

Professional Responsibilities

Accountability, Courage, Excellence, Innovation, Integrity, Learning, Respect, Shared Responsibility



Component				
<p>A) Feedback: Teachers maintain accurate, organized records which provide timely feedback and information for students, families, and staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher assists team and school in developing a system for maintaining information on student work and progress toward learning targets is fully effective, timely, and available for review by students, families, and staff, as appropriate. <input type="checkbox"/> Teacher assists team and school in developing a system for maintaining information on non-instructional information (e.g. parent contacts, discipline, attendance, etc.) that is fully effective, timely, and available for review by students, families, and staff, as appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's system for maintaining information on student work and progress toward learning targets is fully effective, timely, and available for review by students, families, and staff, as appropriate. <input type="checkbox"/> Teacher's system for maintaining information on non-instructional information (e.g. parent contacts, discipline, attendance, etc.) is fully effective, timely, and available for review by students, families, and staff, as appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's system for maintaining information on student work and progress toward learning targets is somewhat inefficient, timely, and available for review by students, families, and staff, as appropriate upon request. <input type="checkbox"/> Teacher's system for maintaining information on non-instructional information (e.g. parent contacts, discipline, attendance, etc.) is somewhat inefficient, timely, and available for review by students, families, and staff, as appropriate upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's system for maintaining information on student work and progress toward learning targets is inefficient and/or untimely. <input type="checkbox"/> Teacher's system for maintaining information on non-instructional information (e.g. parent contacts, discipline, attendance, etc.) is inefficient and/or untimely.
<p>B) Content Knowledge: Teachers have command of their content area(s) and use pedagogical techniques particular to a specific discipline to help convey information and teach skills.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher leads colleagues in current content pedagogy – best/useful instructional techniques for their particular discipline. <input type="checkbox"/> Teacher's knowledge of the content is extensive, is considered a leader in the discipline, and develops other staff to recognize difficult content and anticipate areas of student misconceptions. <input type="checkbox"/> Teacher leads the search for improving practice and connections to other disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is current in content pedagogy – best /useful instructional techniques for their particular discipline. <input type="checkbox"/> Teacher's knowledge of the content is solid including recognition of difficult content, anticipation of student misconceptions, and students' prior and future content. <input type="checkbox"/> Teacher shows evidence of a continuing search for improving practice and is knowledgeable about connections to other disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a basic knowledge of content pedagogy – best instructional techniques for their particular discipline. <input type="checkbox"/> Teacher's knowledge of the content includes gaps with a limited understanding of students' prior and future content and inconsistency in recognizing difficult content. <input type="checkbox"/> Teacher inconsistently searches to improve practice and has limited knowledgeable about connections to other disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays little understanding of content related pedagogy. <input type="checkbox"/> Teacher's knowledge of the content is limited and/or inaccurate and does not recognize difficult content. <input type="checkbox"/> Teacher does not search to improve practice and has no knowledgeable about connections to other disciplines.
<p>C) Professional Learning: Teachers exercise knowledge gained through professional learning in order to improve student achievement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher leads team and school in implementation of district initiatives and school priorities. <input type="checkbox"/> Teacher leads colleagues in their professional learning community team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher incorporates district initiatives and school priorities into daily instruction and selection of resources. <input type="checkbox"/> Teacher actively participates in professional learning, sharing and using information gained in embedded professional learning opportunities (professional learning community teams , study groups, training workshops) 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher inconsistently incorporates district initiatives and school priorities into instruction and selection of resources. <input type="checkbox"/> Teacher seeks information from colleagues in embedded professional learning opportunities (professional learning community teams , study groups, training workshops) 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher demonstrates little or no understanding of district initiatives and resources. <input type="checkbox"/> Teacher is disengaged or disrupts job-embedded learning opportunities (professional learning community teams , study groups, training workshops)

Comments:

