**Classroom Teacher Reflection, Professional Growth, and Evaluation**

Employee: Location: Administrator:

School Year: Date:

CRITERION No. 1 – Centering instruction on high expectations for student achievement.

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Artifacts** | **Narrative** | **Score** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **1C Instructional outcomes are stated as goals that reflect rigorous learning.** | **Undeveloped** | **Emerging** | **X Proficient** | **Distinguished** | | | | |  |  | **3** |
| Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for a least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations or student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |  |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2B The Culture for Learning** | **Undeveloped** | **X Emerging** | **Proficient** | **Distinguished** | | | | |  |  | **2** |
| Teacher does not press students to higher quality of work levels. Examples of desired outcomes are not present. | Teacher inconsistently communicates to students the level of quality of work expected. | Classroom environment conveys rigorous expectations for student achievement. | Teacher involves students in determining the characteristics of exemplary work, setting the criteria, and assessing work against the criteria. |  |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3A Communicating with Students** | **Undeveloped** | **Emerging** | **X Proficient** | **Distinguished** | | | | |  |  | **3** |
| Teacher adjusts expectations of teaching and learning to the level of student readiness. | Teacher desires to support student success and implements identified strategies. Teacher lacks persistence and varied approaches to assist students who are unsuccessful in meeting learning targets. | Teacher displays a desire to achieve significant gains in student learning results and implement strategies for success to support all learners, sets goals for self and students, implements efforts to achieve goals, holds self and students accountable, maintains efforts, and recognizes that different approaches are needed for learners. | Teacher displays a strong desire to achieve outstanding student learning results and implement the task-oriented actions required for success despite student history of learning challenges; sets high goals for self and students; makes persistent, well-planned efforts to achieve these goals despite barriers; holds others accountable for their commitment to the work; and puts in extra effort to ensure success. |  |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3B Questions reflect high expectations and are culturally and developmentally appropriate** | **Undeveloped** | **Emerging** | **X Proficient** | **Distinguished** | | | | |  |  | **3** |
| Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |  |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3D Using Assessment in Instruction** | **Undeveloped** | **Emerging** | **X Proficient** | **Distinguished** | | | | |  |  | **3** |
| Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connections to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |  |  |  |
|  |  |  |  |  |  | **Overall Score for Criterion 1** |
| **Summary for Criterion 1:** | | | | | | **3 Proficient** |

**CRITERION No. 2 – Demonstrating effective teaching practices.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.1 Instructional Practices:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Instructional practices are not appropriate to the desired learner outcomes and are otherwise inappropriate to the learning level of students. | Sound instructional practices are inconsistently used. Students are not consistently actively engaged in learning. | Instructional practices reflect current research. Learning opportunities are engaging, focused on the instructional goals, and provide opportunities for higher-level thinking. | Teacher continues to add new researched-based instructional practices to skill set. Teacher intentionally selects a practice based on the learning target and students needs. Instructional practices are engaging, relevant, and provide opportunities for higher-level thinking. |  | Lesson Plan  Curriculum Guidelines  Formative Assessment Cycle |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.2 Knowledge of the learning process:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher sees no value in understanding how students learn and does not see such information | Teacher recognizes the value of knowing how students learn, but his knowledge is limited or outdated | Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students | Teacher displays extensive and subtle understanding of how students learn and applies the knowledge to individual students |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.3 Knowledge of content related pedagogy:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of content. | Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.4 Structure and pacing:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.5 Questioning:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Questioning is at the recall level and does not require students to apply learning. A few students answer the majority of the questions. | Teacher is aware of the different levels of questioning and intermittently poses questions to encourage a higher level of class participation and critical thinking. | Questioning strategies encourage higher-level thinking and reflection. Adequate time is available for students to respond. | Teacher plans questions carefully to move students forward in their learning. Depending on need, questions are asked at a variety of levels. All students are given time to think about the question and share responses with a partner, small group, or the entire class. |  | Checking for Understanding  Turn and Talk  Thumbs |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2.6 Directions and procedures:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher’s directions and procedures are confusing to students. | Teacher’s directions and procedures are clarified after initial student confusion | Teacher’s directions and procedures are clear to students. | Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding. |  |  |

