

Millard Instructional Model

History of the Millard Instructional Model

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- o What does an effective teacher do to increase student achievement?
- o What are important decisions teachers must make to effectively instruct?
- o Why is successful classroom management vital to improved student achievement?
- o Can a district model of instruction increase student achievement?
- o Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

- 1) What will students know and be able to do?
- 2) How will students learn it?
- 3) How do we know if students learned it?
- 4) What happens if students don't learn it or already know it?

Continuing the tradition of excellence in teaching and learning, a team of teachers, building and central office administrators, and Millard Education Association representatives worked together to again revise the Millard Instructional Model and the Teacher Evaluation System. This team worked through the 2013-14 school year to research, revise and develop a rubric. Communication and staff development plans will occur throughout 2014-2015, with implementation of the revised model beginning with the 2015-2016 school year.

The Indicators of Effective Teaching and Learning, the 2014 revised Millard Instructional Model, marries the 2003 “Indicators of Effective Teaching” and the 2006 “Practices That Promote Successful Student Learning” and aligns with the 2013 Nebraska’s Performance Framework for Teachers. The Indicators of Effective Teaching and Learning includes teacher evidence and student evidence as indicators of competency. It also allows for assessment of instruction on a scale rating to promote teacher reflection and continuous growth. For purposes of reflection, growth, and evaluation of teacher performance, the following rating scale is utilized:

Unsatisfactory	Little or no demonstration of Indicators of Effective Teaching and Learning
Progressing	Limited or inconsistent demonstration of Indicators of Effective Teaching and Learning
Proficient	Consistent demonstration of Indicators of Effective Teaching and Learning
Distinguished	Consistent and exemplary demonstration of Indicators of Effective Teaching and Learning

References For Millard Instructional Model Used Prior to 2005

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Hall, Peter A., and Alisa Simeral. *Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.

Instructional Model for Millard Public Schools (Revised 2006; 2007; 2009)

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MPS Board Policy

Millard Public Schools. Board Rule 4140.1.

Millard Public Schools. Board Rule 4155.1.

Millard Public Schools. Board Rule 6130.2.

Millard Public Schools. Code of Ethics

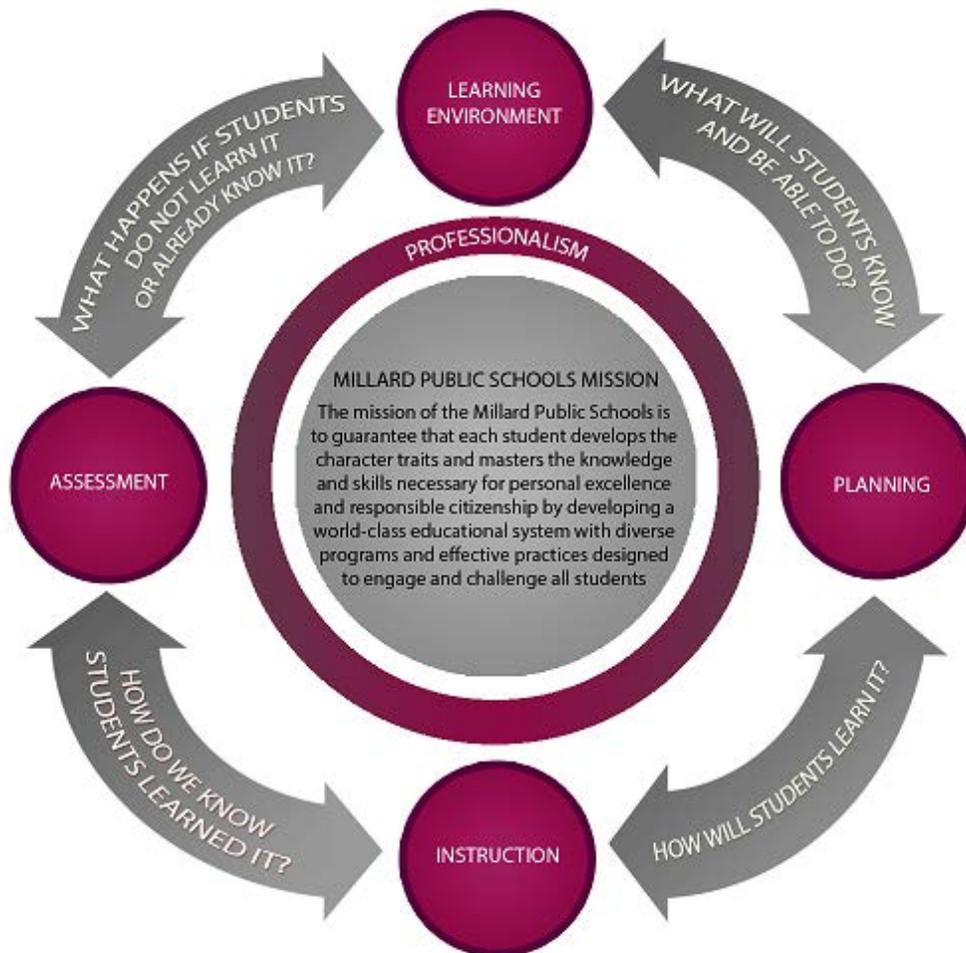
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Millard Instructional Model (MIM)

