

# Paterson Public Schools



## Teacher Mentor of Climate and Culture Practice Rubric

---

## **Professional Educator Performance Standards**

---

- 1. Preparation to Establish a School Community that supports a safe and orderly equitable learning environment (x2)**
  - ❖ **Teacher Mentors of Climate and Culture supports a safe and orderly equitable learning environment using a comprehensive approach.**
- 2. Use of Data to Inform Educational Equities and Condition (x2)**
  - ❖ **Teacher Mentors of Climate and Culture use a variety of data sources to support student success.**
- 3. Develops a Culturally Respectful Environment (x3)**
  - ❖ **Teacher Mentor of Climate and Culture supports the development of culturally respectful environment.**
- 4. Interventions to Meet Diverse Needs (x3)**
  - ❖ **Teacher Mentors of Climate and Culture increase the probability of advancing student achievement.**
- 5. Develops a Data Responsive Environment (x2)**
  - ❖ **Teacher Mentors of Climate and Culture establish a culture that is conducive to student well-being and learning.**
- 6. Leadership (x2)**
  - ❖ **Teacher Mentors of Climate and Culture are responsible for professional growth and positive leadership.**
- 7. Professionalism (x1)**
  - ❖ **Teacher Mentors of Climate and Culture have a responsibility to parents, students, the district, the public and to the education profession.**

# PERFORMANCE STANDARD #1: Preparation to Establish a School Community that Supports a Safe and Orderly Equitable Learning Environment

*Teacher Mentors of Climate and Culture supports a safe and orderly equitable learning environment using a comprehensive approach.*

Service and Support		Level of Performance			
<i>The Teacher Mentor of Climate and Culture should know and be able to:</i>		The Teacher Mentor of Climate and Culture performing at this level:			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
1a.	<b>Outlines clear Expectations</b>	<input type="checkbox"/> There is no evidence to show the Teacher of Climate and Culture provides technical assistance to the members of the Climate and Culture School team that initiates and engages in problem-solving to advance positive climate and culture with high expectations for <i>all</i> staff, students and parents.	<input type="checkbox"/> There is some evidence to show the Teacher of Climate and Culture provides technical assistance to the members of the Climate and Culture School team that initiates and engages in problem-solving to advance positive climate and culture with high expectations for <i>all</i> staff, students and parents.	<input type="checkbox"/> There is much evidence to show the Teacher of Climate and Culture provides technical assistance to the members of the Climate and Culture School team that initiates and engages in problem-solving to advance positive climate and culture with high expectations for <i>all</i> staff, students and parents.	<input type="checkbox"/> There is substantial evidence to show the Teacher of Climate and Culture provides technical assistance to the members of the Climate and Culture School team that initiates and engages in problem-solving to advance positive climate and culture with high expectations for <i>all</i> staff, students and parents
1b.	<b>Creates a Culture of Excellence</b>	<input type="checkbox"/> Provides no technical assistance to the climate and culture school team to create positive climate and culture goals that complement the district's academic goals of excellence.	<input type="checkbox"/> Provides some technical assistance to the climate and culture school team to create positive climate and culture goals that complement the district's academic goals of excellence.	<input type="checkbox"/> Provides much technical assistance to the climate and culture school team to create positive climate and culture goals that complement the district's academic goals of excellence.	<input type="checkbox"/> Provides substantial technical assistance to the Climate and Culture School Team to create positive climate and culture goals that complement the district's academic goals of excellence.
1c.	<b>Provides clear Communication</b>	<input type="checkbox"/> Provides no technical assistance to the Climate and Culture School Team so that each member communicates the established goals that complement the school's academic goals of excellence.	<input type="checkbox"/> Provides some technical assistance to the Climate and Culture School Team so that each member communicates the established goals that complement the school's academic goals of excellence.	<input type="checkbox"/> Provides much technical assistance to the Climate and Culture School Team so that each member communicates the established goals that complement the school's	<input type="checkbox"/> Provides substantial technical assistance to the Climate and Culture School Team so that each member communicates the established goals that complement the school's

