

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.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<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>
Documented Evidence: Artifacts produced by students and teachers Artifacts align with observable evidence: book studies, PD, workshops, seminars, training, conferences, publishing	Documented Evidence <ol style="list-style-type: none"> 1. Takes advantage of PD opportunities relevant to teaching area and takes a leadership role in professional development 2. Extensive membership in professional organizations including serving on boards and committees 3. Evidence in lesson plans that reflect implementation of resources gained through PD activities and distributes/shares resources gained with colleagues 	Documented Evidence <ol style="list-style-type: none"> 1. Takes advantage of PD opportunities relevant to teaching area 2. Consistent membership in professional organizations 3. Consistent evidence in lesson plans that reflect implementation of resources gained through PD activities 	Documented Evidence <ol style="list-style-type: none"> 1. Evidence of attendance at mandated district/school PD/workshops 2. Limited membership in professional organizations 3. Some evidence in lesson plans that reflect use of resources gained from PD activities 	Documented Evidence <ol style="list-style-type: none"> 1. No evidence of attendance at professional development activities 2. No membership in professional organizations 3. No evidence in lesson plans that reflect use of resources gained from PD activities

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Observable Evidence: What the evaluator sees the students and teacher say and do	Observation Evidence <ol style="list-style-type: none"> Teaching reflects action research to adapt current pedagogy to address the needs of students Professional growth is reflected in instruction and collaborative leadership with colleagues Consistently shares professional knowledge with others and plays a leadership role in mentoring others 	Observable Evidence <ol style="list-style-type: none"> Teaching reflects consistent use of current pedagogical research Professional growth is consistently reflected in instruction Consistently shares professional knowledge with others 	Observable Evidence <ol style="list-style-type: none"> Teaching reflects inconsistent use of current pedagogical research Professional growth is inconsistently reflected in instruction Rarely shares professional knowledge with others 	Observable Evidence <ol style="list-style-type: none"> Teaching does not reflect use of current pedagogical research Professional growth is not reflected in instruction Does not share professional knowledge with others