Domain	Category	Practice	Indicator	Indicator	Exemplary	Proficient	Basic	Unsatisfactory
1. Classroom Environment	**a. Physical Space**	1. Organizing physical space to engage students, facilitate movement, and focus on learning.	1	Safety and routines	The teacher maintains a safe classroom environment in which safety procedures and routines are evident to whomever walks into the room.	The teacher maintains a safe classroom environment.	The teacher maintains a classroom environment that addresses emergency procedures for students.	The teacher does not maintain a physically safe classroom environment.
1. Classroom Environment	**a. Physical Space**	1. Organizing physical space to engage students, facilitate movement, and focus on learning.	2	Alignment and flexibility	The teacher has created a physical space where there is a clear alignment between learning activities and the physical environment. The areas of the room are flexible, often mobile, and accessible for effective use by all students and adults.	The teacher has created a physical space that is flexible and accessible for effective use by students.	The teacher has created a physical space in which at least part of the space can be flexibly used for different activities and is accessible by students.	The physical space in the room is inflexible. The teacher does not utilize the space for more than one purpose.
1. Classroom Environment	**a. Physical Space**	1. Organizing physical space to engage students, facilitate movement, and focus on learning.	3	Engaging environment	The teacher has created an engaging physical environment which engages all students and guides self-directed learning.	The teacher has created a physical environment that is engaging for students and enhances student learning.	The teacher has created a physical environment that is somewhat engaging for students.	The teacher has not created a physical environment that is engaging for students.
1. Classroom Environment	**b. Climate**		1	Stimulating and inclusive	The teacher creates and maintains a stimulating, inclusive, and safe learning community in which students not only take intellectual risks and work independently and collaboratively, but take initiative in their learning.	The teacher creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.	The teacher makes inconsistent attempts to maintain a stimulating, inclusive, and safe learning community.	The teacher does not create a stimulating, inclusive, and safe learning environment in which students take intellectual risks and work independently and collaboratively.
1. Classroom Environment	**b. Climate**	1. Teacher creates and maintains a learning environment in which all students are actively engaged.	2	High expectations	The teacher establishes high and clear expectations that supports students' initiative to engage in cognitively complex tasks.	The teacher communicates high standards for student performance and clear expectations of what students will learn.	The teacher inconsistently conveys high expectations for students.	The teacher does not establish or communicate high expectations for students.
1. Classroom Environment	**b. Climate**	2. Teacher creates an environment of respect and rapport.	1	Mutual respect	The teacher has fostered classroom interactions so eloquently that it is evident to a classroom visitor that all students feel valued and value each other.	The teacher promotes respectful talk and turn-taking among students and between students and teacher.	The teacher is inconsistent when it comes to establishing respectful talk and turn taking in the classroom.	The teacher struggles with dealing with disrespectful behavior and consequently the interactions are mostly negative, inappropriate or insensitive.
1. Classroom Environment	**b. Climate**	2. Teacher creates an environment of respect and rapport.	2	Student interests	The teacher clearly demonstrates knowledge and caring about individual students' lives beyond the class and school and there is a clear sense of acceptance and community.	The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.	The teacher sometimes addresses students' interest and backgrounds.	The teacher is unaware or disrespectful of students' interest and backgrounds, and/or the classroom lacks a climate of acceptance and community.

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1. Classroom Environment	**b. Climate**	2. Teacher creates an environment of respect and rapport.	3	Cultural differences	The teacher clearly understands all the different cultures that are represented in the classroom and thoughtfully incorporates these cultures into the classroom.	The teacher recognizes cultural differences as attributes around which to build appropriate educational experiences.	The teacher is aware that there are cultural differences in the classroom, but rarely uses this knowledge to build appropriate educational experiences.	The teacher is unaware of the cultural differences in the classroom OR is aware but makes no attempt to build educational experiences around them.
