

Standard 1: Engaging and Supporting All Students in Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 1.1 Using knowledge of students to engage them in learning.			
Ineffectively uses information about student skills, language proficiency, or special needs.	Uses limited data from formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests			
Does not gather information about students' prior knowledge, culture, backgrounds, life experience, and interests to support student learning.	Uses limited information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students' prior knowledge cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students and their cultural background, life experiences and interests to inform instruction.
Element 1.3 Connecting subject matter to meaningful real life contexts.			
Uses no real-life connections to subject matter as identified in curriculum.	Explores and applies limited real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Actively engages students in making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
Element 1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.			
Uses limited instructional strategies. Strategies are poorly carried out or are inappropriate to the needs of the students. No adjustments are made to respond to student needs.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, integrate, and refines a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.

APPENDIX G

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 1.5 Promoting critical thinking through use of questioning, problem solving; and reflection.			
<p>Questions are limited to factual knowledge and comprehension and provide no opportunities for students to recall, interpret, and think critically, aligned to student learning objective/content standard.</p>	<p>Explores some strategies that guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.</p>	<p>Facilitates opportunities for students to apply critical thinking by designing structured inquiries into complex problems.</p>
Element 1.6 Monitoring student learning and making adjustments to instruction while teaching			
<p>Implementation of lessons is inconsistent with curriculum guidelines. Teacher makes no adjustments and/or clarifications to instruction based on observations of student engagement and does not check for understanding.</p>	<p>Implements lessons following curriculum guidelines. Seeks to clarify instructions and learning activities to support student understanding.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p>	<p>Adjusts instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge, and provides assistance to students in mastering the content.</p>

APPENDIX G

Standard 2: Creating and Maintaining an Effective Environment for Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly			
Expectations for fair and respectful behavior needed to support differences in opinions, ideas, cultures, or learning needs are unclear or inconsistent.	Demonstrates fairness and respect in communications with students about language and behavior. Models and communicates those expectations. Seeks to understand cultural perceptions of a caring community.	Reinforces positive, responsible, and respectful student interactions. Assists students in resolving conflicts. Incorporates cultural awareness to develop a positive classroom climate.	Develops shared responsibility with students for resolving conflict and facilitates student leadership and self-reflection in maintaining ongoing improvement of the caring community based on respect, fairness, and the value of all members.
Element 2.2 Creating physical or virtual environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.			
Makes little or no attempt to create physical and/or virtual learning environments that support student learning and diversity. Opportunities for interactions between students are limited.	Experiments with adapting the physical and/or virtual learning environments that support student learning and diversity. Structures/procedures for student interactions are taught in single lessons or sequence of lessons to support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provides a range of resources for learning. Utilizes a variety of structures/procedures for student interactions during learning activities that focus on completion of learning tasks.	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning for the full range of students and reflects diversity within and beyond the classroom.
Element 2.3 Establish and maintain learning environments that are physically, intellectually and emotionally safe.			
Does not adhere to site, district, and/or state laws regarding safety of students and materials. Teacher does not address student interactions that are inappropriate.	Adheres to policies and laws regarding safety that are required by the site, district and state. Responds to behaviors that impact student safety as they arise including issues related to materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning model and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Provides opportunities for students to take risks and offers respectful opinions about divergent viewpoints. Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.

APPENDIX G

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Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.			
Activities, assignments, and classroom interactions are inconsistent in maintaining high expectations and a rigorous learning environment for students.	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.
Element 2.5 Developing, communicating and maintaining high standards for individual and group behavior.			
Expectations, rules, and consequences for individual and group behavior are not clearly established. Response to behavior is inconsistent or inappropriate.	Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.	Uses multiple positive behavior strategies to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Facilitates and supports students to self-assess, monitor, and set goals for individual and/or group behavior and participation.
Element 2.6 Establishes classroom routines, procedures, norms and promotes positive behavior to ensure a climate in which all students can learn.			
Classroom procedures, routines, and/or behavioral expectations are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time.	Establishes procedures, routines, or norms for single lessons to support student learning. Seeks to promote positive behavior. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and established preventions and a positive classroom climate that eliminate most disruptive behavior.	Engages and facilitates students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsible and build on student strengths. Promotes positive behaviors and consistently prevents or refocuses disruptive behaviors to maximize the learning climate.
Element 2.7 Using instructional time to optimize learning.			
Pacing and time spent on learning activities is either rushed or too long. Transitions are confusing, resulting in loss of instructional time. There is no effective opening or temporary closure to the lesson.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Paces instruction for students to provide adequate time for instruction, checking for understanding, completion of learning activities and a closure to the lesson.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of their use of instructional time. Paces, adjusts, and fluidly facilitates instruction and daily activities.

