

Expectations for Educators. . .

Educator expectations are outlined in Policy GBE and include three areas:

- 1. Core Competencies:** All educators adhere to the District’s Vision, Mission, Student Goals, and Guiding Principles; legal responsibilities; and all Board of Education (BOE) policies.

Our Vision. . .

Students prepared for *their* future!

Our Mission. . .

To provide a safe, positive environment where all students acquire knowledge and skills to be productive citizens.

Our Purpose. . .

Student learning

Our Beliefs. . .

- All children can learn
- Together we achieve more

Our Core Values. . .

- Data driven continuous improvement
- Life-long learning

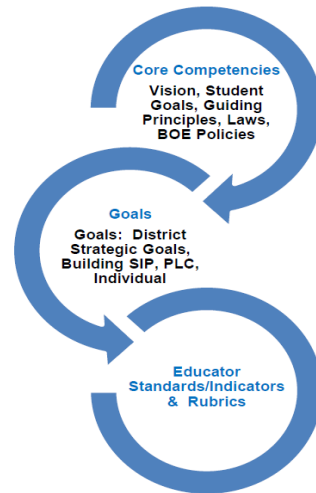
Our Goals for Students. . .

- Apply academic skills
- Communicate effectively
- Think critically and creatively to solve problems
- Use and apply technology
- Maintain and enhance physical and emotional health
- Demonstrate respect and work cooperatively with others
- Demonstrate self-management and practical life skills
- Contribute as responsible and productive citizens

Staff Guiding Principles:

All educators demonstrate in actions and words. . .

- Children first
- Respect for all
- Teamwork
- Excellence and quality
- Commitment to individual needs



- 2. Goals:** All educators are expected to support and work to achieve. . . **District Strategic goals, Building, Professional Learning Community (PLC), and School Improvement Process (SIP) goals, and Individual Action Plan goals.**
- 3. Educator Standards/Indicators/Rubrics:** All educators are expected to perform at the Effective level or higher on Standards 1–5 and meet Standard 6.

Standard 1: Educators Are Committed to All Students and Their Learning

Accomplished Olathe District educators are committed to students and their learning, with a focus on high expectations. They believe ALL students can learn and act upon that belief by monitoring and adjusting teaching to meet individual needs.

Standard 2: Educators Know Their Subject Matter and How to Teach It

Accomplished Olathe District educators use effective, research-based instructional practices/strategies, focused on student learning. They demonstrate instructional competencies in Content Knowledge and Instructional Practices.

Standard 3: Educators Create a Climate for Learning

Accomplished Olathe District educators provide a safe, positive environment conducive to learning. They model and expect students to demonstrate honesty, respect, responsibility, and trustworthiness throughout the learning environment.

Standard 4: Educators are Life-Long Learners

Accomplished Olathe District educators demonstrate life-long learning through commitment to continued learning and reflective practice, and they regularly seek feedback from various sources.

Standard 5: Educators Communicate and Interact with Others

Accomplished Olathe District educators communicate, cooperate, and collaborate professionally with all members of the school community to include colleagues, administrators, families, and community members.

Standard 6: Educators Impact Student Learning

Accomplished Olathe District educators demonstrate impact on student learning by providing student performance results as evidence. Evidence includes a summary of data, analysis, and planned actions on multiple measures over time for all students.

Educator Standards/Indicators/Rubrics

The first five **Standards** and their accompanying **Indicators** define what accomplished Olathe Educators should know and be able to do. **All educators work towards achieving these Standards and are expected to perform at the Effective level or higher on all Educator Standards/Indicators.**

The Rubrics provide a continuum of further detail and clarity for the Indicators, as well as promote greater consistency in their application. The Rubrics allow educators to:

- reflect on their strengths and areas of needs.
- receive focused feedback from observations by administrators, IRT's/support facilitators, mentors, colleagues, etc. with increased inter-rater reliability.
- see a clear picture of what skills and knowledge look like when applied.

New Educators will use these Rubrics throughout the New Educator process to reflect on their skills and to develop their Action Plan. New Educators will receive feedback on the Standards/Indicators/Rubrics from their appraiser and their Instructional Resource Teacher (IRT).

