor quality</li> </ol>

	<p>6. There is documented evidence that Teachers of Record (TOR) and classroom teachers exceed the required obligations of timely IEP reviews. Reviews result in the teacher taking immediate and ongoing action providing individualized support for identified students</p>			
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	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.</i>	<i>The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.</i>	<i>Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>	<i>Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observation Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues facilitates collegial relationships that are mutually supportive in fulfillment of school and district duties</li> <li>2. Consistently facilitates collaborative discussions</li> <li>3. Supports others to achieve the vision and mission of the school</li> <li>4. Facilitates the sharing of data to improve student learning</li> <li>5. Teacher is consistently prepared and brings materials that facilitate meeting processes (e.g. student work)</li> <li>6. Teachers implement IEPs for all identified students as written and participate in routine data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues is consistently collegial in fulfillment of school and district duties</li> <li>2. Consistently engages in collaborative discussions</li> <li>3. Works to achieve the mission and vision of the school</li> <li>4. Consistently shares data to improve student learning.</li> <li>5. Teacher comes consistently prepared to meetings</li> <li>6. Teachers implement IEPs for all identified students as written and participate in data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues is sometimes cordial, and often creates conflict in completion of school or district duties</li> <li>2. Infrequently engages in collaborative discussions</li> <li>3. Does not work to achieve the mission and vision of the school</li> <li>4. Sometimes shares data with colleagues to improve student learning</li> <li>5. Teacher is sometimes/inconsistently prepared for meeting</li> <li>6. Teachers implement IEPs for some identified students as written and participate in data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues are negative or self serving and consistently create conflict</li> <li>2. Does not participate in collaborative discussions</li> <li>3. Actively works against mission and vision of school</li> <li>4. Does not share data with colleagues to improve student learning</li> <li>5. Teacher does not come prepared to meeting</li> <li>6. Teachers implement IEPs for a few identified students as written and seldom participate in data reviews</li> </ol>

## Domain 3.2

### Professional Practice:

**Communicates effectively to establish and maintain two-way lines of communication with students and parents**

### Descriptors:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress.
- Uses interpreters, technology, school/district/community liaisons, and other vital resources to create two-way communication between the teacher and families.
- Frequent opportunities for families to engage in the learning process.
- Consistent feedback is provided to students that are descriptive, constructive, frequent and immediate to help students know what they need to do to improve.
- Celebrates and regularly communicates success with students and parents.
- Uses multiple means of communication.
- Updates relevant communication in a timely manner.
- Communicates accurate information.
- Communicates to parents and students in a professional manner.
- Responds to communications in a timely manner.
- Fosters partnerships with families/school/community to enhance student success.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes, and evaluates student work providing feedback to students and their families.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Artifacts exist to show multiple methods and two-way communication (Skyward, Canvas, classroom newsletter) and used in a reflective manner to improve instruction</li> <li>2. Communications are clear, accurate and professional (emails, student conference information) and elicit useful feedback to create a collaborative relationship</li> <li>3. Communications are conducted in a timely manner and enable parents to actively participate in the student's learning</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Artifacts exist to show multiple and two-way methods of communication (Skyward, Canvas, Homework Hotline, classroom newsletter) that are consistently used to create an awareness of teaching and learning activities</li> <li>2. Communications are clear, accurate and professional (emails, student conference information)</li> <li>3. Communications are conducted in a timely manner and enable parents to plan</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Multiple methods of communication are not consistently used</li> <li>2. Communications are unclear, confusing and often create misunderstanding</li> <li>3. Communications are occasionally late</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Does not use multiple methods of communication</li> <li>2. Communications are unclear and confusing</li> <li>3. Communications are not timely</li> </ol>

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes, and evaluates student work providing feedback to students and their families.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observation Evidence</b> <ol style="list-style-type: none"> <li>1. Communication with parents is clear and professional and allows parents to participate in a supportive manner with the student's learning</li> <li>2. Consistently fosters relationships with families and does so in a culturally responsive way</li> <li>3. Consistently addresses parent concerns in a preventative fashion</li> <li>4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses future behavior and learning expectations</li> <li>5. Consistently celebrates and communicates success with students, parents and community</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communication with parents are clear and professional and facilitate an awareness with parents of the student's learning</li> <li>2. Consistently fosters relationships with families</li> <li>3. Consistently addresses parent concerns</li> <li>4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses current student behavior and performance</li> <li>5. Consistently celebrates and communicates success with students and parents</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communications with parents are not consistently clear and sometimes counter-productive</li> <li>2. Inconsistently makes attempts to foster relationships with families</li> <li>3. Inconsistently responds to parental concerns</li> <li>4. Feedback to students is limited and may not be descriptive, constructive, frequent or immediate</li> <li>5. Some celebrations and communication of success with parents and students</li> <li>6. Some use student feedback to inform instruction</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communications with parents are confusing, negative and counter-productive</li> <li>2. Does not foster partnerships with families</li> <li>3. Does not respond to parental concerns and blames parents and students</li> <li>4. Feedback to students is not descriptive, constructive or frequent and immediate</li> <li>5. No celebration and communication of success with students and parents</li> <li>6. Does not use student feedback to inform instruction</li> </ol>

	6. Students are expected to provide student initiated feedback to inform classroom instruction.	6. Solicits student feedback for instructional improvement		
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## Domain 3.3

