

Schuyler Community Schools Certificated Employee Evaluation Handbook

Updated Fall 2018



Strive • Commit • Succeed

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Schuyler Community Schools

Mission Statement:

Strive • Commit • Succeed

Vision Statement:

Schuyler Community Schools, in partnership with students, parents, and the community is committed to educating students to become skilled, knowledgeable and responsible citizens in a global society.

Statement of Purpose:

In his book, *Effective Supervision: Supporting the Art and Science of Teaching*, Robert J. Marzano explains the purpose of teacher supervision and evaluation systems: “**the purpose of supervision should be the enhancement of teachers’ pedagogical skills, with the ultimate goal of enhancing student achievement.**” (p. 2) Research clearly shows that student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers (Marzano, 2011).

Therefore, the goal of teacher supervision and evaluation is:

- To improve the skill level of all teachers
- To ensure that all students learn the academic and life skills necessary for responsible living
- To identify, promote, reinforce, and share information with others about quality teaching performance.
- To assist the Certificated Employee to analyze professional performance related to expected standards.
- To ensure that only effective teaching practices continue in the classroom
- To identify areas of professional development which will improve student achievement.
- To provide opportunities for Certificated Employees to plan long-range professional development.
- To provide assurance to the Board of Education and district patrons that staff are accountable for quality instruction and student achievement
- To satisfy legal and statutory requirements in the areas of instructional performance, classroom organization and management, and personal and professional conduct.

Board Policy

- This handbook is written in support of Schuyler Community Schools Board Policy 406.08. The superintendent of Schuyler Community Schools may make changes to evaluation forms as he/she deems necessary.

Guidance For Administering Schuyler Community School’s Evaluation Procedures

1. Prior to the beginning of each school year, Schuyler Community Schools’ administrators will be trained to use the district’s evaluation procedures. Our goal is to enhance the teaching ability of all our instructors to ensure that our students are getting an enriched education.

These are the steps to ensure effective implementation:

- Review each component of the Certificated Employee Evaluation Handbook.
- Share the latest research that is linked to positive strategies that are implemented during Certificated Employee evaluations.

- Share professional experiences that maybe helpful to the administrative team in the area of Certificated Employee evaluation.
 - Review and modify the Certificated Employee Evaluation Handbook based on research and professional experiences.
 - Conduct an Inter-Rater Reliability review.
2. The evaluation procedures and forms will be distributed to all Certificated Employees and all administrators annually. Evaluators will meet with certified staff early in the school year to explain the evaluation procedures as described in this document. All forms can be found online at <https://www.effectiveeducators.com/>
 3. Formal observations are prearranged and last for an instructional period and include a pre and post-observation conference. Informal observations are less than a full instructional period in duration, but somewhat longer than a walk-through. Informal observations may be pre-announced or unannounced. Walk-through observations are brief classroom or work space visits, generally five to 10 minutes in duration for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced.
 4. All conferences and observations are designed as minimums. Either the Certificated Employee or the administrator may request additional conferences, formal observations and/or informal observations in order to improve communication, instruction, enhance professional development and/or appraise Certificated Employee performance more effectively.
 5. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct.

Certificated Employee Evaluation Procedures

1. The evaluation procedures and forms will be distributed to all Certificated Employees and administrators annually. All certificated employees to be evaluated will be notified annually in writing. Administrators will meet with employees new to the district early in the school year to explain the evaluation procedures as described in this document. The formal and informal observations and all district evaluation forms will be discussed.
2. Probationary Certificated Employees will be formally observed at least once each semester and informally observed as necessary each year during the probationary phase of employment. A summative evaluation and conference based on formal and informal observations will be completed once each semester of the probationary phase. At the conclusion of the third year, self-evaluation strategies will be discussed for the coming year as Certificated Employees enter the Permanent Certificated Employee phase.
3. The formal evaluation process for Permanent Certificated Employees will occur once a year. The Permanent Certificated Employee will be observed once formally and informally as necessary based on administrative discretion. A summative evaluation and conference based on the formal and informal observations will be completed by May 15.
4. Evaluation of the expectations will be based on a performance scale with five levels: Not Using, Beginning, Developing, Applying and Innovating.