APPENDIX G

Standard 3: Understanding and Organizing Subject Knowledge

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Element 3.1 Demonstrating knowledge of subject matter academic content standards.			
Displays no understanding of content being taught and does not use academic language during instruction that is connected to the content standard being taught.	Demonstrates foundational knowledge of subject matter, related academic language and academic content standards.	Understands and explains the relationships between concepts, academic language, and academic content standards, during instruction in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of the subject matter.			
Lacks basic knowledge of student stages of development and differences in students' understanding of subject matter. Is not consistent in teaching subject-specific state standards.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Occasionally provides explicit teaching of essential content vocabulary and associated academic language. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures opportunities for understanding of subject matter academic language, by consistently providing explicit teaching of specific vocabulary, idioms, key words with multiple meanings, and academic language of text or learning activities in ways that engage students and ensures equitable access to the full range of student language levels and abilities.	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using strategies that provide a deep understanding of subject matter.
Element 3.3 Organizing curriculum to facilitate student understanding of the subject matter.			
The curriculum is not organized, and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	Examines and follows organization of curriculum as provided by site and district to support student understanding of subject matter. Considers adjustments in single lessons to support understanding of subject matter.	Uses and integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student readiness and ensure opportunities for student understanding.	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension by facilitating student articulation about what they do and don't understand.

APPENDIX G

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 3.4 Utilizing instructional strategies that are appropriate to the subject matter.			
Instructional strategies are not connected appropriately to subject matter content, concepts or students' understanding of the academic language.	Uses instructional strategies that are connected to the curriculum. Gathers and uses additional instructional strategies in single lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.
Element 3.5 Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.			
Instructional materials, resources and technologies are either not used or used inappropriately to make subject matter accessible to all students.	Uses available materials, resources and technologies for specific lessons to make subject matter accessible to students. Identifies technological resources needed and explores how to make these resources available to all students.	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. Guides students to use available instructional materials, electronics, and/or online subject matter resources based on individual needs.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.

APPENDIX G

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Element 3.6 Addressing the needs of students with special needs and/or English Learners to provide equitable access to the content.			
<p>Is unaware of the full range of students identified with special needs and/or English Learners even though data is provided by the school. Rarely attends meetings with resource personnel and families. Little or no attempt to scaffold instruction using visuals, models, or graphic organizers. Teacher does not inquire about a student of concern in their classroom.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons. Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p> <p>Is aware of students' primary language and English language proficiencies based on available assessment data. Provides adapted material to help English Learners access content. Uses some measures of assessing English learner performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel and para-educators to ensure that student services are provided and progress is made in accessing appropriate content. Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p> <p>Identifies language proficiencies and English learner strengths in the study of language content. Differentiates instruction using one or more components of English language development to support English learners. Creates and implements scaffolds to support standards-based instruction using literacy strategies and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. Supports families in navigating school procedures and policies. Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. Guides and supports the full range of students with special needs to actively engage in assessments, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction. Develops and adapts instruction to provide a wide range of scaffolds to support standards-based instruction for language and content for the full range of English learners.</p>

APPENDIX G

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 4.1 Using knowledge of students' academic readiness, language, proficiency cultural background, and individual development to plan instruction.			
Daily lessons are not guided by assessment information on student academic readiness, language, cultural background, or individual development.	Plans daily lessons using available data on student academic readiness, assessments, language, cultural background, and individual development. Is aware of potential areas of bias and seeks to learn about responsive pedagogy.	Plans differentiated instruction based on knowledge of students' academic readiness, language, cultural background, and individual cognitive, social development and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information of students. Uses culturally responsive pedagogy in planning. Engages students in the analysis of bias, stereotyping, and assumptions.
Element 4.2 Establishing and articulating goals for student learning.			
Does not establish clear instructional learning objectives or align goals with standards. Expectations for students are usually low or unrealistic.	Establishes and communicates learning objectives for lessons to students based on content standards and available curriculum guides.	Establishes and communicates to students clear learning goals for content that are assessable, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates comprehensive short and long-term learning goals for students. Assists students to articulate and monitor individual learning goals.
Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.			
Lesson plans are not linked to long and short-term content standards or subject matter concepts.	Uses curriculum guidelines aligned to content standards for daily, short-term, and long-term plans. Begins to plan curriculum units that include a series of connected lessons that are linked to long-term planning to support student learning.	Establishes and refines short and long-term curriculum plans to reflect integration of content standards with assessed instructional needs of students to ensure high levels of learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short- term instructional plans to ensure high level of learning.
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.			
Lesson plans incorporate limited strategies and do not address the various learning needs of the full range of learners in the class.	Plans instruction that incorporates strategies suggested by curriculum guidelines. Selects strategies for lessons that respond to students' diverse learning needs.	Incorporates differentiated instructional strategies into ongoing planning to provide appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.