Component				
D) Professional Reflection: Teachers reflect on their teaching practice and actively engage in professional development.	<input type="checkbox"/> Teacher leads professional learning community and team in reflection and analysis of pedagogical practice, citing specific examples and helps others use the reflective information to set professional goals and leads ongoing professional growth opportunities	<input type="checkbox"/> Teacher reflects intentionally on pedagogy, citing specific examples and uses reflective information to set personal and professional learning team goals and seeks ongoing professional growth opportunities for self and team	<input type="checkbox"/> Teacher reflects on pedagogy and relies on the school and district to guide professional development.	<input type="checkbox"/> Teacher does not engage in reflective practice as evidenced by resistance to feedback from colleagues and leaders; or <input type="checkbox"/> Teacher is disengaged from professional development as evidenced by gaps in understanding and implementation of initiatives
E) Assignments: Teacher consistently completes other duties as assigned	<input type="checkbox"/> Teacher volunteers for non-instructional duties and assignments that require a high-level of involvement and completes them in a professional manner.	<input type="checkbox"/> Teacher consistently completes non-instructional duties (e.g. bus duty, hall monitoring, school events, etc.) in a professional manner.	<input type="checkbox"/> Teacher inconsistently completes non-instructional duties (e.g. bus duty, hall monitoring, school events, etc.).	<input type="checkbox"/> Teacher does not complete non-instructional duties (e.g. bus duty, hall monitoring, school events, etc.).
Comments:				

**Learning Environment:
Accountability, Courage, Excellence, Innovation, Integrity, Learning, Respect, Shared Responsibility**

Component				
<p>A) Establishing High Expectations for Interactions: Teachers establish and create a culture of high expectations for interactions</p>	<p><input type="checkbox"/> Teacher establishes and maintains high expectations for interactions (student:- student and teacher:-student) through clear, ongoing communication and consistent reinforcement resulting in high levels of trust among students and between the students and teacher</p>	<p><input type="checkbox"/> Teacher establishes and maintains high expectations for interactions (student:- student and teacher: student) through clear, ongoing communication and consistent reinforcement</p>	<p><input type="checkbox"/> Teacher's initially establishes high expectations interactions (student-student and teacher: student), but ongoing communication and reinforcement is inconsistent</p>	<p><input type="checkbox"/> Teacher communicates expectations interactions (student-student and teacher: student) that are modest, ongoing communication and reinforcement is absent</p>
<p>B) Establishing a Culture of High Expectations and Learning: Teachers develop an intellectual environment for important work.</p>	<p><input type="checkbox"/> Teacher leads the team and school in establishing an environment that represents a genuine culture for learning, with commitment to the subject on the part of both the teacher and students, sets high expectations for learning provides exemplars, and fosters student pride in high quality work.</p>	<p><input type="checkbox"/> Teacher creates an environment that represents a genuine culture for learning, with commitment to the subject on the part of both the teacher and students, sets high expectations for learning, provides exemplars, and fosters student pride in high quality work.</p>	<p><input type="checkbox"/> Teacher creates an inconsistent environment that represents a culture for learning, resulting in intermittent commitment to the subject on the part of both the teacher and students, and inconsistent expectations for learning, sometimes provides exemplars, resulting in inconsistent quality student work.</p>	<p><input type="checkbox"/> Teacher does not create an environment that represents a culture for learning, resulting in little to no commitment to the subject on the part of both the teacher and students, and low expectations for learning, does not provide exemplars, resulting in low quality student work.</p>
<p>C) Student Engagement: Teachers create physical and emotional environments that engage all students in purposeful learning activities and encourage constructive interactions among students.</p>	<p><input type="checkbox"/> Teacher responds to the students in the classroom by using emotionally, physically, and culturally responsive teaching practices resulting in students who are highly engaged throughout the lesson and make contributions to the content, activities, and materials.</p>	<p><input type="checkbox"/> Teacher is consistently responsive to the emotional, physical, and cultural needs of students resulting in intellectual engagement of students throughout the lesson and interactions are socially constructive.</p>	<p><input type="checkbox"/> Teacher is inconsistently responsive to the emotional, physical, or cultural needs of students resulting in students who are minimally engaged in significant learning or social interactions that are not always constructive.</p>	<p><input type="checkbox"/> Teacher is not responsive to the emotional, physical, or cultural needs of students resulting in students who are not at all intellectually engaged in significant learning or social interactions that are destructive.</p>
<p>Comments:</p>				

