

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.

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

	<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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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<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>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observation Evidence <ol style="list-style-type: none"> 1. Relationships with colleagues facilitates collegial relationships that are mutually supportive in fulfillment of school and district duties 2. Consistently facilitates collaborative discussions 3. Supports others to achieve the vision and mission of the school 4. Facilitates the sharing of data to improve student learning 5. Teacher is consistently prepared and brings materials that facilitate meeting processes (e.g. student work) 6. Teachers implement IEPs for all identified students as written and participate in routine data reviews 	Observable Evidence <ol style="list-style-type: none"> 1. Relationships with colleagues is consistently collegial in fulfillment of school and district duties 2. Consistently engages in collaborative discussions 3. Works to achieve the mission and vision of the school 4. Consistently shares data to improve student learning. 5. Teacher comes consistently prepared to meetings 6. Teachers implement IEPs for all identified students as written and participate in data reviews 	Observable Evidence <ol style="list-style-type: none"> 1. Relationships with colleagues is sometimes cordial, and often creates conflict in completion of school or district duties 2. Infrequently engages in collaborative discussions 3. Does not work to achieve the mission and vision of the school 4. Sometimes shares data with colleagues to improve student learning 5. Teacher is sometimes/inconsistently prepared for meeting 6. Teachers implement IEPs for some identified students as written and participate in data reviews 	Observable Evidence <ol style="list-style-type: none"> 1. Relationships with colleagues are negative or self serving and consistently create conflict 2. Does not participate in collaborative discussions 3. Actively works against mission and vision of school 4. Does not share data with colleagues to improve student learning 5. Teacher does not come prepared to meeting 6. Teachers implement IEPs for a few identified students as written and seldom participate in data reviews