### **Professional Practice:**

**Reflects on practice, data and student work to improve future instruction**

### **Descriptors:**

- Researches and examines ways to improve instructional effectiveness.
- Analyzes trends and patterns in student achievement/growth data to improve instruction.
- Self assesses to identify area of pedagogical strengths and weaknesses.
- Evaluates effectiveness of lessons and units.
- Engages in discussions about instructional improvement.
- Knows what data to collect and the reasons it is relevant.
- Reflects on their practice to improve student learning
- Evaluates effectiveness of specific strategies and behaviors across different groups of students.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
<p><b>Examples of Documented Evidence:</b></p> <p>Artifacts produced by students and teachers</p> <p>*Artifacts align with observable evidence: Atlas, PLC minutes, journals, notes on lesson plans</p>	<p><b>Documented Evidence</b></p> <ol style="list-style-type: none"> <li>Lesson plans consistently contain evidence that student achievement/growth data drives instruction</li> <li>Lesson plans consistently contain methods to improve instruction that facilitate differentiation</li> <li>Consistently collects and uses multiple data sources to inform instruction</li> <li>Lesson plans consistently reflect differentiated instruction to address the academic readiness of students</li> </ol>	<p><b>Documented Evidence</b></p> <ol style="list-style-type: none"> <li>Lesson plans contain evidence that student achievement/growth data drives instruction</li> <li>Lesson plans consistently contain methods to improve instruction</li> <li>Consistently collects and uses data to inform instruction.</li> <li>Lesson plans consistently reflect the academic readiness of students</li> </ol>	<p><b>Documented Evidence</b></p> <ol style="list-style-type: none"> <li>Lesson plans contain little evidence that student achievement/growth data drives instruction</li> <li>Lesson plans contain few methods to improve instruction</li> <li>Inconsistently collects and uses data to inform instruction</li> <li>Lesson plans inconsistently reflect the academic readiness of students</li> </ol>	<p><b>Documented Evidence</b></p> <ol style="list-style-type: none"> <li>Lesson plans contain no evidence that student achievement/growth data drives instruction</li> <li>Lesson plans do not contain methods to improve instruction</li> <li>Does not collect any data to inform instruction</li> <li>Lesson plans do not reflect the academic readiness of students</li> </ol>

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observation Evidence</b> <ol style="list-style-type: none"> <li>1. Consistently checks for understanding and adjusts instruction that facilitates student engagement</li> <li>2. Facilitates discussions about lessons and data</li> <li>3. Instructional decisions are consistently supported by data and illustrate interdisciplinary planning</li> <li>4. Consistently engages in self-reflection for professional growth and action research</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Consistently checks for understanding and adjusts instruction</li> <li>2. Consistently engages in discussions about lessons and data</li> <li>3. Instructional decisions are consistently supported by data</li> <li>4. Consistently engages in self-reflection and a commitment for continued professional growth</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Sometimes checks for understanding but does not always adjust instruction</li> <li>2. Inconsistently engages in discussions about lessons and data</li> <li>3. Decisions are inconsistently supported with data</li> <li>4. Limited self-reflection for minimal professional growth</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Does not check for understanding</li> <li>2. Does not engage in discussions about lessons or data</li> <li>3. Decisions are not supported by data</li> <li>4. Does not engage in self reflection for professional growth</li> </ol>

## Domain 3.4

### **Professional Practice: Uses different forms of professional development to improve instruction**

#### **Descriptors:**

- Seeks opportunities to read, learn from others, and attend both formal and informal professional development beyond district offerings to increase effectiveness.
- Participates in professional trainings and workshops at the school, district and state level.
- Holds membership in professional organizations.
- Utilizes resources from professional development to enhance instruction and school culture.
- Stays current with education and pedagogical research and seeks opportunities to increase content knowledge and pedagogical skills.
- Incorporates information and strategies from professional development in classroom practice.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher relentlessly pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.</i>	<i>Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>
<b>Documented Evidence: Artifacts produced by students and teachers</b>  Artifacts align with observable evidence: book studies, PD, workshops, seminars, training, conferences, publishing	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Takes advantage of PD opportunities relevant to teaching area and takes a leadership role in professional development</li> <li>2. Extensive membership in professional organizations including serving on boards and committees</li> <li>3. Evidence in lesson plans that reflect implementation of resources gained through PD activities and distributes/shares resources gained with colleagues</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Takes advantage of PD opportunities relevant to teaching area</li> <li>2. Consistent membership in professional organizations</li> <li>3. Consistent evidence in lesson plans that reflect implementation of resources gained through PD activities</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Evidence of attendance at mandated district/school PD/workshops</li> <li>2. Limited membership in professional organizations</li> <li>3. Some evidence in lesson plans that reflect use of resources gained from PD activities</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. No evidence of attendance at professional development activities</li> <li>2. No membership in professional organizations</li> <li>3. No evidence in lesson plans that reflect use of resources gained from PD activities</li> </ol>

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>The teacher relentlessly pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.</i>	<i>Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>
<b>Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observation Evidence</b>  1. Teaching reflects action research to adapt current pedagogy to address the needs of students  2. Professional growth is reflected in instruction and collaborative leadership with colleagues  3. Consistently shares professional knowledge with others and plays a leadership role in mentoring others	<b>Observable Evidence</b>  1. Teaching reflects consistent use of current pedagogical research  2. Professional growth is consistently reflected in instruction  3. Consistently shares professional knowledge with others	<b>Observable Evidence</b>  1. Teaching reflects inconsistent use of current pedagogical research  2. Professional growth is inconsistently reflected in instruction  3. Rarely shares professional knowledge with others	<b>Observable Evidence</b>  1. Teaching does not reflect use of current pedagogical research  2. Professional growth is not reflected in instruction  3. Does not share professional knowledge with others