1. Classroom Environment	**b. Climate**	2. Teacher creates an environment of respect and rapport.	4	Teacher interactions	The teacher interacts with the students in a highly respectful manner, that reflects genuine warmth, caring, and sensitivity to students as individuals.	The teacher interacts with students in a calm and controlled fashion.	The teacher interactions with students are generally appropriate, but reflect occasional inconsistencies	The teacher's interactions with students are negative, inappropriate, or insensitive.
1. Classroom Environment	**c. Management**	1. Teacher Manages student behavior.	1	Standards of conduct	The teachers sets and communicatesclear standards of conduct. The teacher guides students to take an active role in monitoring their own behavior based on these established, clear standards.	The teacher sets and communicates clear standards of conduct.	The teacher sets and communicates a standard of conduct, but is not completely successful.	The teacher does not clearly communicate standards of conduct or standards are not evident.
1. Classroom Environment	**c. Management**	1. Teacher Manages student behavior.	2	Awareness of conduct	The teacher monitors student behavior in a subtle and preventative manner which addresses the students' needs and preserves their dignity.	The teacher exhibits an awareness of student conduct and proactively addresses student needs.	The teacher has awareness of student conduct but does not proactively address student needs.	The teacher does not display an awareness of student conduct and consequently does not address the student's needs.
1. Classroom Environment	**c. Management**	1. Teacher Manages student behavior.	3	Reinforcement of positive behavior	The teacher consistently reinforces and creates opportunities for positive student behavior.	The teacher reinforces positive behavior.	The teacher is inconsistent when it comes to reinforcing positive student behavior.	The teacher does not reinforce positive student behavior.
1. Classroom Environment	**c. Management**	2. Teacher manages classroom procedures and transitions.	1	Instructional time efficiency	The teacher maximizes instructional time due to efficient and seamless classroom procedures and routines.	The teacher facilitates and manages effective classroom procedures and routines and keeps transitions to a minimum.	The teacher loses some instructional time due to ineffective or poorly executed classroom procedures and routines.	The teacher does not have effective classroom procedures and routines.
1. Classroom Environment	**c. Management**	2. Teacher manages classroom procedures and transitions.	2	Interruption management	The teacher effectively manages spur-of-the-moment interruptions and disruptions by people and technology, without noticeable loss of time or pace.	The teacher manages spur-of-the-moment interruptions and disruptions by people and technology.	Sometimes the teacher can manage interruptions and disruptions by people and/or technology.	The teacher is unable to manage interruptions and disruptions by people and/or technology.
2. Instruction	**a: Planning for Instruction**	1. Teacher demonstrates knowledge of content, pedagogy, and resources in planning	1	Scaffolding from prior knowledge	Teacher creates lessons and unit plans that build upon prior concepts and skills which address the specific levels of students.	Teacher creates lessons and unit plans that build upon prior concepts and skills	Teacher creates lessons and unit plans that at times build upon prior concepts and skills.	Teacher does not create lessons and unit plans that build upon prior concepts and skills.
2. Instruction	**a: Planning for Instruction**	1. Teacher demonstrates knowledge of content, pedagogy, and resources in planning	2	Outside resource use and alignment	Teacher plans show materials and resources, beyond the district-provided curricular materials, that are aligned with objectives.	Teacher plans show materials and resources that are aligned with objectives.	Teacher plans sometimes show materials and resources that are aligned with objectives.	Teacher plans may not show objectives, or may not show alignment with material and resources used.

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2. Instruction	a: Planning for Instruction	1. Teacher demonstrates knowledge of content, pedagogy, and resources in planning	3	Technology integration	Teacher plans routinely integrate use of technology for the purposes of promoting critical thinking, communication, collaboration, and creativity	Teacher plans incorporate use of technology for the purposes of promoting critical thinking, communication, collaboration, and creativity	Teacher plans incorporate use of technology.	Teacher plans do not incorporate use of technology.
