Professionalism

Quality Indicator   **1**   **Collaborative data analysis**

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	
The emerging teacher…	The developing teacher also…	The proficient teacher also…	
Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.	Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	

Scoring Rubric 5.1

Evidence of Commitment

Maintains data analysis information			Bases lesson design on data analysis		Can model how lesson design is positively impacted by data analysis		Leads and engages colleagues in the development of professional learning community activities
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	7

Evidence of Practice

Attends meetings with other colleagues, participates in continuous improvement training or works with a mentor on data analysis			Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice *Bases lesson designs on data analysis *Utilizes information from collaborative meetings to change personal practice		Serves a key role in meetings with other colleagues regarding data analysis and assists in follow-up with colleagues on impact of using data on instructional practice *Discuss/share accomplished goals and plans for modification *Actively uses the continuous improvement cycle (trends, comparisons)		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Data Collection occurs, but without a specific purpose			*Data collection occurs with purpose		*Student growth is based on collaborative decisions made from formative and summative assessment data		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
						Avg Score:	

PILLAR 5

Professionalism

Quality Indicator   **2**   **Self-assessment and improvement for professional learning**

The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Aware of and participates in professional learning. Identifies and participate in professional development which has implications for student learning.	Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.	Continuously engages in a variety of self-assessment and problem- solving strategies to identify, engage and apply professional development which has implications for student growth and learning, within the classroom and the larger school environment.	Models and/or serves as a mentor, in part, to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.

Scoring Rubric 5.2

Evidence of Commitment

Professional development plan documents self-assessment and reflection strategies			Professional development plan documents ongoing self- assessment and reflection strategies		Documents reflections on his/her instructional process and results that impact future planning		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Uses administrator/mentor as a source of information and becomes aware of available professional learning resources. Aware of resources available for professional learning			Observations and conferences indicate attention to reflective practice and professional improvement. Seeks out new knowledge of current effective strategies		Uses reflections to direct future instruction and monitors the progress and evaluates results *Applies new learning from outside of the classroom to impact student performance within their own classroom creates & monitors a cycle of improvement.		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Limited impact of professional learning within own classroom			*Inconsistent application of professional development strategies		*Consistent application of professional development strategies		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
						Avg Score:	

Professionalism

Quality Indicator   **3**   **Professional commitments responsibilities and ethical practices**

The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	
The emerging teacher…	The developing teacher also…	The proficient teacher also…	
Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	

Scoring Rubric 5.3

Evidence of Commitment

Maintains information on school procedures and policies			Classroom structures and routines comply with school and district policies and procedures		Maintains appropriate mentor and/or peer documentation (where applicable)		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Adheres to all current school procedures and district policies as stated in the school's code of conduct teacher understands and is aware of district policies and procedures			Manages behavior, maintains records, etc. in accordance with district policies and school procedures teachers are able to manage their own behavior in accordance with Platte County principles of learning.		Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures teacher advocates policies within building and beyond in the education profession		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Need for resources and support to implement district policies and procedures *Appropriate management of student and district records			*Appropriate management of student and district records *Adheres to norms of confidentiality		*Evidence of mentorships Serve as a resource, peer observer or mentor		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
						Avg Score:	

Professionalism

Quality Indicator   **4**   **Induction and collegial activities**

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.	The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.	The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.	

Scoring Rubric 5.4

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards		Maintains growth plan/mentor logs to document support and growth aligned to the state's mentor standards		Professional Growth Plan or documentation of the mentor training		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6

Evidence of Practice

Meets regularly with a mentor and fully participates in the district/school induction process supports the schools vision, mission, values and goals. Participates in curriculum and staff development and works to strengthen relationships in the school community.		Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice. Actively engages in relationship building efforts in the school district, community. Contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6

Evidence of Impact

*Attends meeting and activities *Is present in collegial activities. *Performs the tasks identified in the District's mentor/protégé handbook. *Has identified an area of growth		*Positive relationships in the building and school community *Actively seeks help when needed beyond the scope and sequence of the District's mentor protégé timeline *Has identified action steps that support professional growth plan		*Actively collaborates at the building level. *Actively participates in collegial activities and/or mentor protégé program *Artifacts are present and identify evidence of active participation. * A professional growth plan documents improvement in intended indicator		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
					Avg Score:	

PILLAR 5

Professionalism

Quality Indicator   **5**   **Collaborating to meet student needs**

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
The emerging teacher…	The developing teacher also…	The proficient teacher also…	
Identifies ways to work with others across the system to provide needed services to support individual learners.	Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs	Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	

Scoring Rubric 5.5

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains mentor logs document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school. Identifies ways to work with other professionals across the school systems			Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success. Participates with other professionals at the school level to develop strategic school systems.		Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school. Consistently works with other professionals to develop strategic school-based systems to address student needs and monitor effectiveness of those systems.		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Attend PLC mtgs. *Grade level mtgs. *Faculty mtgs. *Understanding resources to utilize in school and support students and the community			*Works with other professionals to develop program system		*Develops an effective program with other professionals *Implementing an effective program to meet student needs *Evaluate with student data		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
						Avg Score:	

Professionalism

Quality Indicator   **6**   **Cooperative partnerships in support of student learning**

The teacher has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
The emerging teacher…	The developing teacher also…	The proficient teacher also…	
Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.	With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.	Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.	

Scoring Rubric 5.6

Evidence of Commitment

Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains mentor logs document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Practice

Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships		Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	

Evidence of Impact

*Contacts family in event of consequences, behavior, at-risk, etc.			*Routine mass communication *Regular 2 way communication *Express strengths and weaknesses		*Develop student learning plans in partnership with students & parents *Alignment of resources within a timeframe of continuous monitoring *Utilize survey data to improve student partnership/relationships of student learning		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	
0	1	2	3	4	5	6	
						Avg Score:	