Career Educators will use the Standards/Indicators/Rubrics to develop their Action Plan. Minimally, once every three years, Career Educators will self-reflect and indicate how they perceive their skills on the Rubrics. Career Educators will then review their reflection with their appraiser, seeking input on their skills

Most educators within the district use the **General Indicators/Rubrics**. Educators who use **Indicator/Rubrics** unique to their positions for guiding their appraisal include:

- Audiologist
- Coordinator
- Counselor
- Early Childhood
- IRT (Instructional Resource Teacher)
- IST (Instructional Support Teacher)/Autism Specialist
- LMS (Library Media Specialist)
- Music Therapist
- OT/PT (Occupational/Physical Therapist)
- Nurse
- School Psychologist
- Social Worker
- Spec Ed (Special Education) Teacher
- SLP (Speech-Language Pathologist)

Ratings on the Rubrics include the following categories:

- **Accomplished:** This category defines distinguished educators who consistently exceed expectations. These educators:
 - are able to serve as a resource and to teach others, either on a formal or informal basis, because of the level of their skill on that particular Standard/Indicator.
 - can provide multiple model examples and feedback to others.
 - deeply understand the concept conveyed by the Standard/Indicator.
 - produce consistently positive student learning results across all student groups.Accomplished educators make a contribution to the field, both within and outside their school. They operate at a qualitatively different level, able to develop a community of learners who are highly motivated and engaged and who assume considerable responsibility for their own learning.
- **Effective:** This category defines educators who meet rigorous Olathe District expectations. These educators:
 - understand the concept conveyed in the Standard/Indicator.
 - consistently implement and integrate the Standard/Indicator.
 - can provide models of the Standard/Indicator.
 - frequently reflect on the Standard/Indicator, modifying as appropriate.
 - produce consistently positive student learning results across all student groups.Effective educators are proficient at demonstrating the Standard/Indicator.
- **Developing:** This category defines educators who are gaining knowledge related to the concept identified in the Standard/Indicator. These educators:
 - are practicing and increasing their implementation of the Standard/Indicator. Implementation is still fairly mechanical, sporadic, intermittent, and occurring in isolated situations.
 - benefit from feedback and coaching from colleagues and administrators on the Standard/Indicator and will likely improve with experience.
 - produce inconsistent student learning results.
 - are reflecting on their development.Individuals might be in the developing category on a Standard/Indicator because they are new to the position or implementing new curriculum, new instructional resources, or new instructional strategies.
- **Ineffective:** This category defines educators who are not currently aware of or do not currently demonstrate understanding of the concepts underlying the Standard/Indicator, or who are not currently implementing the Standard/Indicator. Ineffective educators need support, guidance, and assistance. Student learning goals are not being accomplished.

EDUCATORS TEACHING FOR LEARNING

1. **Standard: Educators Are Committed to All Students and Their Learning**

Accomplished Olathe District educators are committed to students and their learning, with a focus on high expectations. They believe all students can learn and act upon that belief by monitoring and adjusting teaching to meet individual needs.

The Olathe District Educator...

- 1.1 Demonstrates an understanding of how students develop and learn.
- 1.2 Communicates high expectations to all learners, regardless of race, gender, ethnicity, disability, and/or socio-economic status.

2. **Standard: Educators Know Their Subject Matter and How to Teach It**

Accomplished Olathe District educators use effective, research-based instructional practices/strategies, focused on student learning. They demonstrate instructional competencies in content knowledge and instructional practices.

The Olathe District Educator...

- 2.1 Demonstrates an accurate, up-to-date, and extensive knowledge of subject matter.
- 2.2 Implements the district curriculum as adopted by the Board of Education.
- 2.3 Uses the district-developed long range plan or develops long range plan(s).
- 2.4 Demonstrates knowledge of how subject matter/disciplines are integrated.
- 2.5 Develops lesson plans incorporating effective lesson design.
- 2.6 Maximizes available instructional time.
- 2.7 Uses a variety of research-based instructional practices which support learning goals and student needs.
- 2.8 Implements instructional practices which actively engage students.
- 2.9 Communicates learning expectations and assessment standards to students.
- 2.10 Models and facilitates higher levels of thinking.
- 2.11 Differentiates instruction and provides interventions to accommodate student learning.
- 2.12 Uses a variety of current materials, resources, and technology to support instructional goals.
- 2.13 Develops, integrates, and uses a variety of informal and formal assessments in order to make instructional decisions.
- 2.14 Provides feedback to facilitate learning.
- 2.15 Monitors student progress and maintains up-to-date records.

3. **Standard: Educators Create a Climate for Learning**

Accomplished Olathe District educators provide a safe, positive environment conducive to learning. They model and expect students to demonstrate honesty, respect, responsibility, and trustworthiness throughout the learning environment

The Olathe District Educator...

- 3.1 Treats students with dignity and respect.
- 3.2 Develops and maintains positive student-educator relationships.
- 3.3 Creates a positive, invitational, and safe learning environment.
- 3.4 Teaches, models, and practices expectations, rules, procedures and routines.
- 3.5 Develops and implements appropriate strategies, behavior supports, and consequences.
- 3.6 Provides students opportunities for shared decision-making.
- 3.7 Develops a climate that respects individual differences.
- 3.8 Implements and reinforces school and district policies.