2. Instruction	a: Planning for Instruction	2. Teacher plans for alignment between assessment and objectives	1	Montoring and assessment modification	Teacher plans for monitoring and assessing individual student learning in a variety of ways and modifies as needed.	Teacher plans for monitoring and assessing student learning and modifies as needed.	Teacher occasionally plans for monitoring and assessing whole class learning and modifies as needed.	Teacher does not plan for monitoring and assessing student learning.
2. Instruction	a: Planning for Instruction	2. Teacher plans for alignment between assessment and objectives	2	Differentiated learning	Teacher plans include statements of student learning that differentiate levels of higher-order thinking.	Teacher plans include statements of student learning objectives, not only student activity.	Teacher plans include an objective, but it does not always align with either the activities, or with the instruction happening in the classroom.	Teacher plans do not include statements of student learning objectives, or do not reflect what is happening in the classroom.
2. Instruction	a: Planning for Instruction	3. Teacher plans for long term and short term.	1	Coherent instruction design	Teacher designs coherent instruction with maps or yearly plans, then modifies the maps or plans as the year progresses as the pace either accelerates or slows.	Teacher designs coherent instruction with maps or yearly plans.	Teacher designs short term maps or plans for a month or quarter ahead of time.	Teacher does not create yearly instructional maps or plans.
2. Instruction	a: Planning for Instruction	3. Teacher plans for long term and short term.	2	Accurate daily lessons	Teacher creates daily lessons that are flexible throughout the week but still accurately reflect what is happening in the classroom.	Teacher creates daily lessons that accurately reflect what is happening in the classroom	Teacher creates daily lessons that accurately reflect what is happening in the classroom but is consistently late in submission.	Teacher does not create daily lessons that accurately reflect what is happening in the classroom.
2. Instruction	a: Planning for Instruction	4. Teacher plans align with established district curriculum and state standards.	1	Cross-curriculuar lessons	Teacher creates lesson and unit plans that include cross curricular content identified by the district curriculum and state standards.	Teacher creates lesson and unit plans that include important content identified by the district curriculum and state standards.	Teacher at times creates lesson and unit plans that include important content identified by the district curriculum and state standards.	Teacher does not create lesson and unit plans that include important content identified by the district curriculum and state standards.
2. Instruction	b. Knowledge of content, curriculum, and resources	1. Teacher demonstrates knowledge of content and pedagogy.	1	Scope and sequence3	Teacher appropriately shows evidence of scope and sequence in instruction and can relate the importance of the scope and sequence to students.	Teacher appropriately shows evidence of scope and sequence in instruction.	Teacher at times appropriately shows evidence of scope or sequence in instruction.	Teacher does not show evidence of scope and sequence in instruction.
2. Instruction	b. Knowledge of content, curriculum, and resources	1. Teacher demonstrates knowledge of content and pedagogy.	2	Subject matter	Teacher demonstrates and contributes to the knowledge of subject matter and content.	Teacher demonstrates a knowledge of subject matter content.	Teacher mostly demonstrates knowledge of subject matter content.	Teacher does not demonstrates a knowledge of subject matter content.
2. Instruction	b. Knowledge of content, curriculum, and resources	1. Teacher demonstrates knowledge of content and pedagogy.	3	Stduent development	Teacher demonstrates a knowledge of student development and appropriately correlates instructional methods and resources.	Teacher demonstrates a knowledge of student development and appropriately correlates instructional methods.	Teacher demonstrates some knowledge of student development and often attempts to correlate instructional methods.	Teacher does not demonstrate a knowledge of student development and/or does not appropriately correlate instructional methods.