Component				
D) Classroom Management: Teachers establishes high expectations early and maintains a classroom environment that is efficient, respectful, and safe in the management of student behavior.	<input type="checkbox"/> Teacher has established classroom rules, routines and procedures which are seamless in operation, where students participate in setting expectations and monitor their own behavior, resulting in no loss of instructional time. <input type="checkbox"/> Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual needs resulting in appropriate student behavior through positive interactions with students and families and provides opportunities to learn from misbehavior. <input type="checkbox"/> Teacher incorporates nuances of gender, race, ethnicity, culture and socio-economic background when responding to student behavior resulting in an appropriate amount of referrals that is reflective of the school population. <input type="checkbox"/> Teacher leads the team and/or school in effectively implementing the district/school wide student management practices.	<input type="checkbox"/> Teacher established classroom routines and procedures which function smoothly, where students participate in setting expectations, resulting in very little loss of instructional time. <input type="checkbox"/> Teacher's monitoring of student behavior is preventative, and teacher's response to student misbehavior is sensitive to individual needs resulting in appropriate student behavior through positive interactions with students and families. <input type="checkbox"/> Teacher is aware of nuances of gender, race, ethnicity, culture and socio-economic background when responding to student behavior resulting in an appropriate amount of referrals that is reflective of the school population. <input type="checkbox"/> Teacher is effectively implementing the district/school wide student management practices.	<input type="checkbox"/> Teacher established some classroom rules, routines and procedures but they are inefficient, resulting in the loss of some instructional time. <input type="checkbox"/> Teacher's monitoring of student behavior is reactive. <input type="checkbox"/> Teacher is unaware of nuances of gender, race, ethnicity, culture and socio-economic background when responding to student behavior resulting in an inappropriate amount of referrals that is not reflective of the school population. <input type="checkbox"/> Teacher inconsistently implements the district/school wide student management practices.	<input type="checkbox"/> Teacher has not established classroom rules, routines and procedures, resulting in the loss of much instructional time. <input type="checkbox"/> Teacher is unaware of student behavior and/or has created an environment that is not conducive to learning. <input type="checkbox"/> Teacher ignores nuances of gender, race, ethnicity, culture and socio-economic background when responding to student behavior resulting in an inappropriate amount of referrals and/or referrals that are predictable of distinct subsets of the school population. <input type="checkbox"/> Teacher does not implement the district/school wide student management practices.
E) Classroom Procedures: Teachers effectively plan classroom procedures to maximize time, personnel, and material resources.	<input type="checkbox"/> Teacher leads the team in ensuring that volunteers and /or paraprofessionals substantively contribute to the learning environment. <input type="checkbox"/> Teacher leads the team in ensuring seamless transitions, and involving students in assuming some responsibility for smooth operation. <input type="checkbox"/> Teacher leads the team in establishing effective routines for handling materials and supplies, and involving students in assuming some responsibility for smooth operation.	<input type="checkbox"/> Teacher ensures that volunteers and /or paraprofessionals are productively and independently engaged during the entire class <input type="checkbox"/> Teacher ensures seamless transitions, with students assuming some responsibility for smooth operation. <input type="checkbox"/> Teacher has established highly effective routines for handling materials and supplies, with students assuming some responsibility for smooth operation.	<input type="checkbox"/> Teacher is aware of volunteers and /or paraprofessionals as resources and inconsistently engages them during the class. <input type="checkbox"/> Teacher employs some efficient transitions on an inconsistent basis, sometimes resulting in the loss of instructional time. <input type="checkbox"/> Teacher is developing or has established some routines for handling materials and supplies, sometimes resulting in the loss of instructional time.	<input type="checkbox"/> Teacher is unaware of volunteers and /or paraprofessionals as viable resources and minimally or does not engage them during the class. <input type="checkbox"/> Teacher does not employ efficient transitions, resulting in the loss of much instructional time between activities or lesson segments. <input type="checkbox"/> Teacher has not established routines for handling materials and supplies, resulting in the loss of much instructional time.
Comments:				

Student Learning

Accountability, Courage, Excellence, Innovation, Integrity, Learning, Respect, Shared Responsibility