EDUCATORS AS MEMBERS OF LEARNING COMMUNITIES

4. **Standard: Educators are Life-Long Learners**

Accomplished Olathe District educators demonstrate life-long learning through commitment to continued learning and reflective practice, and they regularly seek feedback from various sources.

The Olathe District Educator...

- 4.1 Contributes to the profession.
- 4.2 Participates in professional growth opportunities.
- 4.3 Applies knowledge gained from professional growth to impact students.
- 4.4 Reflects on professional practices to identify strengths, opportunities for improvement, and professional growth priorities.

5. **Standard: Educators Communicate and Interact with Others**

Accomplished Olathe District educators communicate, cooperate, and collaborate professionally with all members of the school community to include colleagues, administrators, families and community members.

The Olathe District Educator...

- 5.1 Establishes and maintains respectful professional communication.
- 5.2 Establishes and maintains ongoing, timely, and respectful communication with parents/guardians.
- 5.3 Seeks assistance and/or input to establish and accomplish goals.
- 5.4 Listens and responds appropriately to suggestions, requests, and concerns.
- 5.5 Collaborates to plan and meet individual student needs.
- 5.6 Participates in professional learning communities and collaborative teams to accomplish student, school, and district goals.
- 5.7 Listens and collaborates to discuss and resolve issues.

Standard 1: *Committed to All Students and Their Learning*

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
1.1 Demonstrates an understanding of how students develop and learn	<ul style="list-style-type: none"> Displays thorough knowledge of developmental characteristics, learning theory, and brain research 	<ul style="list-style-type: none"> Displays knowledge of developmental characteristics, learning theory, and brain research 	<ul style="list-style-type: none"> Displays some knowledge of developmental characteristics and learning theory 	<ul style="list-style-type: none"> Displays minimal knowledge of developmental characteristics and learning theory
1.2 Communicates high expectations to all learners, regardless of race, gender, ethnicity, disability, and/or socio-economic status	<ul style="list-style-type: none"> Conveys high expectations to all learners through instructional goals, activities, and interactions in the learning environment Engages all students in setting personal high expectations 	<ul style="list-style-type: none"> Conveys high expectations to all learners through instructional goals, activities, and interactions in the learning environment 	<ul style="list-style-type: none"> Inconsistently conveys high expectations for all learners 	<ul style="list-style-type: none"> Fails to communicate high expectations for all learners

Standard 2: *Know Their Subject Matter and How to Teach It*

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
2.1 Demonstrates an accurate, up-to-date, and extensive knowledge of subject matter	<ul style="list-style-type: none"> Actively seeks current research and resources through professional organizations, district professional development, colleagues, or the community to improve knowledge base and enhance teaching effectiveness Conveys depth of subject matter to accomplish instructional objectives and predicts possible student conceptions and misconceptions 	<ul style="list-style-type: none"> Accesses and uses knowledge, current research, and professional resources within subject area in order to teach timely and accurate content Identifies depth of subject matter essential for accomplishing instructional objectives 	<ul style="list-style-type: none"> Accesses a few resources to teach timely and accurate content Uses content from curriculum guide and instructional resources to teach objectives but lacks depth of content 	<ul style="list-style-type: none"> Teaches outdated, inaccurate, or inadequate content Displays limited understanding of content
2.2 Implements the district curriculum as adopted by the Board of Education	<ul style="list-style-type: none"> Implements current district curriculum for grade level(s)/course(s) in preparing and delivering lessons for students Utilizes knowledge of curriculum vertical alignment Analyzes student proficiencies needed to accomplish curriculum/standards 	<ul style="list-style-type: none"> Implements current district curriculum for grade level(s)/course(s) in preparing & delivering lessons for students Has knowledge of curriculum vertical alignment Knows student proficiencies needed to accomplish curriculum/standards 	<ul style="list-style-type: none"> Inconsistently implements current district curriculum for grade level(s)/course(s) in preparing and delivering lessons for students Lessons lack alignment with student proficiencies 	<ul style="list-style-type: none"> Fails to implement current district curriculum Lessons lack evidence of student proficiencies
2.3 Uses the district-developed long-range plan or develops long-range plan(s)	<ul style="list-style-type: none"> Collaborates with colleagues to develop, adapt, and implement the district long-range plans or develops a plan when one is not provided 	<ul style="list-style-type: none"> Develops, adapts, and implements the district long-range plans or develops a plan when one is not provided 	<ul style="list-style-type: none"> Develops unit, monthly, and weekly plans 	<ul style="list-style-type: none"> Develops plans that lack a sequence or alignment