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2. Instruction	**b. Knowledge of content, curriculum, and resources**	2. Teacher integrates resources to enhance student learning	1	District-provided resources	Teacher uses, assists in educating colleagues, or works on committees to further enhance the content, curriculum, and resources provided by the district.	Teacher uses content, curriculum, and resources provided by the district.	Teacher at times uses content, curriculum, and resources provided by the district.	Teacher does not use content, curriculum, and resources provided by the district.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	2. Teacher integrates resources to enhance student learning	2	Technology incorporation	Teacher incorporates technology across content areas and in authentic learning situations to promote critical thinking, communication, collaboration, and creativity.	Teacher incorporates technology for the purposes of promoting critical thinking, communication, collaboration, and creativity.	Teacher sometimes incorporates technology for the purposes of promoting critical thinking, communication, collaboration, or creativity.	Teacher does not incorporate technology for the purposes of promoting critical thinking, communication, collaboration, or creativity.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	3. Teacher utilizes local culture and resources to enhance student learning.	1	Community resources	Teacher's network system in the community allows extensive use of community resources for instruction and students actively engage in the community through the classroom activities.	Teacher utilizes community resources.	Teacher is aware and sometimes uses community resources.	Teacher does not utilize community resources.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	3. Teacher utilizes local culture and resources to enhance student learning.	2	Cultural standards	Teacher in collaboration with colleagues applies knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.	Teacher applies knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.	Teacher will at times apply knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources	Teacher does not apply knowledge of Alaska cultural standards across all curricular areas to the selection of instructional strategies, materials, and resources.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	3. Teacher utilizes local culture and resources to enhance student learning.	3	Local history and culture	Teacher and students participate and have knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.	Teacher is knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher	Teacher is becoming knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.	Teacher is not knowledgeable in areas of local history, seasonal events, and cultural tradition that may have a bearing on their work as a teacher.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	4. Teacher uses the local environment and community resources to link what they are teaching to the everyday lives of the students.	1	Local experiential learning	Teacher facilitates authentic hands-on student projects and relevant experiential learning activities in the surrounding environment and community.	Teacher engages students in appropriate projects and activities in the surrounding environment and/or community.	Teacher implements a project or experiential learning activities in the surrounding environment and/or community.	Teacher does not engage students in projects and experiential learning activities in the surrounding environment or community.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	5. Teacher relates students to virtual environments beyond the school	1	Online resources	Teacher seamlessly and routinely intertwine online resources to engage students in virtual environments.	Teacher utilizes online resources to engage students in virtual environments.	Teacher at times explores and utilizes online resources to engage students in virtual environments.	Teacher does not utilize online resources to engage students in virtual environments.
2. Instruction	**b. Knowledge of content, curriculum, and resources**	5. Teacher relates students to virtual environments beyond the school	2	Student creation and publication online	Students engage in creating and publishing work online and to solve real world problems that has an audience beyond the physical school.	Students engage in creating and publishing work online that has an audience beyond the physical school.	Students sometimes engage in creating and publishing work online.	Students do not engage in creating and publishing work online.
2. Instruction	**c. Assessment guides instruction**	1. Teacher establishes and communicates learning goals for all students.	1	Clear learning goals	Teacher provides a clearly stated learning goal for each lesson, unit, project, or activity.	Teacher provides a clearly stated learning goal most of the time.	Teacher has planned for learning goals but they may not be evident.	Teacher does not have learning goals.

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2. Instruction	**c. Assessment guides instruction**	1. Teacher establishes and communicates learning goals for all students.	2	Differentiated learning goals	Teacher collaborates with students and professional community in creating and differentiating assessments based on individual learning needs and goals.	Teacher differentiates assessments based on learning needs and goals of students.	Teacher sometimes differentiates assessments to accommodate individual learning needs of students	Teacher does not differentiate assessments to accommodate students learning needs or goals
2. Instruction	**c. Assessment guides instruction**	2. Teacher collects and uses multiple sources of information to assess student learning and guide instruction.	1	Thinking questions	Teacher engages students in discussions where the students are posing higher level thinking questions that indicate a level of understanding.	Teacher poses higher level thinking questions to elicit evidence of student understanding.	Teacher asks questions that elicit recall of factual or stated information.	Teacher does not pose questions to assess student understanding.