				academic goals of excellence.	academic goals of excellence.
1d.	<b>District Policy</b>	<input type="checkbox"/> Action plans are not based on a thorough understanding of how to implement a positive climate and culture aligned with district adopted policies.	<input type="checkbox"/> Action plans are somewhat based on a thorough understanding of how to implement a positive climate and culture aligned with district adopted policies.	<input type="checkbox"/> Action plans are based on a thorough understanding of how to implement a positive climate and culture aligned with district adopted policies.	<input type="checkbox"/> Action plans are substantially based on a thorough understanding of how to implement a positive climate and culture aligned with district adopted policies.
1e.	<b>Action Plans</b>	<input type="checkbox"/> Action plans have no activities and a timeline of implementation cannot be found.	<input type="checkbox"/> Action plans have some activities and a timeline of implementation.	<input type="checkbox"/> Action plans have activities and a timeline of implementation.	<input type="checkbox"/> Action plans have substantial activities and the timeline is aligned with the goals that complement the district's academic goals of excellence.

<b>Standard #1 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
--------------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #2: Use of Data to Inform Educational Equities and Condition

*Teacher Mentors of Climate and Culture use a variety of data sources to support student success.*

Service and Support		Level of Performance			
<i>The Teacher Mentor of Climate and Culture should know and be able to:</i>		The Teacher Mentor of Climate and Culture performing at this level:			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
2a.	<b>Accesses Data</b>	<input type="checkbox"/> No evidence of the analysis of surveys, focus group interviews, attendance data or discipline data.	<input type="checkbox"/> Accesses and analyzes the data from surveys, focus group interviews attendance data and discipline data to identify accomplishments and areas in need of improvement.	<input type="checkbox"/> Accesses the data from surveys, focus group interviews, attendance data and discipline data to improve achievement results for individuals and groups of students.	<input type="checkbox"/> Regularly accesses and systematically uses data from surveys, focus group interviews, attendance data and discipline data to organize tables and create profiles on multiple measures of culture and climate implementation achievement results
2b.	<b>Analyzes Data</b>	<input type="checkbox"/> Although the surveys and focus group interviews are implemented and the discipline, attendance, and truancy data is collected, there is no evidence that the information is used to make decisions to create positive climate and culture.	<input type="checkbox"/> Attempts to make decisions linked to analysis of data may not be complete to create positive climate and culture.	<input type="checkbox"/> Makes accurate use of data from surveys, focus group interviews, discipline incidents, attendance and truancy when making decisions to create positive climate and culture.	<input type="checkbox"/> Accurately draws inferences from multiple data sources such as surveys, focus group interviews, discipline incidents, attendance and truancy reports to make decisions about next steps and timeline activities for a positive climate and culture.

2c.	<b>Implements an effective Feedback System</b>	<input type="checkbox"/> A single type of a feedback method is used that is not aligned with the evidence outcomes from the data.	<input type="checkbox"/> Uses a limited number of feedback methods to assess implementation, which are not clearly aligned with the evidence outcomes from the data.	<input type="checkbox"/> Appropriately uses a number of feedback methods to assess implementations, which are loosely aligned to the evidence outcomes from the data.	<input type="checkbox"/> Evidence of a well-balanced feedback system is in place which uses a variety of methods (i.e.: Focus groups, surveys, reflections, agendas, and other feedback methods) that matches the intended purpose of the strategy to promote a positive climate and culture. Strategies are closely aligned with evidence outcomes from the data.
2d.	<b>Provides quality feedback</b>	<input type="checkbox"/> Feedback methods are of poor quality and do not support the development of a positive climate and culture.	<input type="checkbox"/> Uses feedback methods not relative to the action plan. Collaborates with most stakeholders, such as students, staff, and parents to implement evaluations to assess the action plan and compare results.	<input type="checkbox"/> Collaborates with all stakeholders, such as students, staff, and parents to develop and create a variety of feedback methods to assess the relevancy of the action plan to promote a positive climate and culture.	<input type="checkbox"/> Designs high-quality feedback methods to accurately measure the success of each objective and activity in the action plan's objectives, activities, timeline and its implementation.

