

## TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

<p style="text-align: center;"><b>STANDARD 1</b></p> <p style="text-align: center;"><b>Commitment to the School Community</b></p>	<p style="text-align: center;"><b>STANDARD 2</b></p> <p style="text-align: center;"><b>Reflection on Professional Growth and Practice</b></p>	<p style="text-align: center;"><b>STANDARD 3</b></p> <p style="text-align: center;"><b>Professional Obligations</b></p>	<p style="text-align: center;"><b>STANDARD 4</b></p> <p style="text-align: center;"><b>Family Engagement</b></p>	<p style="text-align: center;"><b>STANDARD 5</b></p> <p style="text-align: center;"><b>Student Perception</b></p>
<p><b>Indicator 1</b> The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p>	<p><b>Indicator 1</b> The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p>	<p><b>Indicator 1</b> The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p>	<p><b>Indicator 1</b> The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p>	<p><b>Indicator 1</b> The students report that the teacher helps them learn.</p>
<p><b>Indicator 2</b> The teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<p><b>Indicator 2</b> The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p>	<p><b>Indicator 2</b> The teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<p><b>Indicator 2</b> The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p>	<p><b>Indicator 2</b> The students report that the teacher creates a safe and supportive learning environment.</p>
<p><b>Indicator 3</b> The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	<p><b>Indicator 3</b> The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	<p><b>Indicator 3</b> The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p><b>Indicator 3</b> The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p><b>Indicator 3</b> The students report that the teacher cares about them as individuals and their goals or interests.</p>

<div style="text-align: center;"> <b>STANDARD 1</b>  <b>COMMITMENT TO THE SCHOOL COMMUNITY</b> </div>							
<b>Indicators</b>		<b>Performance Areas</b>					
<b>What Teachers Need to Demonstrate</b>	<b>Mandatory Evidence Sources of Professional Responsibilities</b>	<b>Optional Evidence Sources of Professional Responsibilities</b>	<b>Description/Notes</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Indicator 1</b> The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Student data</li> </ul>	<ul style="list-style-type: none"> <li>Actively engages in collaborative and reflective practices with others to improve instructional practices</li> <li>Participates in grade-level, departmental, and/or professional learning communities</li> <li>Mentors other teachers in formal/informal settings</li> <li>Participates in optional or required professional development opportunities</li> </ul>	Teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Teacher collaborates minimally with colleagues about improving instructional practice.	Teacher does not or rarely collaborates with colleagues about improving instructional practice.
<b>Indicator 2</b> The teacher takes an active role in building a professional culture that supports school and district initiatives.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Student data</li> </ul>	<ul style="list-style-type: none"> <li>Dedicates time and energy to district/school initiatives (i.e., reduction in student absenteeism, increase in graduation rate, expanding “reading across curriculum” program)</li> <li>Consistently supports the School Improvement Plan initiatives through planning, instruction, assessment and monitoring practices</li> </ul>	Teacher supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives.	Teacher participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives.	Teacher minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives.	Teacher does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives.
<b>Indicator 3</b> The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Student data</li> </ul>	<ul style="list-style-type: none"> <li>Creates an atmosphere that fosters students using others as sources of knowledge, listening to, and showing respect for others’ contributions</li> <li>Promotes positive, interpersonal relationships among students and staff</li> <li>Emphasizes pride in self, school, and community</li> <li>Models high personal and professional standards</li> <li>Demonstrates, maintains, and reinforces high academic and behavioral expectations for all students</li> </ul>	Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.	Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.	Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.	Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.

STANDARD 2							
Indicators		REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH				Performance Areas	
What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes	Level 4	Level 3	Level 2	Level 1
<b>Indicator 1</b> The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Teacher Professional Growth Plan</li> </ul>	<ul style="list-style-type: none"> <li>Participates in peer observations and reflection</li> <li>Integrates analyses of student achievement data to assess effectiveness of instruction and to modify instruction based on data</li> <li>Models self-reflection in discussions with instructional leaders and colleagues</li> <li>Examines student work with colleagues to analyze and adjust instruction</li> <li>Seeks the feedback of colleagues and is open to applying advice or suggestions to his/her instructional practice</li> </ul>	Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.	Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.	Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.	Teacher is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.
				Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.	Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.	Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.	Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.
<b>Indicator 2</b> The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Teacher Professional Growth Plan</li> </ul>	<ul style="list-style-type: none"> <li>Participates in ongoing professional development to promote effectiveness in curriculum development, delivery and evaluation, classroom management and teaching skills</li> <li>Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>Shares current educational research and best practices with colleagues</li> </ul>	Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.	Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.	Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.	Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.
<b>Indicator 3</b> The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Cooperative Teacher</li> <li>Professional Growth Plan</li> <li>Mentee/evaluator Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Serves as a cooperating teacher for pre-service teachers and/or mentors new teachers</li> <li>Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making</li> <li>Participates in district-wide advisory groups and professional organizations</li> <li>Participates in the development and implementation of local school improvement goals</li> </ul>	Teacher actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g. pre-service cooperating teacher). The teacher frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.	Teacher actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g. pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal). The teacher seeks out leadership opportunities in order to develop leadership skills.	Teacher maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process. The teacher demonstrates minimal interest and skill in leadership.	Teacher does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.