The purpose of the Millard Instructional Model is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Education Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into five interdependent domains.



Millard Instructional Model

Indicators of Effective Teaching and Learning

Domain I: Planning			
<i>What will students know and be able to do? How will students learn it?</i>			
<i>How do we know students learn it? What happens if students do not learn it or already know it?</i>			
Unsatisfactory	Progressing	Proficient (Meets the Standard)	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
I. Teacher plans with individual learning results in mind.			

A. Teacher utilizes the standards and indicators defined by the Millard Educational Program in planning essential learning outcomes and objectives in each area of study.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher writes daily and weekly lesson plans and objectives that address required Millard Educational Program curricular outcomes, state and national standards. ▪ Teacher shares lesson plans with building administrators, supervisors, and appropriate colleagues. ▪ Teacher informs students of the lesson plan using developmentally appropriate language. ▪ Teacher uses the lesson plan to foster opportunities for collaboration, both within and across disciplines. ▪ Teacher reflects on the extent to which outcomes are being met. 	<ul style="list-style-type: none"> ▪ Students articulate learning objectives, expected outcomes, assessments and the relevance of the content. ▪ Students are actively engaged as a result of involvement in planning.

B. Teacher uses individualized assessment data to determine learning objectives for students.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher accurately interprets data to set appropriate learning goals for each student. ▪ Teacher uses formative, summative, and cumulative data to guide planning. ▪ Teacher differentiates lesson plans to appropriately challenge each student. 	<ul style="list-style-type: none"> ▪ Students set academically and developmentally appropriate goals. ▪ Students accurately describe progress toward learning goals. ▪ Students engage in differentiated activities.

C. Teacher designs lessons and units that incorporate effective practices.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher defines evidence of learning, including performance tasks and rubrics. ▪ Teacher uses knowledge of effective lesson design and current best practices to inform planning. ▪ Teacher aligns instructional strategies, technologies and other instructional resources, and assessments to the learning objectives. ▪ Teacher plans diverse instructional strategies to provide differentiated learning experiences. ▪ Teacher considers student prior knowledge, individual circumstances, and cultural and societal influences on learning when planning. ▪ Teacher includes instructional strategies to promote student independence. ▪ Teacher plans to provide meaningful feedback. ▪ Teacher plans opportunities for students to monitor progress and reflect upon learning. ▪ Teacher plans for students to have sufficient access and training in technologies and other resources necessary for learning. 	<ul style="list-style-type: none"> ▪ Students rehearse, rethink, revise and refine their learning based upon personal reflection and timely feedback. ▪ Students evaluate their work and set future goals. ▪ Students explain how the current task relates to the overall goal of the lesson.

Domain 2: Instruction

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

Unsatisfactory	Progressing	Proficient (Meets the Standard)	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.			

A. Teacher communicates and reinforces daily, weekly, and unit learning goals and objectives throughout instruction.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher explains daily learning objectives. ▪ Teacher ensures amount of content and length of activities are appropriate for each learner. ▪ Teacher revisits the objective at appropriate intervals. 	<ul style="list-style-type: none"> ▪ Students articulate learning objectives, expected outcomes, and the relevance of content.

B. Teacher uses effective instructional strategies to ensure growth in student achievement.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher uses instructional strategies and learning activities that correlate to the achievement of the stated objective. ▪ Teacher uses a variety of instructional techniques appropriate to level and content including but not limited to: direct instruction, inquiry, questioning, flexible grouping, collaboration, content area literacy, and appropriate use of technology as appropriate for individual student achievement. ▪ Teacher uses a variety of instructional techniques appropriate to individual learning styles. ▪ Teacher provides effective anticipatory set and closure. ▪ Teacher checks for understanding and modifies instruction based on student demonstrations of knowledge and understanding. ▪ Teacher provides students with timely, meaningful, formative feedback. ▪ Teacher models reflective thinking and engages students in reflecting on their own learning and the learning process. 	<ul style="list-style-type: none"> ▪ Students are actively involved in the learning process through, whole group, small group, collaborative, and independent learning tasks. ▪ Students are engaged during the full instructional period. ▪ Students understand and apply knowledge in meaningful ways. ▪ Student artifacts provide evidence that objectives have been met. ▪ Students are engaged in quality reflective practices.

