

Art and Science of Teaching Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

#### **Promoting a Positive Environment**

### 55. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

#### Teacher Evidence

The teacher works cooperatively with appropriate school personnel to address issues that impact student learning

□ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust

The teacher accesses available expertise and resources to support students' learning needs
When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning

□ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

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	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversation s about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversation s about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

## 56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

## **Teacher Evidence**

The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns

The teacher encourages parent involvement in classroom and school activities
The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families

The teacher uses multiple means and modalities to communicate with families

The teacher responds to requests for support, assistance and/or clarification promptly

□ The teacher respects and maintains confidentiality of student/family information

□ When asked, the teacher can describe instances when he or she interacted positively with students and parents

□ When asked, students and parents can describe how the teacher interacted positively with them

□ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

# Promoting Exchange of Ideas and Strategies

## **57. Seeking Mentorship for Areas of Need or Interest**

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

#### Teacher Evidence

The teacher keeps track of specific situations during which he or she has sought mentorship from others

The teacher actively seeks help and input in Professional Learning Community meetings
The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction

□ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

	Innovating	Applying	Developing	Beginning	Not Using
Seeking	The teacher	The teacher	The teacher	The teacher	The teacher
Mentorship	is a	seeks help	seeks help	attempts to	makes no
for Areas of	recognized	and	and	perform this	attempt to
Need or	leader in	mentorship	mentorship	activity but	perform this
Interest	helping	from	from	does not	activity
	others with	colleagues	colleagues	actually	
	this activity	regarding	but not at a	complete or	
		specific	specific	follow	
		classroom	enough level	through with	
		strategies	to enhance	these	
		and	his or her	attempts	
		behaviors	pedagogical		
			skill		

# 58. Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

## **Teacher Evidence**

□ The teacher keeps tracks of specific situations during which he or she mentored other teachers

☐ The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways

□ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors

□ When asked, the teacher can describe specific situations in which he or she has mentored colleagues

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	Innovating	Applying	Developing	Beginning	Not Using
Mentoring	The teacher	The teacher	The teacher	The teacher	The teacher
Other	is a	provides	provides	attempts to	makes no
Teachers	recognized	other	other	perform this	attempt to
and Sharing	leader in	teachers with	teachers with	activity but	perform this
Ideas and	helping	help and	help and	does not	activity
Strategies	others with	input	input	actually	-
	this activity	regarding	regarding	complete or	
		classroom	classroom	follow	
		strategies	strategies	through with	
		and	and	these	
		behaviors	behaviors but	attempts	
			not at a		
			specific		
			enough level		
			to enhance		
			their		
			pedagogical		
			skill		

# Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

## **Promoting District and School Development**

#### 59. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

#### **Teacher Evidence**

□ The teacher performs assigned duties

**The teacher follows policies, regulations and procedures** 

□ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)

□ The teacher fulfills responsibilities in a timely manner

**The teacher understands legal issues related to students and families** 

□ The teacher demonstrates personal integrity

□ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to	The teacher	The teacher	The teacher	The teacher	The teacher
District and	is a	is aware of	is aware of	attempts to	makes no
School	recognized	district and	district and	perform this	attempt to
Rules and	leader in	school rules	school rules	activity but	perform this
Procedures	helping	and	and	does not	activity
	others with	procedures	procedures	actually	
	this activity	and adheres	but does not	complete or	
		to them	adhere to all	follow	
			of these rules	through with	
			and	these	
			procedures	attempts	

# 60. Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

## **Teacher Evidence**

□ The teacher participates in school activities and events as appropriate to support students and families

□ The teacher serves on school and district committees

□ The teacher participates in staff development opportunities

**The teacher works to achieve school and district improvement goals** 

□ The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives

□ When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

	Innovating	Ampluing	Davidaning	Deginging	Notlloing
	Innovating	Applying	Developing	Beginning	Not Using
Participating	The teacher	The teacher	The teacher	The teacher	The teacher
in District	is a	is aware of	is aware of	attempts to	makes no
and School	recognized	the district's	the district's	perform this	attempt to
Initiatives	leader in	and school's	and school's	activity but	perform this
	helping	initiatives and	initiatives but	does not	activity
	others with	participates	does not	actually	
	this activity	in them in	participate in	complete or	
		accordance	them in	follow	
		with his or	accordance	through with	
		her talents	with his or	these	
		and	her talents	attempts	
		availability	and		
			availability		