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
2.4 Demonstrates knowledge of how subject matter/ disciplines are integrated	<ul style="list-style-type: none"> • Purposefully creates and provides meaningful connections with other subject areas • Enriches content through a variety of relevant and real-world examples and resources 	<ul style="list-style-type: none"> • Provides consistent connections and relevancy to other subject areas • Presents content in a relevant context using appropriate examples and real world illustrations 	<ul style="list-style-type: none"> • Intermittently provides connections and relevancy to other subject areas • Presents content using examples and illustrations, but lacks relevant curriculum connections 	<ul style="list-style-type: none"> • Rarely provides connections or relevancy to other subject areas • Presents content with few or inadequate examples or illustrations
2.5 Develops lesson plans incorporating effective lesson design	<ul style="list-style-type: none"> • Incorporates and adapts effective lesson design resulting in a coherent, appropriately sequenced lesson aligned with the learning goals (Elements of effective lesson design: anticipatory set, stated and written lesson objectives, input/modeling, guided and independent practices, closure and assessment) • Develops detailed, practical, adaptable plans for substitute teachers and emergency situations 	<ul style="list-style-type: none"> • Incorporates effective lesson design resulting in a coherent, appropriately sequenced lesson aligned with the learning goals (Elements of effective lesson design: anticipatory set, stated and written lesson objectives, input/modeling, guided and independent practices, closure and assessment) • Develops detailed, practical plans for substitute teachers and emergency situations 	<ul style="list-style-type: none"> • Inconsistently incorporates elements of effective lesson design • Develops plans for substitute teachers and emergency situations which are difficult to follow 	<ul style="list-style-type: none"> • Does not develop lesson plans and/or demonstrates little or no evidence of effective lesson design • Fails to provide plans for substitute teachers and emergency situations
2.6 Maximizes available instructional time	<ul style="list-style-type: none"> • Modifies and utilizes appropriate instructional time for teaching content, incorporating smooth pacing, transitions, and active student engagement for the entire period 	<ul style="list-style-type: none"> • Utilizes appropriate instructional time for teaching content, incorporating smooth pacing, transitions, and active student engagement for the entire period 	<ul style="list-style-type: none"> • Utilizes instructional time for content, but lesson delivery needs to be refined regarding pacing, transitions, and/or engagement 	<ul style="list-style-type: none"> • Inappropriately allots time for content, and instruction lacks appropriate pacing, transitions, and student engagement
2.7 Uses a variety of research-based instructional practices which support learning goals and student needs	<ul style="list-style-type: none"> • Strategically plans, implements, and adapts a variety of effective instructional strategies aligned with school improvement plans and district professional development • Collaboratively plans, shares, and evaluates instructional strategies aligned with learning goals and student needs 	<ul style="list-style-type: none"> • Strategically plans and implements a variety of effective instructional strategies aligned with school improvement plans and district professional development • Uses instructional strategies that consistently align with learning goals and student needs 	<ul style="list-style-type: none"> • Inconsistently plans and implements effective instructional strategies aligned with school improvement plans and district professional development • Inconsistently uses instructional strategies and/or selects strategies not aligned with the learning goals 	<ul style="list-style-type: none"> • Fails to implement effective instructional strategies in alignment with school improvement plans • Does not utilize or incorrectly implements instructional strategies that support learning goals and student needs
2.8 Implements instructional practices which actively engage students	<ul style="list-style-type: none"> • Utilizes a variety of specific strategies and adapts lessons to actively engage students (including: student response techniques/Every Pupil Response, cooperative learning, questioning techniques, appropriate wait time, technology tools, etc.) 	<ul style="list-style-type: none"> • Utilizes a variety of specific strategies to actively engage students (including: student response techniques/Every Pupil Response, cooperative learning, questioning techniques, appropriate wait time, technology tools, etc.) 	<ul style="list-style-type: none"> • Inconsistently utilizes strategies to actively engage students 	<ul style="list-style-type: none"> • Delivers instruction that does not actively engage students