**CRITERION 3 – Recognizing individual student learning needs and developing strategies to address those needs.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.1 Intervention Strategies:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Data is not used to inform instruction. There is no evidence of intervention strategies based on student need. | Teacher is aware of the importance of collecting and using data to differentiate instruction but there is little evidence that intervention strategies are used. | Based on student data, teacher selects intervention strategies appropriate to student needs and seeks necessary resources. | Teacher uses data to diagnose what individual students need to meet the learning target, considers a variety of strategies and resources, selects the most appropriate, and implements the differentiated instruction. Students are aware of available supports and access them appropriately. |  | Use of Data  Student Plans  Classroom Differentiation  Data on Skills & Strategies |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.2 Developmental Characteristics:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Instruction is inappropriate to the developmental characteristics level of students and does not reflect knowledge or awareness of learning styles. | Teacher is able to talk about and label appropriate developmental characteristics, but these characteristics are not yet influencing instruction. | Teacher understands the developmental characteristics of the age group and applies appropriate instructional strategies to meet each student’s needs. | Teacher understands the developmental characteristics of the age group, exceptions to the patterns, and implements instructional strategies based on individual student needs. |  | Knowing Cognitive Development of Age Group |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.3 Persistence:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.4 Knowledge of students’ special needs:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important | Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students’ special learning and medical needs. | Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **3.5 Knowledge of students’ interests and cultural heritage:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable | Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students. |  |  |

CRITERION No. 4 – Providing clear and intentional focus on subject matter content and curriculum.

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.1 Instructional Goals** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Instructional learning targets are not clear, well defined or evident in lessons. Instruction is not aligned with stated goals. Targets are not aligned with student ability levels and standards. Students are not knowledgeable of targets. | Instructional learning targets are posted; however, instruction is not clearly linked to the target. Lessons lack scope and sequence and do not appear connected to state and district goals. Students cannot articulate personal meaning to targets. | Lessons are based on best instructional practices, align with Washington State standards, and are at the correct level of difficulty. Instructional goals are appropriate and reflect state standards. Students know targets. | Lessons are based on best instructional practices, are aligned with Washington state standards, are relevant, and meet individual student needs. Goals are aligned with state standards and personalized to meet the learning needs of individual students. |  | Learning Targets Posted  Lesson Plan  Adhere to Curriculum |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.2 Lesson and unit structure:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| The lesson or unit has not clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.3 Instructional materials and resources:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.4 Knowledge of prerequisite relationships:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.5Knowledge of content and the structure of the discipline:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |  |  |

**CRITERION No. 5 – Fostering and managing a safe, positive learning environment.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **5.1 Relationships:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Effective relationships of mutual respect are not established as evidenced by classroom interactions. | Teacher recognizes the need for relationships but respectful teacher/student interactions are inconsistent. | Interactions with students and interactions between students are mutually respectful. | Teacher interacts respectfully and fairly with each and all students and demonstrates genuine care about each student. Teacher has created an environment where students treat each other and staff with respect. |  | PBIS  Cultural Competency  Observation  Counselor data  Safe & Civil Schools Survey  Discipline referrals |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **5.2 Student Behavior:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Students’ classroom behavior does not demonstrate student involvement in or practice of an established standard of conduct. Teacher does not display behavior standards. | Expectations are posted, but there is no clear evidence that students feel responsible for their behavior. Teacher inconsistently displays standards. | Teacher clearly conveys standards of conduct for all students and holds all students accountable for appropriate behavior. | Teacher clearly conveys standards in which student behavior supports a safe learning environment through respectful interactions, monitoring their own and their peers’ behavior, and correcting one another respectfully. |  | PBIS  Students know plan  Observation |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **5.3Response to student misbehavior:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **5.4 Transitions:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Transitions and lack of organization of non-instructional duties result in loss of instructional time. | Transitions and classroom routines occasionally occur in a smooth manner but often result in a loss of instructional time. | Transitions and classroom routines occur smoothly with little loss of instructional time. | Teacher assures that whether student’s transition as a class or independently transition, their transitions are smooth and maximizes time for learning. Classroom systems are efficient with students assuming a responsibility role. |  | Observation  Transition Procedures  Routine/Ritual Posters  Rules Posted & Applied |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **5.5 Arrangement of furniture and use of physical resources:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |  |  |