2. Instruction	**c. Assessment guides instruction**	2. Teacher collects and uses multiple sources of information to assess student learning and guide instruction.	2	Teacher movement in classroom	Teacher patterns of movement indicate interaction with each student and specific feedback is given frequently. A variety of formative assessments guide the pacing of instruction.	The teacher circulates the classroom to monitor student learning, provide formative assessments, and to offer feedback.	The teacher occasionally circulates the room to monitor student learning and may sometimes provides formative assessment or feedback.	The teacher remains at the front of the room and/or gives little feedback to students. Little or no evidence of any formative assessment.
2. Instruction	**c. Assessment guides instruction**	2. Teacher collects and uses multiple sources of information to assess student learning and guide instruction.	3	Student involvement	Teacher engages students in developing rubrics that indicate student understanding relative to the learning goal.	Teacher involves and guides students in assessing their own learning against established criteria in scales or rubrics.	Teacher occasionally involves students in assessing their own learning against scales and rubrics.	Teacher does not provide any guidance to students to allow for self-assessment.
2. Instruction	**c. Assessment guides instruction**	2. Teacher collects and uses multiple sources of information to assess student learning and guide instruction.	4	Instruction adjustment	Teacher adjusts instruction spontaneously when necessary based on assessment.	Teacher reflects on information gained from assessments and adjusts teaching practice.	Teacher sometimes reviews assessment data and occasionally adjusts teaching practices based on data	Teacher is rigid in teaching subject matter and appears to be focused on completing the course material regardless of assessment data.
2. Instruction	**c. Assessment guides instruction**	3. Teacher maintains records of student learning to analyze data and communicate progress to administrators, parents, and students.	1	Formative assessment	The teacher uses formative assessments to track student progress on learning goals and regularly conferences with students individually to encourage active participation in reaching goals.	The teacher tracks student progress on one or more learning goals using a formative assessments.	The teacher tracks student progress on goals and at times uses formative assessments.	Teacher has no system for monitoring student progress against learning goals.
2. Instruction	**d. Varied, engaging instruction that meets student needs and promotes learning behaviors.**	1. Teacher uses a variety of strategies and resources.	1	Variety of strategies	Teacher uses innovative or creative strategies and resources to engage in tasks which link prior knowledge to new ideas and content.	Teacher uses a variety of strategies and resources to introduce, review, deepen or enrich ideas and content and make connections with new content.	Teacher introduces or reviews ideas and content to make connections with new content but uses little variety in strategies and resources.	Teacher instructs or reviews using only one or two strategies routinely.

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2. Instruction	d. Varied, engaging instruction that meets student needs and promotes learning behaviors.	2. Teacher incorporates opportunities to teach learning behaviors.	1	Critical thinking and problem solving	Teacher integrates frameworks that support students in independently initiating critical thinking and problem solving.	Teacher regularly integrates opportunities for critical thinking and problem-solving	Teacher occasionally provides opportunities for critical thinking and problem-solving to occur	Teacher does not elicit critical thinking and problem-solving.
2. Instruction	d. Varied, engaging instruction that meets student needs and promotes learning behaviors.	2. Teacher incorporates opportunities to teach learning behaviors.	2	Student choice in learning	Teacher provides structure and framework for student directed learning and assessment.	Teacher regularly offers student choice in learning and assessments to meet student needs.	Teacher sometimes offers student choice in learning and assessments.	Teacher limits student learning to teacher directed instruction.
3. Professionalism	a. Professionalism and Ethics	1. Teacher behaves professionally and ethically in the classroom and in interactions with students.	1	Student support	The teacher supports students, even in the face of difficult situations. Teacher assists support staff in addressing student needs.	The teacher supports students' best interests.	Teacher supports some students.	Teacher is not supportive of students.