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
2.9 Communicates learning expectations and assessment standards to students	<ul style="list-style-type: none"> Clearly communicates and posts learning objectives/ standards using student-friendly language tied to instruction and assessment expectations Clearly communicates how students will demonstrate understanding (assessment) and involves students in discussion/reflection of their learning and assessment 	<ul style="list-style-type: none"> Communicates and posts learning objectives/standards tied to instruction and assessment expectations Communicates what students will be able to do as a result of instruction and how they will demonstrate their understanding (assessment) 	<ul style="list-style-type: none"> Inconsistently communicates learning objectives/standards to students and rarely references any assessment standard or criteria 	<ul style="list-style-type: none"> Does not communicate learning objectives or assessment expectations to students
2.10 Models and facilitates higher levels of thinking	<ul style="list-style-type: none"> Consistently implements strategies in lessons to promote higher-level thinking and transfer of thinking skills to new and/or unpredictable situations Uses questioning techniques to foster high levels of thinking, thoughtful and reflective student responses, and student-generated questioning 	<ul style="list-style-type: none"> Consistently implements strategies in lessons to promote higher-level thinking (problem solving, reasoning, analysis, questioning, inquiry) Uses questioning techniques to involve students in higher-levels of thinking and thoughtful responses 	<ul style="list-style-type: none"> Includes some strategies to promote higher-level thinking Inconsistently uses questioning techniques to elicit thoughtful responses 	<ul style="list-style-type: none"> Focuses on low-level skills and drill/practice exercises Uses questioning techniques that focus on low-level thinking and rarely engages students
2.11 Differentiates instruction and provides interventions to accommodate student learning	<ul style="list-style-type: none"> Demonstrates knowledge and implementation of differentiated instruction using student data to modify lessons, strategies, and interventions, and integrates technology as well as assessments to meet individual student needs 	<ul style="list-style-type: none"> Demonstrates knowledge and implementation of differentiated instruction using a variety of lessons, strategies, interventions, and technology to meet individual student needs 	<ul style="list-style-type: none"> Demonstrates some understanding of differentiated instruction but inconsistently uses lessons, strategies, interventions, and technology to meet individual student needs 	<ul style="list-style-type: none"> Demonstrates little or no understanding of differentiated instruction and presents lessons which lack strategies, interventions, and technology designed to meet individual student needs
2.12 Uses a variety of current materials, resources, and technology to support instructional goals	<ul style="list-style-type: none"> Utilizes multiple district resources and technology to modify and redefine instruction that enhances learning, engages students, meets individual student needs, and enables students to become consumers of knowledge in the real world Engages students in developing varied learning modes and products using technology tools Models and teaches copyright laws 	<ul style="list-style-type: none"> Utilizes multiple district resources and technology in planning and delivering instruction to enhance learning, engage students, meet individual student needs, and enable students to become consumers of knowledge in the real world Provides students with frequent opportunities to use technology tools for learning Models and teaches copyright laws 	<ul style="list-style-type: none"> Uses resources and technology that inconsistently align with instructional goals, engagement of students, or student needs Provides students with occasional opportunities to use technology tools for learning Complies with copyright laws 	<ul style="list-style-type: none"> Uses limited resources and technology lacking alignment with instructional goals, student engagement, or student needs Does not provide students with opportunities to use technology tools for learning Does not comply with copyright laws
2.13 Develops, integrates, and uses a variety of informal and formal assessments in order to make instructional decisions	<ul style="list-style-type: none"> Develops, integrates, and evaluates the effectiveness of a variety of formative and summative assessments, including projects, independent work, anecdotal records, and tests to evaluate student performance Analyzes assessment data to 	<ul style="list-style-type: none"> Develops and uses a variety of formative and summative assessments, including projects, independent work, anecdotal records, and tests to evaluate student performance and lesson/unit effectiveness Uses assessment data to 	<ul style="list-style-type: none"> Administers district-constructed or textbook assessments, or inconsistently develops and utilizes formative and summative assessments Inconsistently uses assessment data to guide 	<ul style="list-style-type: none"> Inconsistently administers informal, district-constructed, or text-adopted assessments Does not use assessment data to guide instructional decisions Fails to administer all required assessments and fails to follow

	<p>guide instructional decisions and evaluate lesson/unit effectiveness</p> <ul style="list-style-type: none"> Administers all required assessments and follows the administration guidelines & timelines 	<p>guide instructional decisions</p> <ul style="list-style-type: none"> Administers all required assessments and follows the administration guidelines and timelines 	<p>instructional decisions</p> <ul style="list-style-type: none"> Administers all required assessments and follows the administration guidelines and timelines 	<p>the administration guidelines and timelines</p>
	Levels of Performance			
Indicator	Accomplished	Effective	Developing	Ineffective
<p>2.14 Provides feedback to facilitate learning</p>	<ul style="list-style-type: none"> Consistently analyzes student strengths, errors, and needs, providing a variety of timely and specific feedback tailored to individual students (productive, written, oral, or non-verbal comments on what is done well and suggestions for how to improve) 	<ul style="list-style-type: none"> Provides a variety of timely, specific, and student-friendly feedback to guide the learning process (productive, written, oral, non-verbal comments on what is done well and suggestions for how to improve) 	<ul style="list-style-type: none"> Inconsistently provides feedback to guide the learning process or utilizes feedback that lacks timely delivery, is general rather than specific, and may lack the balance of productive, written, oral, non-verbal comments for strengths and suggestions for improvement 	<ul style="list-style-type: none"> Rarely uses student feedback to guide the learning process other than a grade or performance mark
<p>2.15 Monitors student progress and maintains up-to-date records</p>	<ul style="list-style-type: none"> Uses district/building adopted systems and guidelines to monitor student learning, completion of assignments, assessments, and attendance, which is organized, understandable, accessible, and current Engages students in self-monitoring of progress 	<ul style="list-style-type: none"> Uses district/building adopted systems and guidelines to monitor student learning, completion of assignments, assessments, and attendance, which is organized, understandable, accessible and current 	<ul style="list-style-type: none"> Uses district/building adopted systems and guidelines to maintain student completion of assignments, assessments, attendance, and student progress which may lack organization, clarity, accessibility, and timeliness 	<ul style="list-style-type: none"> Does not use district/building adopted systems and guidelines to maintain up-to-date information on student completion of assignments, assessments, and attendance