<b>Standard #2 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
--------------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #3: Develops a Culturally Respectful Environment

*Teacher Mentor of Climate and Culture supports the development of culturally respectful environment.*

Service and Support		Level of Performance			
<i>The Teacher Mentor of Climate and Culture should know and be able to:</i>		The Teacher Mentor of Climate and Culture performing at this level:			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
3a.	<b>Provides support for positive climate and culture.</b>	<input type="checkbox"/> The teacher mentor provides no support to stakeholders to foster polite and respectful interactions among students, staff and parents.	<input type="checkbox"/> The teacher mentor provides limited support to all stakeholders to foster polite and respectful interactions among students, staff and parents.	<input type="checkbox"/> The teacher mentor supports all stakeholders to foster polite and respectful interactions among students, staff and parents.	<input type="checkbox"/> Strategically selects from an extensive repertoire of effective focused interventions to decrease students' discipline infractions. The teacher mentor supports stakeholders to foster a school-wide culture in which interactions among students, staff and parents are highly respectful. Students have learned to be supportive of one another.
3b.	<b>Selects Effective strategies.</b>	<input type="checkbox"/> The teacher mentor provides stakeholders with no strategies that foster positive communication with students and does not contribute to the learning community	<input type="checkbox"/> The teacher mentor provides stakeholders with limited strategies that foster positive communication with students and may or may not contribute to the learning community.	<input type="checkbox"/> The teacher mentor provides stakeholders with some strategies that foster positive communication with students which contribute to the learning community.	<input type="checkbox"/> The teacher mentor provides stakeholders with various strategies that foster positive communication with students which contribute to the learning community.

3c.	<b>Creates and implements Purposeful strategies</b>	<input type="checkbox"/> The teacher mentor does not teach or model tolerance strategies. Teacher mentor actions/words embarrass and/or devalue students.	<input type="checkbox"/> The teacher mentor is beginning to address issues related to tolerance and respect for cultural and other differences, although expectations may not be consistently enforced.	<input type="checkbox"/> The teacher mentor incorporates lessons on teaching tolerance strategies to students fostering respect for all students and staff.	<input type="checkbox"/> The teacher mentor is intentional about teaching tolerance strategies and reinforces school-wide interactions that are respectful of all students and staff.
3d.	<b>Clearly outlines Directions and Expectations</b>	<input type="checkbox"/> Allows others to fulfill the goals and priorities outlined in the School Action Plan.	<input type="checkbox"/> Works collaboratively with leadership to fulfill the goals and priorities outlined in the School Action Plan.	<input type="checkbox"/> Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the School Action Plan by serving in a building leadership capacity.	<input type="checkbox"/> Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/School Action Plan.
3e.	<b>Seeks Positive Solutions</b>	<input type="checkbox"/> Does not act in ways that reinforce the implementation of school improvement efforts.	<input type="checkbox"/> Maintains relationships with colleagues to fulfill duties that the school requires.	<input type="checkbox"/> Provides mutual support and cooperation with colleagues and administrators that contribute to improving the functioning of the school.	<input type="checkbox"/> Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the programs within the school and/or district.
3f.	<b>Optimizes relationships with colleagues</b>	<input type="checkbox"/> No time is devoted to dialogue with colleagues in collaborative teams to improve student outcomes.	<input type="checkbox"/> Takes some initial steps to engage in dialogues with colleagues in collaborative teams.	<input type="checkbox"/> Actively participates in a culture of professional inquiry with colleagues to improve best practices in collaborative teams; stays focused and moves the discussion forward.	<input type="checkbox"/> Facilitates dialogues that challenge self and others on the collaborative teams to continually improve the team's effectiveness (e.g., engaging in collective inquiry on questions specifically linked to student achievement, use of protocols, engaging in action research and practicing sense-making).