3. Professionalism	a. Professionalism and Ethics	1. Teacher behaves professionally and ethically in the classroom and in interactions with students.	2	Student confidentiality	Teacher respects and maintains confidentiality of student information, and advocates for student privacy.	The teacher respects and maintains confidentiality of sensitive and vital student information.	The teacher maintains confidentiality of vital student information.	The teacher violates confidentiality of student information.
3. Professionalism	a. Professionalism and Ethics	1. Teacher behaves professionally and ethically in the classroom and in interactions with students.	3	Unbiased instruction	Teacher presents content in an unbiased and impartial manner, and promotes respectful attitudes and critical thinking skills in students by pointing out that content can be viewed from many perspectives.	Teacher presents content in an unbiased and impartial manner.	Teacher sometimes lets their own bias show without disclaimer.	Teacher presents content in biased manner.
3. Professionalism	a. Professionalism and Ethics	2. Teacher behaves professionally and ethically with regard to the school and district.	1	Balance of responsibilities	The teacher prioritizes and balances professional responsibilities and mentors colleagues in this.	The teacher prioritizes and balances professional responsibilities.	The teacher sometimes loses focus in prioritizing and balancing professional responsibilities.	The teacher is unable to prioritize and balance professional responsibilities.
3. Professionalism	a. Professionalism and Ethics	2. Teacher behaves professionally and ethically with regard to the school and district.	2	General confidentiality	The teacher maintains appropriate confidentiality when speaking about the school, district, or colleagues within the community, and promotes the importance of this within the school and district.	The teacher maintains appropriate confidentiality when speaking about the school, district, or colleagues within the community	The teacher at times needs to be reminded to maintain confidentiality when speaking about the school, district, or colleagues within the community.	The teacher violates appropriate confidentiality when speaking about the school, district, or colleagues within the community.
3. Professionalism	a. Professionalism and Ethics	3. Teacher behaves professionally and ethically toward families of students within the context of the school.	1	Communication with families	Teacher promotes two-way communication between the teacher and families and responds to requests for support, assistance, and/or clarification from parents promptly.	Teacher promotes two-way communication between the teacher and families and responds to requests for support.	Teacher usually, though not always, responds to communication from families.	Teacher does not promote or respond to communication to/from families.

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3. Professionalism	a. Professionalism and Ethics	3. Teacher behaves professionally and ethically toward families of students within the context of the school.	2	Family engagement	Teacher promotes opportunities for families to engage in the learning process.	Teacher invites families to engage in the learning process.	Teacher allows families to engage but does not promote or invite families to engage in the learning process.	Teacher does not allow families in the classroom.
3. Professionalism	a. Professionalism and Ethics	3. Teacher behaves professionally and ethically toward families of students within the context of the school.	3	Cultural sensitivity	Teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families and promotes this within the school community.	Teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.	Teacher demonstrates some awareness of cultural backgrounds of families.	Teacher does not demonstrate awareness of cultural background of families within the context of the school.
3. Professionalism	a. Professionalism and Ethics	4. Teacher behaves professionally and ethically toward members of the community within the context of the school.	1	Learning local culture	Teacher maintains ongoing involvement in learning about the local culture, and incorporating that learning into the classroom.	Teacher maintains ongoing involvement in learning about the local culture.	Teacher attends some community and/or school functions.	Teacher does not make an effort to learn about the local culture or to be involved in community or school functions.
3. Professionalism	a. Professionalism and Ethics	4. Teacher behaves professionally and ethically toward members of the community within the context of the school.	2	Interactions with community	Teacher conducts interactions with community members within the context of the school and plans for community engagement.	Teacher conducts interactions with community members within the context of the school in a professional manner with positive intentions.	Teacher is respectful to community members within the context of the school.	Teacher has no interaction with community members within the context of school, or is disrespectful to community members within the context of the school.