Standard 3: Create a Climate for Learning

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
3.1 Treats students with dignity and respect	<ul style="list-style-type: none"> Consistently maintains professional interactions with students Intentionally utilizes positive and supportive language, dignifying students both publicly and privately Consistently maintains confidentiality in working with students' behaviors and concerns 	<ul style="list-style-type: none"> Maintains professional interactions with students Utilizes positive and supportive language, dignifying students both publicly and privately Maintains confidentiality in working with students' behaviors and concerns 	<ul style="list-style-type: none"> Generally maintains professional interactions with students Attempts to utilize positive and supportive language dignifying students Values confidentiality, but occasionally makes private issues public 	<ul style="list-style-type: none"> Exhibits unprofessional behavior interactions with students Lacks positive and supportive language or responds with sarcasm Does not maintain confidentiality
3.2 Develops and maintains positive student-educator relationships	<ul style="list-style-type: none"> Fosters open communication with all students both individually and in groups Knows students personally in the context of the classroom and outside the classroom Connects students' interests and backgrounds in interactions 	<ul style="list-style-type: none"> Maintains open communication with students both individually and in groups Makes an effort to know each student personally both in and out of the classroom 	<ul style="list-style-type: none"> Occasionally engages in open communication with students both individually and in groups Acknowledges some students' interests in the classroom and activities outside the classroom 	<ul style="list-style-type: none"> Does not encourage open communication with students Lacks an awareness of students as individuals
3.3 Creates a positive, invitational, and safe learning environment	<ul style="list-style-type: none"> Consistently maintains an environment which promotes genuine caring and respect with and among students Listens to and supports students' needs and concerns Creates opportunities for students to take risks in their learning Creates consistent opportunities for recognition and genuinely acknowledges all students' successes Addresses safety issues quickly and efficiently in collaboration with students 	<ul style="list-style-type: none"> Creates an environment which promotes polite and respectful interactions Addresses students' needs and concerns Encourages students to take risks in their learning Recognizes student successes Addresses safety issues quickly and efficiently 	<ul style="list-style-type: none"> Inconsistently maintains a polite and respectful environment Acknowledges the needs and concerns of some students Occasionally recognizes student successes Inconsistently addresses safety issues 	<ul style="list-style-type: none"> Allows negative interaction in the learning environment Does not address students' needs and concerns Does not recognize student successes Fails to act on safety issues
3.4 Teaches, models, and practices expectations, rules, procedures and routines	<ul style="list-style-type: none"> In collaboration with students, proactively establishes positively stated expectations, rules, procedures and routines that contribute to a smooth functioning instructional environment In collaboration with students, clearly teaches, models, and practices expectations, rules, procedures, and routines, re-teaching and reviewing regularly 	<ul style="list-style-type: none"> Proactively establishes positively stated expectations, rules, procedures and routines that contribute to a smooth functioning instructional environment Clearly teaches, models, and practices expectations, rules, procedures, and routines, re-teaching when necessary 	<ul style="list-style-type: none"> Establishes some expectations, rules, procedures, and routines Teaches and models some expectations, rules, procedures, and routines 	<ul style="list-style-type: none"> Does not establish expectations, rules, procedures, and routines Teaches or models few expectations, rules, procedures, and routines