3g.	<b>Communicates direction and ideas</b>	<input type="checkbox"/> Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	<input type="checkbox"/> Exchanges ideas with other teachers and members of the team regarding discipline strategies, increasing student attendance and other non-academic concerns.	<input type="checkbox"/> Volunteers to participate in school or district professional learning making an important, contribution to the work of the team.	<input type="checkbox"/> Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.
3h.	<b>Exhibits a Growth Mindset</b>	<input type="checkbox"/> Does not engage in professional development activities other than for licensure renewal.	<input type="checkbox"/> Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	<input type="checkbox"/> Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	<input type="checkbox"/> Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices, enhancing effectiveness.
3i.	<b>Sets clear expectations</b>	<input type="checkbox"/> Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	<input type="checkbox"/> Develops individual performance goals and monitors as required.	<input type="checkbox"/> Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.	<input type="checkbox"/> Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.

<b>Standard #3 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
--------------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

*Teacher Mentors of Climate and Culture increase the probability of advancing student achievement.*

Service and Support  <i>The Mentor should know and be able to:</i>		Level of Performance The Mentor performing at this level:							
		<i>Unsatisfactory</i>		<i>Progressing</i>		<i>Proficient</i>		<i>Exemplary</i>	
4a	Differential Techniques	Does not differentiate intervention for students.	Experiments with differentiated intervention techniques for some students without clearly defining the student's needs that are being addressed by the use of the strategy.		Appropriately implements differentiated intervention techniques to meet the needs of various student groups.		Analyzes student achievement and behavioral data to effectively design and differentiate intervention techniques to challenge all student groups and especially highly able students.		
4b	Response to Intervention	Assumes minimal responsibility in providing intervention and does not collaborate with special service providers to support students with unique learning needs.	Attends meetings to discuss concerns for specific students with limited follow-up.		Participates in providing staff members with intervention to provide differentiated instruction and consults with special service providers to support students' needs.		Assumes an active role as a member of the leadership team providing academic intervention to provide differentiated strategies and works collaboratively with special service providers to support students with unique needs.		
4c	Progress Monitoring	Progress monitoring data is not available.	Progress monitoring data is recorded.		Records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased.		Maintains progress monitoring data and analyzes discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly.		
Standard #4 Overall Score		<div><input type="checkbox"/></div> Unsatisfactory	<div><input type="checkbox"/></div> Progressing I	<div><input type="checkbox"/></div> Progressing II	<div><input type="checkbox"/></div> Proficient I	<div><input type="checkbox"/></div> Proficient II	<div><input type="checkbox"/></div> Proficient III	<div><input type="checkbox"/></div> Exemplary	

**Comments:**

# PERFORMANCE STANDARD #5: Develops a Data Responsive Environment

*Teacher Mentors of Climate and Culture establish a culture that is conducive to student well-being and learning.*

Service and Support		Level of Performance The Mentor performing at this level:			
The Mentor should know and be able to:		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
5a	<b>Data collection support for positive climate and culture</b>	Provides no support for analyzing data and using data throughout the school.	Provides limited support for data collection, analysis and usage.	Collect data comprehensively, including information about classroom practice, formative assessments, disaggregated standardized tests scores, parents' experiences with the school, and staff experiences and attitudes.	Collects data to support staff members , grade-level (and other) teams develop plans that indicate what data are needed and for what purpose. Appropriate sources for those data are used.
5b	<b>Analyze and use results from multiple sources or assessments in decision making.</b>	Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.	Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.
5c	<b>Interpreting data for improved environment</b>	Data are maintained/analyzed centrally and shared in a limited manner with teachers or other instructional staff for solutions/strategies.	Works collaboratively with leadership to fulfill the goals and priorities outlined with limited data analysis and interpretation to create solutions/strategies.	Structures in place that allow for collaborative analysis and interpretation of data in multiple ways through leadership team collaborations.	Staff members are data- literate and active in collecting, analyzing, and using data for their students and classrooms. There are structures in place to allow for collaborative analysis. Results are not offered in a way that facilitates an improved school-wide environment for individual or groups of students or for the classroom. Data analysis and dissemination are systematic. and interpretation of data from all sources.