5. All Certificated Employees are placed on a scale based on the average score of all observations. The scale is as follows:

Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Developing	1.50 to 2.49
Ineffective	1.00 to 1.49

6. Certificated employees will be assigned to one of three tracks. Track 1 is for Probationary Certificated Employees, Track 2 is for most Permanent Certificated Employees and Track 3 is for identified staff members that need specific professional assistance based on their observation scores.

7. Certificated employees at schools that are involved in a School Improvement Grant may have additional evaluation procedures that are requirements of the Grant.

Timeline for Formal Phase

Probationary Certificated Employees:

August:	Review of Evaluation Procedures
August-April:	Formative (Informal) Observations (as necessary based on administrative discretion)
August-December:	One Formal Observation and Self-Reflective Conference
January-April:	One Formal Observation and Self-Reflective Conference
February-April 15:	Summative Evaluation Conference and Report
April 15:	Recommendation to the Board of Education

Permanent Certificated Employees:

August:	Review of Evaluation Procedures
August-May:	Formative (Informal) Observations (as necessary based on administrative discretion)
April 15:	Recommendation to the Board of Education

The Certificated Employee's Tracks of Evaluation

Track 1

(Initial staff development)

Who: Probationary Certificated Employees

Purpose:

1. Develop initial competence
2. Ensure that elements of effective instruction are understood and demonstrated.
3. Provide support for implementing effective instructional strategies.
4. Provide accountability for employment decisions.

Components:

1. Classroom observation.
2. Reflection.
3. Annual evaluation cycle.
4. Mentor support.

Track 2

(Professional growth)

Who: Most permanent certificated employees

Purpose:

1. Continued growth and development.
2. Enhance professional growth.
3. Improve student achievement.
4. Provide feedback of professional issues.
5. Focus on school improvement initiatives.

Components:

1. Classroom observation.
2. Reflection.
3. Yearly evaluation cycle.
4. Individual professional growth plans.

Track 3

(Specific Staff Development)

Who: Identified Certificated Employees: Those needing specific professional guidance.

Purpose:

1. Remediate and return to Track 2.
2. Provide focused assistance on effective instructional strategies.
3. Provide greater structure for needed improvement activities.
4. Provide due process for disciplinary action.

Components:

1. Awareness phase (Certificated employee is made aware of deficiencies.)
2. Assistance phase (Certificated employee is provided with remedial actions and a timeline for showing improvement.)
3. Disciplinary phase, if needed. (The Certificated employee is assigned consequences for non-improvement as provided by applicable sections of Article 8, Chapter 79 of the Nebraska Revised Statutes.)
4. Focused classroom observations on identified deficient areas.
5. Specific training in deficient areas will be required.

Schuyler Community Evaluation System Checklist

Certificated Employee: _____

School year: _____

Track 1: Probationary

Year 1	Year 2	Year 3
<input type="checkbox"/> Pre-observation conference	<input type="checkbox"/> Pre-observation conference	<input type="checkbox"/> Pre-observation conference
<input type="checkbox"/> Beginning of the year observations	<input type="checkbox"/> Beginning of the year observations	<input type="checkbox"/> Beginning of the year observations
<input type="checkbox"/> Post-observation planning & reflection conference	<input type="checkbox"/> Post-observation planning & reflection conference	<input type="checkbox"/> Post-observation planning & reflection conference
<input type="checkbox"/> Observation report	<input type="checkbox"/> Observation report	<input type="checkbox"/> Observation report
<input type="checkbox"/> Pre-observation conference 2	<input type="checkbox"/> Pre-observation conference 2	<input type="checkbox"/> Pre-observation conference 2
<input type="checkbox"/> Observation 2	<input type="checkbox"/> Observation 2	<input type="checkbox"/> Observation 2
<input type="checkbox"/> Post-observation planning & reflection conference 2	<input type="checkbox"/> Post-observation planning & reflection conference 2	<input type="checkbox"/> Post-observation planning & reflection conference 2
<input type="checkbox"/> Observation report 2	<input type="checkbox"/> Observation report 2	<input type="checkbox"/> Observation report 2
<input type="checkbox"/> Evaluation planning conference	<input type="checkbox"/> Evaluation planning conference	<input type="checkbox"/> evaluation planning conference
<input type="checkbox"/> Summative evaluation report	<input type="checkbox"/> Summative evaluation report	<input type="checkbox"/> summative evaluation report