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
3.5 Develops and implements appropriate strategies, behavior supports, and consequences	<ul style="list-style-type: none"> Consistently uses and adapts effective classroom management strategies In collaboration with other staff, students, and parents, develops and adapts supports for positive behavior In collaboration with other staff, students and parents adapts appropriate supports and consequences to address challenging student behaviors 	<ul style="list-style-type: none"> Uses effective classroom management strategies Implements appropriate supports for positive behavior Implements appropriate supports and consequences to address challenging student behaviors 	<ul style="list-style-type: none"> Uses some effective classroom management strategies Inconsistently implements some supports for positive behavior Inconsistently addresses challenging student behaviors 	<ul style="list-style-type: none"> Effective classroom management strategies are not evident Fails to implement supports for positive behavior Does not address or inappropriately addresses challenging student behaviors
3.6 Provides students opportunities for shared decision-making	<ul style="list-style-type: none"> Creates a climate where students actively contribute and collaborate Collaborates with students to create a variety of choices for relevant learning experiences 	<ul style="list-style-type: none"> Encourages students to contribute and collaborate Provides opportunities for students to choose among a variety of relevant learning experiences 	<ul style="list-style-type: none"> Provides some opportunity for students to contribute Infrequently provides students with opportunities to make choices among learning experiences 	<ul style="list-style-type: none"> Presents most instruction in a teacher-directed manner Provides no choice for student learning experiences
3.7 Develops a climate that respects individual differences	<ul style="list-style-type: none"> Collaborates with students to establish and model a positive climate, respecting varying backgrounds, diversities, and needs Establishes a climate consistently honoring individual differences free of derogatory comments, actions, and responses Values and solicits differing viewpoints to enhance learning 	<ul style="list-style-type: none"> Establishes and models a positive climate, respecting varying backgrounds, diversities, and needs Does not allow students to make derogatory comments, actions, and responses Acknowledges differing viewpoints to enhance learning 	<ul style="list-style-type: none"> Acknowledges the differing backgrounds of students and displays some evidence of tolerance and respect Inconsistently or inappropriately addresses negative, derogatory comments, actions, and responses Infrequently acknowledges differing viewpoints to enhance learning 	<ul style="list-style-type: none"> Lacks a climate of tolerance and respect Does not address negative, demeaning student interactions Does not acknowledge viewpoints to enhance learning
3.8 Implements and reinforces school and district policies	<ul style="list-style-type: none"> Consistently implements district and school policies Consistently serves as a role model in exhibiting behavior representative of school guidelines, the Code of Student Conduct, and Acceptable Use Policy 	<ul style="list-style-type: none"> Implements district and school policies Serves as a role model in exhibiting behavior representative of school guidelines, the Code of Student Conduct, and Acceptable Use Policy 	<ul style="list-style-type: none"> Inconsistently implements district and school policies Inconsistently serves as a role model in exhibiting behavior representative of school guidelines, the Code of Student Conduct, and Acceptable Use Policy 	<ul style="list-style-type: none"> Does not implement district and school policies Does not serve as a role model in exhibiting behavior representative of school guidelines, the Code of Student Conduct, and Acceptable Use Policy

Standard 4: *Life-Long Learners*

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
4.1 Contributes to the profession	<ul style="list-style-type: none"> Initiates and develops opportunities to promote and enhance the teaching profession (ex. mentoring new educators/student teachers, writing articles for publication, facilitating professional learning, serving on professional committees, and advocating for public education and educators) 	<ul style="list-style-type: none"> Engages and participates in opportunities to promote and enhance the teaching profession (ex. assisting other educators, facilitating professional learning, serving on building level professional committees) 	<ul style="list-style-type: none"> Participates in opportunities that contribute to the teaching profession 	<ul style="list-style-type: none"> Makes no effort to participate in opportunities that contribute to the teaching profession
4.2 Participates in professional growth opportunities	<ul style="list-style-type: none"> Pursues and actively engages in professional growth opportunities and serves as a resource/facilitator for others 	<ul style="list-style-type: none"> Actively engages in and contributes to professional growth 	<ul style="list-style-type: none"> Attends required professional growth opportunities with limited participation 	<ul style="list-style-type: none"> Does not attend or participate in required professional growth opportunities
4.3 Applies knowledge gained from professional growth opportunities to impact students	<ul style="list-style-type: none"> Consistently implements newly gained knowledge/skills from professional growth through the incorporation of meaningful classroom instruction and serves as a resource to others Consistently applies new skills and produces evidence of student learning (ex. data, lesson plans, digital publication, student work, classroom displays professional dialogue with others) 	<ul style="list-style-type: none"> Implements newly gained knowledge/skills from professional growth through the incorporation of meaningful classroom instruction Occasionally applies new skills and produces evidence of student learning (ex. data, lesson plans, digital publication, student work, classroom displays professional dialogue with others) 	<ul style="list-style-type: none"> Implements some newly gained knowledge/skills in a limited manner Shows minimal application of new skills with limited evidence of student learning 	<ul style="list-style-type: none"> Does not apply knowledge/skills gained from professional growth Shows no application of new skills
4.4 Reflects on professional practices to identify strengths, opportunities for improvement, and professional growth priorities	<ul style="list-style-type: none"> Utilizes self-evaluation, student learning results, and various feedback sources (ex. surveys, IRT/Principal/colleague feedback, etc.) to identify strengths/needs and to establish professional growth priorities 	<ul style="list-style-type: none"> Utilizes self-evaluation and student learning results to identify strengths/needs and to establish professional growth priorities 	<ul style="list-style-type: none"> Utilizes minimal self-evaluation and feedback sources to identify strengths/needs and professional growth priorities 	<ul style="list-style-type: none"> Does not self-evaluate for instructional or professional growth priorities