Component				
<p>A) Alignment of learning targets and assessments: Teacher effectively plans instruction, utilizing district Essential Learning Outcomes to deconstruct and identify unit/benchmark and daily learning targets, develops and/or utilizes formative and summative assessments to measure progress towards learning targets and essential learning outcomes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher supports students in their pursuit of additional knowledge beyond the requirements of the course. <input type="checkbox"/> Teacher leads their team in the alignment of learning targets, assessments, materials, instruction, and the scaffolding of these elements. <input type="checkbox"/> Teacher leads the team in developing a highly effective assessment plan and strategy for utilizing and/or developing formative and summative assessments to measure student progress towards learning targets, develop plans to use results to guide future instruction, and align appropriate and varied assessment methods to learning targets. <input type="checkbox"/> Teacher involves students in learning so that they can articulate course and/or daily learning targets, and what comes next in their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher demonstrates application of backwards design, a variety of learning targets (knowledge, reasoning, skills, and product), and Bloom's Taxonomy to plan instruction and develop student understandings <input type="checkbox"/> Teacher deconstructs course targets to develop daily learning targets, are written in student friendly language, and instruction is scaffolded appropriately to address student needs <input type="checkbox"/> Teacher has a well-developed assessment plan and strategy for utilizing and/or developing formative and summative assessments to measure student progress towards learning targets, and has plans to use results to guide future instruction. Teacher aligns appropriate and varied assessment methods to learning targets. <input type="checkbox"/> Teacher purposefully involves students in the planning and assessment of their learning so that they understand where they are going and know the meaning of their grades/progress in terms of what they have learned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher identifies the requirements of the course. <input type="checkbox"/> Teacher aligns learning targets, assessments, materials, and instruction developed in the professional learning community. <input type="checkbox"/> Teacher understands but does not consistently apply backwards design, a variety of learning targets (knowledge, reasoning skills, and product), and/or Bloom's Taxonomy to plan instruction and develop student understandings. <input type="checkbox"/> Teacher inconsistently involves students in the planning and assessment of their learning, students have a limited understanding of where they are going and the meaning of their grades/progress in terms of what they have learned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not clearly communicate requirements of the course. <input type="checkbox"/> Teacher does not or inconsistently aligns learning targets, assessments, materials, and instruction. <input type="checkbox"/> Teacher does not understand and thereby does not apply backwards design, a variety of learning targets (knowledge, reasoning skills, and product), and/or Bloom's Taxonomy to plan instruction and develop student understandings. <input type="checkbox"/> Teacher does not involve students in the planning and assessment of their learning, resulting in students having limited to no understanding of where they are going and the meaning of their grades/progress in terms of what they have learned.
<p>Comments:</p>				

Component				
<p>B) Responsive and Personalized Instruction: Teacher's instruction and assessment is guided by student learning and focuses on factors educators can influence. Teacher provides for multiple perspectives in materials, instructional strategies, and assessments and draws on student background, knowledge, and interest.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher leads team to eliminate gaps in student-achievement data between groups of students. <input type="checkbox"/> Teacher leads the team in aligning instructional activities directly with intended learning targets, and developing lessons or units with clearly defined structure around which activities are organized <input type="checkbox"/> Teacher leads the team in being highly responsive to students' needs in curriculum, instruction, and assessment through the personalization of learning. <input type="checkbox"/> Teacher leads the team in embedding topics, problems, or issues that have relevant connections to students' lives and include multiple perspectives, experiences, and contributions of diverse populations to the discipline moving students to personal or civic action. <input type="checkbox"/> Teacher leads the team in utilizing flexible groups as appropriate to ensure both integrated learning experiences and specific instructional outcomes. <input type="checkbox"/> Teacher leads the team in utilizing resources available for classroom use and to enhance content knowledge through the school or district and the consistent implementation of these resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher utilizes student achievement data to align instruction to address disparities and greatest areas of need. <input type="checkbox"/> Teacher directly aligns instructional activities with intended learning targets. The lesson or unit has a clearly defined structure around which activities are organized <input type="checkbox"/> Teacher responds to student learning needs (identified through deconstructed learning targets and assessment results) through personalized instructional strategies/equity pedagogy, differentiating content, process, and/or products as appropriate. <input type="checkbox"/> Teacher embeds topics, problems, or issues that have relevant connections to students' lives and include multiple perspectives, experiences, and contributions of diverse populations to the discipline moving students to personal or civic action. <input type="checkbox"/> Teacher utilizes flexible groups as appropriate to ensure both integrated learning experiences and specific instructional outcomes. <input type="checkbox"/> Teacher utilizes resources available for classroom use and to enhance content knowledge through the school or district and consistently implements resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's student achievement data indicates some disparities between groups of students as a result of planning for whole class instruction. <input type="checkbox"/> Teacher inconsistently aligns instructional activities with intended learning targets. The lesson or unit has some structure around which activities are organized <input type="checkbox"/> Teacher is responsive to students' needs in curriculum, instruction, and assessment attempting to personalize learning on an inconsistent basis. <input type="checkbox"/> Teacher inconsistently includes topics, problems, or issues that have relevant connections to students' lives and include multiple perspectives, experiences, and contributions of diverse populations to the discipline. <input type="checkbox"/> Teacher inconsistently utilizes flexible groups as appropriate to ensure both integrated learning experiences and specific instructional outcomes. <input type="checkbox"/> Teacher displays awareness of resources available for classroom use and to enhance content knowledge through the school or district and has some familiarity with implementing resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's student achievement data indicates large gaps in achievement between groups of students. <input type="checkbox"/> Teacher does not align instructional activities with intended learning targets. The lesson or unit has no structure around which activities are organized. <input type="checkbox"/> Teacher disregards students' needs and interests during instruction and adheres to predetermined lesson. Teacher does not personalize learning and/or assumes no responsibility for students' failure to learn. <input type="checkbox"/> Teacher does not include topics, problems, or issues that have relevant connections to students' lives, teaches from a mono-perspective, and discludes experiences, and contributions of diverse populations to the discipline. <input type="checkbox"/> Teacher does not use flexible groups as appropriate. <input type="checkbox"/> Teacher is not aware of or misuses resources available for classroom use and to enhance content knowledge through the school or district and has little to no familiarity with resources.
<p>Comments:</p>				