III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.

A. Teacher delivers the District approved curriculum with fidelity and differentiates for student needs.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher provides differentiated instruction based on student needs. ▪ Teacher provides extensions aligned with the District curriculum. ▪ Teacher provides classroom-based and/or supplemental interventions with fidelity. ▪ Teacher provides accommodations and modifications of instruction to meet individual student needs. ▪ Teacher uses multiple data sources to identify students who are struggling. ▪ Teacher uses timely and effective interventions for remediation. ▪ Teacher collaborates with building and District personnel to determine appropriate support for students. 	<ul style="list-style-type: none"> ▪ Students demonstrate academic growth over time. ▪ Students perform the skill, strategy, or process with increased confidence and competence. ▪ Students work at appropriate instructional level. ▪ Students transfer skills and knowledge across learning environments.

IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.

A. Teacher links new learning to past learning and real life experiences.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none">▪ Teacher connects new learning to past learning.▪ Teacher facilitates opportunities for students to apply learning to real life experiences.▪ Teacher implements engaging learning experiences that draw upon family and community resources.▪ Teacher engages students by using high-quality practice tasks that are relevant, motivating and meaningful.	<ul style="list-style-type: none">▪ Students explain connections between prior knowledge and new learning.▪ Students apply knowledge to new situations.▪ Students develop, prioritize and justify possible solutions to real world problems.▪ Students ask relevant questions and build on one another's ideas.▪ Students initiate exploration of ideas.

B. Teacher organizes instruction so that students become productive and independent learners.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none">▪ Teacher instructs, models, and reinforces developmentally appropriate skills of independence.▪ Teacher provides learning experiences that become incrementally more challenging.▪ Teacher models metacognitive processes related to learning.	<ul style="list-style-type: none">▪ Students persevere in new situations and with challenging content.▪ Students advocate for their own learning when content is too easy, confusing or difficult.

C. Teacher facilitates critical thinking and problem solving.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none">▪ Teacher uses varying levels of questioning, inquiry, and reflection that range from concrete to abstract.▪ Teacher reinforces, dignifies, and builds on student responses.▪ Teacher asks reflective questions that require students to utilize knowledge and make inferences that go beyond what is explicitly taught.	<ul style="list-style-type: none">▪ Students voluntarily ask questions, make predictions and discuss content.▪ Students critically evaluate situations from multiple perspectives.▪ Students identify multiple ways to solve a problem and evaluate potential solutions.

Domain 3: Assessment

What will students know and be able to do? How will students learn it?

How do we know students learn it? What happens if students do not learn it or already know it?

Unsatisfactory	Progressing	Proficient (Meets the Standard)	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators
V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.			

A. Teacher uses effective assessment practices that allow the teacher and students to monitor learning.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher develops quality assessments aligned to District standards and indicators. ▪ Teacher develops quality assessments that accurately measure student understanding of learning objectives. ▪ Teacher uses both formative and summative assessments. ▪ Teacher checks for understanding throughout the lesson. ▪ Teacher develops and uses varied and appropriate assessments based on objectives and student needs. ▪ Teacher makes appropriate accommodations for students based upon identified learning needs. ▪ Teacher assessment and feedback are regular and ongoing. ▪ Teacher assures that classroom based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. ▪ Teacher uses pre-assessments to determine student knowledge transfer from past learning. ▪ Teacher provides accommodations and modifications of assessments to meet individual student needs. 	<ul style="list-style-type: none"> ▪ Students demonstrate learning in a variety of ways. ▪ Students use assessment data and feedback to define their progress toward learning goals.

B. Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher uses assessment data, including real time student performance in class, to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. ▪ Teacher provides multiple opportunities for demonstration of student learning through various modalities. ▪ Teacher interprets assessment results individually and with colleagues. ▪ Teacher uses assessment data to monitor and assess incremental learning goals and implement proactive intervention. ▪ Teacher incorporates opportunities for students to practice reflection. ▪ Teacher uses assessment data to reflect on student progress and modifies instruction in response to evidence of student understanding. 	<ul style="list-style-type: none"> ▪ Students express their current level of understanding of a concept or skill. ▪ Students explain what they could do to enhance their learning. ▪ Students participate in multiple opportunities to demonstrate their knowledge. ▪ Students engage in re-teaching opportunities before they are re-assessed.