Standard 5: *Communicate and Interact with Others*

Indicator	Levels of Performance			
	Accomplished	Effective	Developing	Ineffective
5.1 Establishes and maintains respectful professional communication	<ul style="list-style-type: none"> Consistently uses respectful and appropriate language in all professional communication including oral, written, or digital means, and serves as a role model for others Ensures student privacy by applying privacy laws and District policies in all forms of communication 	<ul style="list-style-type: none"> Consistently uses respectful and appropriate language in all professional communication including oral, written, or digital means Ensures student privacy by applying privacy laws and District policies in all forms of communication 	<ul style="list-style-type: none"> Uses respectful, appropriate language in most professional communication including oral, written, or digital means Considers student privacy by applying privacy laws and District policies in all forms of communication 	<ul style="list-style-type: none"> Lacks respect and professionalism in communication Lacks understanding of laws and District policies related to student privacy in all forms of communication
5.2 Establishes and maintains ongoing, timely, and respectful communication with parents/guardians	<ul style="list-style-type: none"> Routinely plans for proactive, respectful, and consistent communication, utilizing a variety of oral, written, or digital means in a timely manner 	<ul style="list-style-type: none"> Utilizes consistent and respectful communication through a variety of oral, written, or digital means in a timely manner 	<ul style="list-style-type: none"> Communicates periodically, but may not always be in an appropriate, respectful, or timely manner 	<ul style="list-style-type: none"> Neglects to communicate in an appropriate, respectful, or timely manner
5.3 Seeks assistance and/or input to meet needs	<ul style="list-style-type: none"> Elicits and welcomes input and assistance from others to collaboratively meet a variety of needs 	<ul style="list-style-type: none"> Actively seeks input and assistance to meet a variety of needs 	<ul style="list-style-type: none"> Inconsistently seeks and responds to input or assistance from others to meet needs 	<ul style="list-style-type: none"> Does not seek input or assistance
5.4 Listens and responds appropriately to suggestions, requests, and concerns	<ul style="list-style-type: none"> Actively listens and welcomes suggestions, requests, and concerns and chooses a response to match the needs of the situation 	<ul style="list-style-type: none"> Listens to suggestions, requests, and concerns and chooses a response to match the needs of the situation 	<ul style="list-style-type: none"> Is open to suggestions, requests, and concerns but does not always respond appropriately 	<ul style="list-style-type: none"> Is not open to suggestions, requests, or concerns and responds defensively, negatively, and/or does not respond appropriately
5.5 Collaborates to plan and meet individual student needs	<ul style="list-style-type: none"> Provides leadership to ensure instructional collaboration among a variety of stakeholders 	<ul style="list-style-type: none"> Actively collaborates with a variety of stakeholders for instructional purposes 	<ul style="list-style-type: none"> Collaborates as requested for instructional purposes 	<ul style="list-style-type: none"> Does not collaborate for instructional purposes
5.6 Participates in professional learning communities and collaborative teams to accomplish student, school, and district goals	<ul style="list-style-type: none"> Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish student, team, school/school improvement, and district goals 	<ul style="list-style-type: none"> Actively collaborates to establish and accomplish student, team, school/school improvement, and district goals 	<ul style="list-style-type: none"> Participates as required in accomplishing student, team, school/school improvement, and district goals 	<ul style="list-style-type: none"> Does not participate in accomplishing student, team, school/school improvement, and district goals
5.7 Listens and collaborates to discuss and resolve issues	<ul style="list-style-type: none"> Provides leadership in seeking and sharing accurate information and perspectives to reach a mutually agreed upon outcome 	<ul style="list-style-type: none"> Seeks and shares accurate information and perspectives to reach a mutually agreed upon outcome 	<ul style="list-style-type: none"> Attempts to recognize others' perspectives using limited information and provides minimal input to resolve issues 	<ul style="list-style-type: none"> Solves issues in isolation, uses inaccurate information, or refuses to accept/consider others' perspectives