Component				
<p>C) Rigor & Relevance: Teachers engage students in extended conversation about the subject matter that requires higher order thinking, the sharing of ideas, and builds an improved understanding of ideas or topics. Teachers ask students to make connections between classroom knowledge and a larger social context.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's instruction results in all students using higher order thinking skills throughout the lesson. <input type="checkbox"/> Teacher delivers instruction that result in student-led conversation about the subject that builds on other participants' ideas to promote collective understanding of a theme or topic. <input type="checkbox"/> Teacher leads the team in developing outcomes that represent high expectations and rigor and important learning in the discipline, and appropriate sequencing.. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's instruction results in all students using higher order thinking skills in a substantial portion of the lesson. <input type="checkbox"/> Teacher delivers instruction that result in conversation about the subject that builds on other participants' ideas to promote collective understanding of a theme or topic. <input type="checkbox"/> Teacher outcomes represent high expectations and rigor and important learning in the discipline, and are sequenced appropriately. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's instruction results in students using higher order thinking skills in at least one significant question or activity in the lesson. <input type="checkbox"/> The teacher delivers instruction by using a preplanned set of questions that do not deviate, and results in students responding to prompts designed to promote collective understanding of a theme or topic. <input type="checkbox"/> Teacher outcomes inconsistently represent high expectations and rigor and important learning in the discipline, and are mostly sequenced appropriately. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students in only lower order thinking operations (i.e., naming, reciting, and defining) or prepares lessons that ask students to use higher order thinking without teaching enough foundational knowledge to employ higher order thinking. <input type="checkbox"/> The teacher delivers instruction that does not promote discussion. <input type="checkbox"/> Teacher outcomes represent low expectations, little to no rigor, and minimal to no important learning in the discipline, and are out of sequenced or sequenced inappropriately.
<p>D) Student Empowerment: Teachers encourage all students to participate in making decisions and in working independently and collaboratively.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher empowers students with the knowledge, skills, and attitudes to take personal and/or civic action. <input type="checkbox"/> Teacher empowers students to examine information, from and analyze multiple perspectives and develop independent questions to explore to formulate personal meaning and a commitment to life-long learning. <input type="checkbox"/> Teacher empowers students to build positive attitudes towards others by incorporating information and leading activities from professional organizations that are inclusive and provide for reflection and collaboration, and service to the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher empowers students with the knowledge, skills, and attitudes toward a global perspective. <input type="checkbox"/> Teacher empowers students to examine information, from and recognize multiple perspectives. <input type="checkbox"/> Teacher empowers students to build positive attitudes towards others by using district resources that are inclusive. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides knowledge, skills, and attitudes to students from limited social perspectives. <input type="checkbox"/> Teacher inconsistently requires students to examine information from limited perspectives. <input type="checkbox"/> Teacher sometimes encourages students to build positive attitudes towards others by inconsistently using district resources that are inclusive. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides knowledge, skills, and attitudes to students from their own perspective. <input type="checkbox"/> Teacher does not require students to examine information from different perspectives. <input type="checkbox"/> Teacher fosters negative attitudes towards individuals or groups.
<p>E) Technology Incorporation: Teachers regularly incorporate technology into lesson planning in order to enhance instruction and assessment that results in higher levels of student learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher embeds district technology in all aspects of instruction and leads staff in its application. <input type="checkbox"/> Teacher seeks out additional, advanced technology applications to enhance the delivery and management of instruction from professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher consistently incorporates district technology to enhance instruction. <input type="checkbox"/> Teacher uses district technologies to manage the educational process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher inconsistently uses technology in the delivery of instruction to students. <input type="checkbox"/> Teacher inconsistently or inefficiently uses district technologies to manage the educational process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not include technology in the delivery of instruction to students. <input type="checkbox"/> Teacher does not use technology to manage the educational process.
<p>Comments:</p>				