APPENDIX G

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.			
Instructional plans are inconsistently modified, adapted, or differentiated in spite of evidence that modifications would improve student learning.	Begins to adapt plans and materials in a single lesson or sequence of lessons to address students' learning needs.	Makes adjustments and adaptations to differentiated instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.	Anticipates and plans for wide range of adaptations to lessons based on in-depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Standard 5: Assessing Student Learning

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.			
Unclear understanding of the purpose of various types of assessments and how these assessments provide information about the range of learning needs of students in the class.	Is aware of the purposes and characteristics of formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress and proficiency.	Utilizes assessments and identifies skills to be addressed to support student learning based on a clear understanding of the purposes and characteristics of pre-assessments, formative and summative assessments.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.
Element 5.2 Collecting and analyzing assessment data from a variety of source to inform instruction.			
Uses little or no appropriate data or strategies to monitor and assess student learning and make adjustments to current or future lessons.	Uses data from assessments to assess student learning. Makes adjustments in planning for lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses data analysis from a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Integrates assessments strategically and systematically throughout instruction appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.			
Little or no attempt is made to review available assessment data either individually or with colleagues. Little or no awareness of needs of the students in the class.	Reviews and monitors available assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Facilitates collaborative work and fosters colleagues' ability to analyze student thinking and identify underlying causes for trends and patterns.

APPENDIX G

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.			
Rarely or inconsistently uses data from assessments to set learning goals for the class.	Uses data from assessments to establish content-based learning goals for class and individual students in lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses a broad range of assessment data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.
Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.			
Does not consistently communicate to students the lesson objectives, outcomes, or summative assessment results. Does not include opportunities for students to set goals and reflect/monitor their own progress.	Communicates to students the lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors and records student progress.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Regularly guides and provides time for students to monitor and reflect on their progress towards class or individual goals.	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
Element 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.			
Does not use available technologies and/or is not using results of assessments to analyze data as a means of informing instruction and/or to communicate assessment results. Information and communication to students and families is limited or unavailable. Does not attempt to provide communication to those who lack access to technology.	Uses available technologies to implement individual assessments, record results, and communicate with administration, colleagues and families about student learning. Attempts to provide communication to those who lack access to technology.	Uses technologies to design and implement assessments, record and analyze results, and communication about student learning with administration, colleagues, families and students. Communicates through alternative formats for those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student. Provides for in-depth and ongoing communication regarding student learning.
Element 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.			
Does not provide students with feedback based on assessed work and required summative assessments. Teacher does not use school-mandated procedures to notify families of student proficiencies, challenges, or behavior issues.	Provides students with assessment feedback in ways they can understand. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for increasing learning and improving academic achievement. Provides opportunities for timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Provides ongoing communication with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.

APPENDIX G

Standard 6: Developing as a Professional			
UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 6.1 Reflecting on teaching practice in support of student learning.			
Teacher does not reflect on specific problems or areas of concern in his/her teaching practice to address the needs of all students and rarely uses reflection to assess personal professional growth over time.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Maintains ongoing reflective practice and applies research in supporting student learning and raising the level of academic achievement.
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.			
Professional goals are not established to guide practice. The teacher does not pursue opportunities to develop new knowledge or skills, or to participate in professional learning.	Sets goals connected to the CSTP through required processes and district protocols. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in professional learning.	Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment. Aligns personal goals with school and district goals, and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.
Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.			
Does not collaborate with colleagues to improve student learning or improve his/her own professional knowledge.	Attends staff, grade level, department, and other required meetings. Identifies student and teacher resources at the school and district level.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Works to ensure the broadest positive impacts possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with colleagues and/or the broader professional community focused on student achievement.
Element 6.4 Working with families to support student learning.			
Does not communicate with families or interactions with students' families are not conducted in a professional manner.	Communication with the families is inconsistent and interactions are sometimes conducted in an unprofessional manner.	Communication with the families is consistent and conducted in a professional manner.	Communication with the families extends to opportunities for parental involvement/leadership beyond the classroom. Interactions with students' families are conducted professionally.

APPENDIX G

UNSATISFACTORY	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
Element 6.5 Engages local communities in support of instructional curriculum.			
Little or no inquiry about community/district resources to support students' needs and/or the curriculum.	Seeks available community/district resources. Includes references or connections to communities in lessons.	Uses a variety of community/district resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.
Element 6.6 Manages professional responsibilities to maintain motivation and commitment to all students.			
Basic contractual responsibilities are not addressed. There is little or no commitment to student learning.	Maintains contractual responsibilities and seeks support as needed. Demonstrates commitment by exploring ways to address student learning.	Fulfills contractual responsibilities and utilizes support when needed. Pursues ways to support students' diverse learning and fosters the belief that all students can learn.	Models professionalism and fulfills contractual responsibilities effectively. Supports colleagues to maintain motivation and commitment to all students.
Element 6.7 Demonstrating professional responsibility, integrity and ethical conduct.			
Does not follow any or all of the following: state codes, legal requirements, board approved district policies, contractual agreements, and ethical responsibilities. Interactions with staff are not conducted in a professional manner.	Inconsistently follows all state codes, legal, requirements, district and site policies, contractual agreements, and ethical responsibilities. Attends professional learning communities.	Follows all state codes, legal, requirements, district and site policies, contractual agreements, and ethical responsibilities. Participates in professional learning communities.	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes positively to professional learning communities. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.