Track 2: Year 1 Cycle

- Informal Observations
- Pre-observation conference
- Observation
- Self-reflection conference
- Observation report
- Summative Evaluation Report

Referral to Track 3:

Date:

Improvement Plan developed

Planning Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

Instructions: This document provides guiding questions specific to each of the three lesson segments from Domain 1 of The Marzano Teacher Evaluation Model. Use it to guide your thinking as you plan your lesson. To use it as part of the evaluation procedure, complete the form and submit to your observer prior to an observation. Use this completed document as a point of discussion during the pre-conference in conjunction with Planning Conference Form B, and attaching lesson plans, assessments, scoring guides, and/or rubrics.

Classroom Demographics

Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc.)

Answer:

Involving Routine Events

What will I do to establish learning goals, track student progress, and celebrate success for this lesson?

Answer:

What will I do to establish or maintain classroom rules and procedures for this lesson?

Answer:

Reviewing Content		
Please consider the following questions as appropriate for the lesson being observed.		
What will I do to help students effectively interact with new knowledge?	What will I do to help students practice new knowledge?	What will I do to help students generate and test hypotheses about new knowledge?
Answer:	Answer:	Answer:

Enacted on the Spot
What will I do to engage students in the lesson?
Answer:
What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?
Answer:
What will I do to establish and maintain effective relationships with students during this lesson?
Answer:
What will I do to communicate high expectations to students within the lesson?
Answer:
How will this lesson be organized as part of a cohesive unit?
Answer:

Focused Teacher Evaluation Model Map



Marzano Focused Teacher Evaluation Model Standards-Based Classroom with Rigor



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<p>Identifying Critical Content from the Standards (Required evidence in every lesson)</p> <p>Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.</p> <p>Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).</p> <p>Example Teacher Instructional Techniques (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a learning target aligned to the grade level standard(s) <input type="checkbox"/> Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson <input type="checkbox"/> Provide a learning target embedded in a scale specifying critical content from the standard(s) <input type="checkbox"/> Relate classroom activities to the target and/or scale throughout the lesson <input type="checkbox"/> Identify differences between the critical content from the standard(s) and non-critical content <input type="checkbox"/> Identify and accurately teach critical content <input type="checkbox"/> Use a scaffolding process to identify critical content for each 'chunk' of the learning progression <input type="checkbox"/> Use verbal/visual cueing <input type="checkbox"/> Use storytelling and/or dramatic instruction <input type="checkbox"/> Model how to identify meaning and purpose in a text <input type="checkbox"/> Ensure text complexity aligns to the critical content <input type="checkbox"/> When appropriate, use cultural examples to connect learning activities to the learning target/critical content <p>Example Teacher Techniques for Monitoring for Learning (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a Group Activity to monitor that students know what content is important <input type="checkbox"/> Use Student Work (Recording and Representing) to monitor that students know what content is important <input type="checkbox"/> Use Response Methods to monitor that students know what content is important <input type="checkbox"/> Use Questioning Sequences to monitor that students know what content is important <p>Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student conversation in groups focus on critical content <input type="checkbox"/> Generate short written response (i.e. summary, entrance/exit ticket) <input type="checkbox"/> Create nonlinguistic representations (i.e. diagram, model, scale) <input type="checkbox"/> Student-generated notes focus on critical content <input type="checkbox"/> Responses to questions focus on critical content <input type="checkbox"/> Explain purpose and unique characteristics of key concepts/critical content <input type="checkbox"/> Explain applicable mathematical practices in critical content <input type="checkbox"/> When appropriate, responses involve explanatory content specific to their culture <p>Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach or use a new teacher technique <input type="checkbox"/> Reorganize groups <input type="checkbox"/> Utilize peer resources <input type="checkbox"/> Modify the task <input type="checkbox"/> Provide additional resources 				
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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Schuyler Community Schools
Notice of Professional Deficiency
Documentation Form