STANDARD 3 PROFESSIONAL OBLIGATIONS							
Indicators		Performance Areas					
What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Family/community feedback</li> </ul>	<ul style="list-style-type: none"> <li>Is cognizant of the need for equitable treatment of all students, including those with disabilities or other special needs; meets the individual learning needs of students and assists each student to maximize his or her learning outcome</li> <li>Utilizes appropriate resources to address issues of inequality</li> </ul>	Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality.	Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality.	Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families.	Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment.
<p><b>Indicator 2</b> The teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Family/community feedback</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the highest standards of professional behavior, exercises professional judgment, and acts in a courteous and sensitive manner when interacting with students, parents or guardians, staff and the community</li> </ul>	Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity.	Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.	Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession.	Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.
<p><b>Indicator 3</b> The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Teacher files</li> </ul>	<ul style="list-style-type: none"> <li>Possesses a thorough knowledge of and complies with all district/school policies, regulations, and procedures specific to his or her role and responsibilities in both teaching and extracurricular involvements</li> </ul>	Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.	Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities.	Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities.	Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.

STANDARD 4 FAMILY ENGAGEMENT							
Indicators			Performance Areas				
What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Parent/Family/Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable</li> <li>Solicits/uses information from families about their children's learning style, strengths, and needs</li> <li>Communicates academic and/or behavioral concerns to families in order to develop collaborative solutions</li> <li>Uses a variety of communication modes to effectively communicate with a diverse student population</li> </ul>	Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.	Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.	Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.	Teacher makes little or no attempt to communicate with parents/guardians about the instructional program or student progress.
<p><b>Indicator 2</b> The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Parent/Family/Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>Performs duties professionally, efficiently and effectively with honesty, integrity and fairness</li> <li>Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being</li> <li>Encourages parents/guardians to come into school or the classroom as volunteers or experts, to attend school events, and to be actively involved in the school community</li> </ul>	Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.	Teacher welcomes parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.	Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.	Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.
<p><b>Indicator 3</b> The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notes</li> <li>Teacher pre/post conference</li> <li>Parent/Family/Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and uses district/school resources to enhance student learning</li> <li>Provides information to families about participating in their child's education.</li> <li>Identifies and uses community resources to enhance student learning and to provide opportunities to explore career opportunities</li> </ul>	Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.	Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.	Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.	Teacher rarely helps families and students connect to services or opportunities.

STANDARD 5 STUDENT PERCEPTION							
Indicators		Performance Areas					
What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes	Level 4	Level 3	Level 2	Level 1
<b>Indicator 1</b> The students report that the teacher helps them learn.	<ul style="list-style-type: none"> <li>Student Interview</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Notes</li> <li>Teacher pre/post conference</li> <li>Direct observation</li> <li>Student Interview/Survey</li> </ul>	<ul style="list-style-type: none"> <li>Designs a classroom rich in multicultural resources; creates lessons that incorporate these resources into instruction</li> <li>Establishes routines to meet group/individual needs and to maximize engaged student -learning time</li> <li>Provides opportunities for students to self-regulate their own learning and to problem solve prior to pursuing assistance</li> </ul>	Students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance.	Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports self-regulated learning.	Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful.	Students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful.
<b>Indicator 2</b> The students report that the teacher creates a safe and supportive learning environment.	<ul style="list-style-type: none"> <li>Student Interview</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Notes</li> <li>Teacher pre/post conference</li> <li>Direct observation</li> <li>Student Interview/Survey</li> </ul>	<ul style="list-style-type: none"> <li>Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions</li> <li>Encourages all students to participate in class discussion and to take risks in the learning process</li> <li>Involves students in setting classroom standards</li> </ul>	Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.	Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.	Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.	Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.
<b>Indicator 3</b> The students report that the teacher cares about them as individuals and their goals or interests.	<ul style="list-style-type: none"> <li>Student Interview</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Notes</li> <li>Teacher pre/post conference</li> <li>Direct observation</li> <li>Student Interview/Survey</li> </ul>	<ul style="list-style-type: none"> <li>Builds positive interpersonal relationships with students</li> <li>Promotes positive interpersonal relationships among students</li> <li>Communicates the following messages: <ul style="list-style-type: none"> <li>You can do it</li> <li>Effective effort leads to achievement</li> </ul> </li> <li>Assists students in setting learning goals and self-monitoring their own progress</li> </ul>	Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.	Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.	Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher rarely respects and honors student self-advocacy.	Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.

## FOUR-POINT RATING SCALE

### **Level 4.**

**The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.**

### **Level 3.**

**The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.**

### **Level 2.**

**The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.**

### **Level 1.**

**The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.**