5d	Exhibits a Growth Mindset	Does not engage in professional development activities other than for licensure renewal.	Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices, enhancing effectiveness.			
5e	Serves as a Mentor	Does not seek or accept feedback from mentors or peers.	Seeks and accepts support from a mentor and/or peers.	Positively impacts the work of other educators through mentorship and/or peer feedback.	Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.			
5f	Sets clear expectations	Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	Develops individual performance goals and monitors as required.	Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.	Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.			
Standard #5 Overall Score		<div><input type="checkbox"/></div> Unsatisfactory	<div><input type="checkbox"/></div> Progressing I	<div><input type="checkbox"/></div> Progressing II	<div><input type="checkbox"/></div> Proficient I	<div><input type="checkbox"/></div> Proficient II	<div><input type="checkbox"/></div> Proficient III	<div><input type="checkbox"/></div> Exemplary

**Comments:**

# PERFORMANCE STANDARD #6: Leadership

***Teacher Mentors of Climate and Culture are responsible for professional growth and positive leadership.***

Service and Support		Level of Performance			
<i>The Teacher Mentor of Climate and Culture should know and be able to:</i>		The Teacher Mentor of Climate and Culture performing at this level:			
		<b><i>Unsatisfactory</i></b>	<b><i>Progressing</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
6a.	<b>Exhibits strong Leadership Skills</b>	<input type="checkbox"/> Allows others to fulfill the goals and priorities outlined in the building Action Plan.	<input type="checkbox"/> Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.	<input type="checkbox"/> Actively participates in positively contributing to the fulfillment of the goals and priorities outlined in the Building Action Plan by serving in a building leadership capacity.	<input type="checkbox"/> Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/Building Action Plan.
6b.	<b>Creates Collegial Partnerships</b>	<input type="checkbox"/> Does not act in ways that reinforce the implementation of school improvement efforts.	<input type="checkbox"/> Maintains relationships with colleagues to fulfill duties that the school requires.	<input type="checkbox"/> Provides mutual support and cooperation with colleagues and administrators that contribute to improving the functioning of the school.	<input type="checkbox"/> Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the school and/or programs within the district.
6c.	<b>Focuses on quality strategies</b>	<input type="checkbox"/> Engages in disagreements in an unprofessional manner and/or is unsupportive of school improvement effort	<input type="checkbox"/> Supportive of the school's focus on improving the quality of instruction for most students.	<input type="checkbox"/> Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	<input type="checkbox"/> Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy.
6d.	<b>Displays Professional Inquiry</b>	<input type="checkbox"/> No time is devoted to dialogue with colleagues to improve student outcomes.	<input type="checkbox"/> Takes some initial steps to engage in dialogues with colleagues.	<input type="checkbox"/> Actively participates in a culture of professional inquiry with colleagues to improve best practices, stays focused and moves the discussion forward.	<input type="checkbox"/> Facilitates dialogues that challenge self and others on the team to continually improve effectiveness

6e.	<b>Pursues Professional Learning</b>	<input type="checkbox"/> Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	<input type="checkbox"/> Exchanges ideas with other teachers and members of the team.	<input type="checkbox"/> Volunteers to participate in school or district professional learning, making an important contribution to the work of the team.	<input type="checkbox"/> Collaborates with administrative team to promote the sharing of best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.
6f.	<b>Is a Life Long Learner</b>	<input type="checkbox"/> Does not engage in professional development activities other than for licensure renewal.	<input type="checkbox"/> Participates in professional development opportunities to gain new skills.	<input type="checkbox"/> Actively reflects on seeking new professional development opportunities to grow professionally.	<input type="checkbox"/> Challenges self to grow professionally, providing evidence of life-long learning.
6g.	<b>Provides Feedback to Peers</b>	<input type="checkbox"/> Does not seek or accept feedback from mentors or peers.	<input type="checkbox"/> Seeks and accepts support from a mentor and/or peers.	<input type="checkbox"/> Positively impacts the work of other educators through mentorship and/or peer feedback.	<input type="checkbox"/> Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.
6h.	<b>Sets Performance Goals</b>	<input type="checkbox"/> Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	<input type="checkbox"/> Develops individual performance goals and monitors as required.	<input type="checkbox"/> Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.	<input type="checkbox"/> Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.