Staff member: _____ Position: _____ Date: _____

1. List the Effective Teaching Indicators, which are not being met:

2. Description of the Problem (state the incident or concern, including time, place, and names of the people involved):

3. Administrative Expectations and Support (What plan of action will be taken to correct the problem? What assistance will be provided to the staff member to aid in removing deficiency?)

4. Staff Member's Comments (may attach additional sheets for comments):

Staff's member's signature: _____ Date: _____

Evaluator's signature: _____ Date: _____

Schuyler Community Schools
Intensive Assistance Plan of Action

Staff Member: _____ Position: _____ Date: _____

1. Describe the present condition(s) that needs to be improved. (The plan shall include the objectives to be accomplished.)

2. Action steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Timeline for achieving the objectives:

5. Type and frequency of feedback:

6. Evaluation criteria:

Staff member's signature: _____ Date: _____

Evaluator's signature: _____ Date: _____

Superintendent's signature: _____ Date: _____

Comparison of the Marzano Model with the Nebraska Frameworks.

The Marzano Focused Teacher Evaluation Model contains 23 elements within interconnected Domains (Standards-Based Planning, Standards-Based Instruction, Conditions for Learning and Professional Responsibilities)

Nebraska Teacher Performance Framework – Effective Practices	Nebraska Teacher Performance Framework – Example Indicators	Marzano Model
<p>1. Foundational Knowledge:</p> <p>The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.</p>	<p>The Teacher:</p> <p>(a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches. (b) Understands research-based instructional approaches, strategies, assessments, and interventions. (c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. (d) Understands the effect of cultural and societal influences on learning for each student. (e) Understands how national, state, and local standards impact teaching. (f) Understands the components of an effective curriculum. (g) Accepts responsibility for the growth of student learning, development, and achievement.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy <p>Standards-Based Planning</p> <ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to the Standard(s) Planning to Close the Achievement Gap using Data <p>Standards-Based Instruction</p> <ul style="list-style-type: none"> Identifying Critical Content from the Standards <p>Conditions for Learning</p> <ul style="list-style-type: none"> Using formative assessment to track student progress Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap
<p>2. Planning and Preparation:</p> <p>The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.</p>	<p>The Teacher:</p> <p>(a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. (b) Designs and adapts lessons based on student progress, assessment results, and interests. (c) Uses a variety of appropriate, research-based teaching strategies. (d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. (d) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy <p>Standards-Based Planning</p> <ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to the Standard(s) Planning to Close the Achievement Gap using Data <p>Standards-Based Instruction</p> <ul style="list-style-type: none"> Identifying Critical Content from the Standards Helping students process new content <p>Conditions for Learning</p> <ul style="list-style-type: none"> Using formative assessment to track student progress Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap

<p>3. The Learning Environment</p> <p>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</p>	<p>The Teacher:</p> <p>(a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.</p> <p>(b) Ensures a safe and accessible environment.</p> <p>(c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.</p> <p>(d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.</p> <p>(e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.</p> <p>(f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> Promoting Teacher Leadership and Collaboration <p>Standards-Based Planning</p> <ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to the Standard(s) Planning to Close the Achievement Gap using Data <p>Standards-Based Instruction</p> <ul style="list-style-type: none"> Identifying Critical Content from the Standards Helping students process new content <p>Conditions for Learning</p> <ul style="list-style-type: none"> Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap
<p>4. Instructional Strategies</p> <p>The teacher uses effective instructional strategies to ensure growth in student achievement.</p>	<p>The Teacher:</p> <p>(a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.</p> <p>(b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.</p> <p>(c) Communicates effectively with students to promote and support high expectations for achievement.</p> <p>(d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.</p> <p>(e) Engages students by using varied activities, assignments,</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy <p>Standards-Based Planning</p> <ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to the Standard(s) Planning to Close the Achievement Gap using Data <p>Standards-Based Instruction</p> <ul style="list-style-type: none"> Identifying Critical Content from the Standards Previewing New Content Helping students process new content Using Questions to Help Students Elaborate on Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks <p>Conditions for Learning</p> <ul style="list-style-type: none"> Uses Formative Assessment to Track Progress Providing Feedback and Celebrating Progress

	<p>groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</p> <p>(f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.</p> <p>(g) Uses existing and emerging technologies as needed to support and promote student learning.</p> <p>(h) Implements engaging learning experiences that draw upon family and community resources.</p>	<ul style="list-style-type: none"> ● Organizing Students to Interact with Content ● Establishing and Acknowledging Adherence to Rules and Procedures ● Using Engagement Strategies ● Establishing and Maintaining Effective Relationships in a Student-Centered Classroom ● Communicating High Expectations for Each Student to Close the Achievement Gap
<p>5. Assessment</p> <p>The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.</p>	<p>The Teacher:</p> <p>(a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.</p> <p>(b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.</p> <p>(c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.</p> <p>(d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.</p> <p>(e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.</p> <p>(f) Compiles and reports assessment data to accurately document student progress over time.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> ● Maintaining Expertise in Content and Pedagogy <p>Standards-Based Planning</p> <ul style="list-style-type: none"> ● Planning Standards-Based Lessons/Units ● Aligning Resources to the Standard(s) ● Planning to Close the Achievement Gap using Data <p>Standards-Based Instruction</p> <ul style="list-style-type: none"> ● Identifying Critical Content from the Standards ● Previewing New Content ● Helping students process new content ● Using Questions to Help Students Elaborate on Content ● Helping Students Practice Skills, Strategies, and Processes ● Helping Students Examine Similarities and Differences ● Helping Students Examine Their Reasoning ● Helping Students Revise Knowledge ● Helping Students Engage in Cognitively Complex Tasks <p>Conditions for Learning</p> <ul style="list-style-type: none"> ● Uses Formative Assessment to Track Progress ● Providing Feedback and Celebrating Progress ● Organizing Students to Interact with Content ● Establishing and Acknowledging Adherence to Rules and Procedures ● Using Engagement Strategies ● Establishing and Maintaining Effective Relationships in a Student-Centered Classroom ● Communicating High Expectations for Each Student to Close the Achievement Gap

<p>6. Professionalism</p> <p>The teacher acts as an ethical and responsible member of the professional community.</p>	<p>The Teacher:</p> <p>(a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.</p> <p>(b) Actively pursues meaningful professional development.</p> <p>(c) Contributes to and advocates for the profession.</p> <p>(d) Protects the established rights and confidentiality of students and families.</p> <p>(e) Adheres to school policies, procedures, and regulations.</p> <p>(f) Models ethical behavior in accordance with established standards.</p> <p>(g) Maintains accurate records, documentation, and data.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> ● Maintaining Expertise in Content and Pedagogy ● Adhering to School and District Policies and Procedures ● Promoting Teacher Leadership and Collaboration
<p>7. Vision and Collaboration</p> <p>The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.</p>	<p>The Teacher:</p> <p>(a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.</p> <p>(b) Contributes to the continuous school improvement process.</p> <p>(c) Establishes and maintains collaborative professional relationships.</p> <p>(d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.</p> <p>(e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.</p>	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> ● Maintaining Expertise in Content and Pedagogy ● Adhering to School and District Policies and Procedures ● Promoting Teacher Leadership and Collaboration