3. Professionalism	b. Professional Development	1. Teacher establishes and works toward professional goals.	1	Growth goals	Teacher can describe professional growth goals, and work in-progress toward these goals is evident in practice .	Teacher can describe professional growth goals.	Teacher can describe ideas about professional growth, but may not have any specific goals in mind.	Teacher has no professional growth goals and is unable to discuss concept.
3. Professionalism	b. Professional Development	1. Teacher establishes and works toward professional goals.	2	Educational philosophy	Teacher's educational philosophy is put into practice to create an engaged classroom environment.	Teacher can describe their philosophy of education and it is evident in their practice.	Teacher can describe their philosophy of education, that at times translates into observed practice.	There is no correlation between the teacher's professed beliefs and actual teaching practice OR teacher cannot describe their philosophy of education.
3. Professionalism	b. Professional Development	1. Teacher establishes and works toward professional goals.	3	Stays up-to-date in profession	Teacher works with colleagues using current trends, strategies, and resources in the teaching profession to build capacity and purpose.	Teacher takes steps to stay informed about current trends, strategies, and resources in the teaching profession.	Teacher sometimes avails themselves of current information and/or strategies in the teaching profession.	Teacher takes no step to stay informed on current trends or strategies in the teaching profession.
3. Professionalism	b. Professional Development	2. Teacher participates in and contributes to the teaching profession.	1	Participation in PD opportunities	Teacher maintains and updates both knowledge of their content area and best teaching practices through attendance in courses and workshops, and shares new knowledge with colleagues.	Teacher maintains and updates both knowledge of their content area and best teaching practices through attendance in courses and workshops.	Teacher participates only in required professional development activities.	Teacher participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.
3. Professionalism	c. Responsibilities and Dispositions of Professional Educators	1. Teacher participates in the professional communities in school and district.	1	Collaboration with colleagues	Teacher regularly collaborates with colleagues to share new instructional strategies and resources and to help plan for student success.	Teacher regularly collaborates with colleagues to plan.	Teacher collaborates with colleagues sometimes for planning purposes.	The teacher does not collaborate with colleagues to plan.

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3. Professionalism	c. Responsibilities and Dispositions of Professional Educators	1. Teacher participates in the professional communities in school and district.	2	Participation in PLCs	Teacher actively participates in Professional Learning Community meetings, often volunteering to lead trainings within PLC time. Teacher may also collaborate with colleagues in a professional learning community outside of their school or district.	Teacher actively seeks help and gives input in Professional Learning Community meetings.	Teacher attends Professional Learning Community meetings, and occasionally offers input.	Teacher attends Professional Learning Community meetings, but does not participate OR teacher does not attend Professional Learning Community meetings.
3. Professionalism	c. Responsibilities and Dispositions of Professional Educators	2. Teacher supports and participates in school and district initiatives.	1	Participation in School/district initiatives	Teacher regularly participates in and promotes and educates about school and district initiatives.	Regular teacher participation in school and district initiatives.	Teacher at least partially participates in school and district initiatives, though maybe not with full integration or involvement.	Teacher does not participate in or support school and district initiatives.
3. Professionalism	c. Responsibilities and Dispositions of Professional Educators	3. Teacher adheres to district and school rules, procedures, and expectations.	1	General performance of duties	The teacher performs assigned duties and volunteers for other duties without being asked.	The teacher performs assigned duties in a timely fashion.	The teacher performs most assigned duties, though not always in a timely fashion	The teacher does not perform most of their assigned duties, or does not do so in a timely fashion
3. Professionalism	c. Responsibilities and Dispositions of Professional Educators	3. Teacher adheres to district and school rules, procedures, and expectations.	2	Record keeping	The teacher maintains accurate and timely records, and regularly collects other classroom data that improves practice.	The teacher maintains accurate and timely records (student progress, completion of assignments, non-instructional records).	The teacher maintains accurate records.	The teacher does not maintain accurate records, or does not maintain records in a timely fashion.

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