Interpersonal Skills

Accountability, Courage, Excellence, Innovation, Integrity, Learning, Respect, Shared Responsibility

Component				
<p>A) Commitment: Teachers assume professional responsibilities that maintain motivation and commitment to all students. Teachers effectively communicate with students and families to foster active inquiry, collaboration, and supportive interactions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is consistently successful in ensuring that all students are served well by the school by using student and parent input and information from professional organizations. <input type="checkbox"/> Teacher communicates the relevance and societal contributions of the discipline to students and families through consistent communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher makes genuine and successful efforts to ensure that all students are served well by the school. <input type="checkbox"/> Teacher communicates the relevance of the discipline to students and families through consistent communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher attempts to genuinely serve students based on the best information but does so inconsistently. <input type="checkbox"/> Teacher inconsistently communicates the relevance of the discipline to students and families. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher contributes to practices that are self-serving or harmful to students. <input type="checkbox"/> Teacher has poor to no communication with students and families.
<p>B) Interaction: Teachers demonstrate sensitivity in on-going two-way communication with students, families, and staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's consistent written and in-person communication with students, families, and staff is clear and regularly employs intercultural competence that respects differences surrounding culture, language, and beliefs and respond appropriately. <input type="checkbox"/> Teacher leads team in consistent balance of advocacy and inquiry. <input type="checkbox"/> Teacher leads the team in the application of collaborative norms that result in effective functioning one on one and in small and large group settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's consistent written and in-person communication with students, families, and staff is clear and regularly employs intercultural competence that respects differences surrounding culture, language, and beliefs and includes appropriate responses. <input type="checkbox"/> Teacher consistently balances advocacy and inquiry. <input type="checkbox"/> Teacher applies collaborative norms that result in effective functioning one on one and in small and large group settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's written and in-person communication with students, families, and staff is sometimes unclear and irregularly employs intercultural competence that respects differences surrounding culture, language, and beliefs and sometimes includes appropriate responses. <input type="checkbox"/> Teacher inconsistently balances advocacy and inquiry. <input type="checkbox"/> Teacher inconsistently applies collaborative norms that result in effective functioning one on one and in small and large group settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's written and in-person communication with students, families, or staff is unclear or interculturally incompetent, resulting in unprofessional or socially inappropriate responses. <input type="checkbox"/> Teacher does not balance advocacy and inquiry. <input type="checkbox"/> Teacher does not apply collaborative norms that result in effective functioning one on one and in small and large group settings.
<p>C) Modeling Expectations: Teachers align their actions with the values and beliefs of the district in their daily actions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher holds self and others accountable to the core values and beliefs of the district as evidenced in their words and actions. <input type="checkbox"/> Teacher makes a substantial contribution to school and district events and projects by assuming leadership roles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher holds self accountable to the core values and beliefs of the district as evidenced in their words and actions. <input type="checkbox"/> Teacher makes contributions through active participation in school and district events and projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher inconsistently holds self accountable to the core values and beliefs of the district as evidence in their words and actions. <input type="checkbox"/> Teacher participates in school and district events or projects when directed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's actions hinder the core values and beliefs of the district as evidenced in their words and actions. <input type="checkbox"/> Teacher does not participate in school and district events and projects.
<p>Comments:</p>				