**CRITERION No. 6 – Using multiple student data elements to modify instruction and improve student learning.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6.1 Data Driven Instruction:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Assessment of instruction is infrequent, not used to inform instruction, and may not align with learning target. | Teacher uses assessment, but it may not accurately measure the lesson or learning target. Formative assessment is not used to further student learning. | Teacher uses a variety of assessment tools to collect data on effectiveness of lessons and to determine whether to re-teach, practice, or move forward with instruction. | Teacher uses a variety of assessment tools and types of data to reflect on effectiveness of lessons differentiate instruction, and to determine whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level. |  | End of unit assessments  MAP/exit tasks  Observation  Student assignments  CWT for group data  Student survey |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6.2 Assessment of Student Learning:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Evaluation and grading practices lack clarity. Grades and progress measurements are superficial and lack critical components to guide further instruction and learning. | Assessment records exist but information is not current, is missing or does not accurately reflect student learning. Teacher uses summative data when provided to help inform instructional decisions. | System for maintaining information on student progress is clear, accurate, and current. System allows for ease of communication with students and families. Assessments appropriately assess learning targets. Assessment engages students in demonstrating evidence of understanding, not just recall. | Systems for maintaining information on student progress is aligned with standards, accurate, current, and provides information to assist in planning instruction. Assessments require students to demonstrate conceptual understanding of the learning target. Students examine assessment results and set learning goals. |  | Student Interviews  Online posting  Accuracy  Project based assessment  Parent portal updated  Progress report mailed home if low grades |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6.3 Student self-assessment and monitoring of progress:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of the information in their learning. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6.4 Student Reflection & Goal Setting:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Students are unaware of individual progress towards learning targets, are not engaged in self-reflection and do not set learning goals. Measurements of student progress are generalized and do not provide data on specific learning targets. | Students do not regularly participate in self-reflection, lack awareness of progress and do not routinely engage in setting goals based on assessment data. Assessment data is holistic and does not provide adequate data on attainment of specific learning targets. | Students are engaged and supported in self-assessment, reflection, and goal setting. | Students know the learning targets and assessment criteria. They engage in assessment of work individually and with others, reflect on their learning, and set goals. |  | Use of rubrics  Student/Teacher Conference  Exit tickets  Exemplars posted  Learning logs |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6.5Design of formative assessments:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |  |  |

**CRITERION No. 7 – Communicating and collaborating with parents and school community.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **7.1 Family Communication:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  | Email, newsletters, phone calls |
| Teacher does not provide timely or adequate information to families about the instructional program, including assessment, and student achievement. | Teacher provides information, albeit inconsistently, to parents/guardians about the instructional program(s) and ways they can support student learning. | Teacher regularly provides information to families about the instructional program, including assessment, and engages families in supporting student learning. | Teacher uses multiple strategies to communicate with families on a consistent basis to inform them about and engage them in the instructional program. |  | CIP – Building  Progress Reports  Good News Cards  Extra Help  Communication Tools |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **7.2 Engagement of families in the instructional program:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher’s efforts to engage families in the instructional program are frequent and successful. | Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **7.3 Information about individual students:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |  |  |

**CRITERION No. 8 – Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

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| **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | **Growth Target** | **Indicators** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **8.1 Collaborative Relationships:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher prefers to work alone and does not actively collaborate with colleagues in instructional feedback and strategies, assessment of learning, nor exploring new approaches to teaching and learning. | Teacher attends meetings and engages in the discussion and in the community but does not actively contribute new ideas or information. | Teacher uses data and student work to collaborate with colleagues about instruction to enhance student learning. Teacher actively participates in school and district projects and events. | Teacher continues to seek ways to help students be successful and challenges negative attitudes in order to ensure all students, particularly those traditionally under served, are respected, supported, and learning. Teacher provides leadership to school and district projects and events. |  | Grade Level Meetings  PLC Time  Interaction on Student Work |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **8.2 Commitment to Improvement:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher does not reflect on teaching and learning practices. Teacher does not seek out or actively participate in professional development. | Teacher professional development is limited primarily to required activities. Teacher reflects on teaching when prompted. Teacher takes some but not comprehensive action on feedback and ideas. | Teacher uses the self-assessment as a reflective tool as well as other sources to determine areas for growth. Teacher seeks and accepts feedback and recommendations to improve performance, and regularly takes advantage of professional development to improve performance. | Teacher actively seeks feedback and uses it to assess skills, set goals, engage in professional development, implement new teaching and learning practices, collect data, and examine results. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **8.3 Decision-making:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher makes decisions and recommendations based on self-serving interests. | Teacher’s decisions and recommendations are based on limited though genuinely professional consideration. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **8.4 Relationships with colleagues:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher’s relationships with colleagues are negative or self-serving | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district require. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **8.5 Involvement in a culture of professional inquiry:** | **Undeveloped** | **Emerging** | **Proficient** | **Distinguished** | | | | |  |  |
| Teacher avoids participation in culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school’s culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting culture of professional inquiry. |  |  |

**\*\*Highlighted competencies come from: Danielson, C (2007). *Enhancing Professional Practice: A Framework for Teaching.* Virginia, WA: Association for Supervision and Curriculum Development.**