<b>Standard #6 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
----------------------------------	---	--	---	---	--	---	--

**Comments:**

# PERFORMANCE STANDARD #7: Professionalism

*Teacher Mentors of Climate and Culture have a responsibility to parents, students, the district, the public and to the education profession.*

Service and Support		Level of Performance			
<i>The Teacher Mentor of Climate and Culture should know and be able to:</i>		The Teacher Mentor of Climate and Culture performing at this level:			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
7a.	<b>Fulfills Legal and Professional Responsibilities</b>	<input type="checkbox"/> Disregards or has no awareness of legal and professional responsibilities pertaining to HIB, attendance and other student discipline matters.	<input type="checkbox"/> Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to HIB, attendance and other student discipline matters.	<input type="checkbox"/> Understands and abides by the legal and professional responsibilities pertaining to HIB, attendance and other student discipline matters.	<input type="checkbox"/> Fully understands, abides by and supports the legal and professional responsibilities pertaining to HIB, attendance and other student discipline matters. The teacher mentor acts proactively in seeing that colleagues comply with standards of excellence.
7b.	<b>Complies with Federal, State and district regulations</b>	<input type="checkbox"/> Does not comply with Federal, State and district policies and procedures.	<input type="checkbox"/> Inconsistently complies with Federal, State and district policies and procedures.	<input type="checkbox"/> Consistently complies with Federal, State and district policies and procedures.	<input type="checkbox"/> Complies with Federal, State and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
7c.	<b>Maintains Confidentiality</b>	<input type="checkbox"/> Disregards the legal and professional aspects of confidentiality practices.	<input type="checkbox"/> Seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicate with colleagues about best practice with regard to confidentiality laws.	<input type="checkbox"/> Maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	<input type="checkbox"/> Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Reinforces decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.

7d.	<b>Contributes to a Respectful Workplace</b>	<input type="checkbox"/> Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	<input type="checkbox"/> Interactions with students, parents, staff and/or the community are neutral. Complies with respectful workplace behaviors.	<input type="checkbox"/> Consistently models respect for others when interacting with students, parents, staff and/or the community. Models respectful workplace behaviors.	<input type="checkbox"/> Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.
7e.	<b>Displays Honesty and Integrity</b>	<input type="checkbox"/> Displays unethical or dishonest conduct when interacting with students, parents and/or colleagues.	<input type="checkbox"/> Uses poor judgment when interacting with students, parents and/or colleagues.	<input type="checkbox"/> Interacts with students, parents and/or colleagues with honesty and integrity.	<input type="checkbox"/> Displays the highest level of ethical and professional conduct, acting honestly and with integrity when interacting with students, parents, colleagues and/or the community.
7f.	<b>Fulfills duties to create positive Climate and Culture</b>	<input type="checkbox"/> Absent from assignment and assigned duties and/or is habitually late.	<input type="checkbox"/> Performs assignments and other duties as assigned. Is usually present and on time.	<input type="checkbox"/> Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is consistently present and on time.	<input type="checkbox"/> Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.
7g.	<b>Provides clear Communication</b>	<input type="checkbox"/> Poorly communicates to students, staff, families, colleagues and/or the community. Communication is frequently inaccurate and unclear and is not sent in a timely fashion.	<input type="checkbox"/> Communicates information adequately using oral, written and/or electronic methods.	<input type="checkbox"/> Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	<input type="checkbox"/> Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the school. Communication serves to advance understanding in challenging situations.
7h.	<b>Has strong Conflict Resolution and Decision Making skills</b>	<input type="checkbox"/> Minimal involvement in identifying and seeking solutions to challenges. Solutions may even have an adverse impact.	<input type="checkbox"/> Makes limited contributions when identifying and seeking solutions to effectively address challenges regarding climate and culture.	<input type="checkbox"/> Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address challenges regarding climate and culture.	<input type="checkbox"/> Promotes and models strategies for identifying and seeking solutions to challenges regarding climate and culture.
7i.	<b>Maintains Professional Composure</b>	<input type="checkbox"/> Loses composure or becomes defensive when faced with a difficult problem.	<input type="checkbox"/> Requires reassurance from others to maintain composure in the face of conflict or difficult issues.	<input type="checkbox"/> Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	<input type="checkbox"/> Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. Is a calming presence when faced with conflict or challenges.



<b>Standard #7 Overall Score</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>
--------------------------------------	---	--	---	---	--	---	--

**Comments:**