VI. Teacher grading practices reflect evidence of student learning.

A. Teacher determines grades based on student achievement of standards and indicators defined by the District curriculum.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none">Teacher develops grading criteria aligned to District standards and indicators.Teacher communicates criteria used to determine grades.	<ul style="list-style-type: none">Students demonstrate knowledge of the learning goal and assessment criteria.

B. Teacher assigns grades that are fair, consistent, timely and clearly reported.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none">Teacher compiles and reports a variety of assessment data to accurately document student progress.Teacher reports grades in a timely and accurate manner.Teacher updates reports as students improve achievement.Teacher collaborates with educational professionals to establish grading criteria.Teacher communicates grades and grading criteria to students and parents or guardians.	<ul style="list-style-type: none">Students explain how the grade was determined based on the assessment criteria.Students use feedback and grades to determine next steps in learning.

Domain 4: Learning Environment

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

Unsatisfactory	Progressing	Proficient (Meet the Standard)	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

VII. Teacher establishes a physically and emotionally safe learning environment.

A. Teacher establishes a physical space that is safe, accessible, and organized for learning.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher defines, posts, and teaches safety parameters and procedures to students. ▪ Teacher arranges the classroom so that it is safe, accessible, organized, and allows for movement and learning. ▪ Teacher follows building and District safety guidelines and policies. 	<ul style="list-style-type: none"> ▪ Students demonstrate safe behaviors.

B. Teacher establishes a classroom environment that is emotionally safe.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher establishes relationships that result in a positive learning climate of openness, mutual respect, and support, that allows students to take risks in learning. ▪ Teacher demonstrates and promotes respect of diversity with individual students, their families, and communities. ▪ Teacher demonstrates understanding of the effects of cultural and societal influences on learning for each student. ▪ Teacher establishes and maintains a bullying and harassment free learning environment. ▪ Teacher maintains appropriate relationships with students. ▪ Teacher displays high expectations for all students. ▪ Teacher establishes a collaborative environment built on trust and teamwork. ▪ Teacher establishes rapport by demonstrating patience, acceptance, empathy, and interest in all students. ▪ Teacher recognizes student success. ▪ Teacher models and maintains a positive social and emotional tone. 	<ul style="list-style-type: none"> ▪ Students treat others with respect. ▪ Students participate actively in the learning activities. ▪ Students demonstrate a willingness to learn. ▪ Students establish and execute learning goals to completion and persevere when faced with setbacks. ▪ Students provide and accept feedback and make adjustments as needed. ▪ Students describe the teacher as someone who knows them and is interested in them.

VIII. Teacher implements a classroom management system that complies with and supports building and District policy.

A. Teacher establishes a proactive classroom management plan appropriate for the developmental level of students to promote emotional, social, and academic growth.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher establishes a classroom management plan including expectations, procedures, and positive and negative consequences. ▪ Teacher anticipates problems and creates proactive procedures. ▪ Teacher establishes appropriate limits for behavior, and resulting consequences are consistently enforced. ▪ Teacher acknowledges and reinforces acceptable behavior. ▪ Teacher develops plans to meet individual student behavior needs. ▪ Teacher utilizes building resources as needed, to support the behavioral needs of individual students. 	<ul style="list-style-type: none"> ▪ Students describe expectations for appropriate behavior. ▪ Students explain consequences for behavior. ▪ Students explain classroom procedures.

B. Teacher implements and maintains the classroom management plan.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher implements and maintains classroom routines and transitions that provide maximum time and learning during whole group, small group, and independent learning. ▪ Teacher addresses behavior in a way that preserves student dignity and recognizes unique student needs. ▪ Teacher explains, reinforces, and re-teaches replacement behaviors as needed. ▪ Teacher consistently utilizes appropriate consequences for behavior. ▪ Teacher regularly revisits the classroom management plan and reviews with students. ▪ Teacher seeks parent input when students are struggling to meet expectations. ▪ Teacher identifies and teaches expectations for unique learning situations such as: substitutes, assemblies, field trips, use of technologies, etc. ▪ Teacher maintains accurate behavior records. 	<ul style="list-style-type: none"> ▪ Students understand and follow established behavior guidelines and procedures. ▪ Students model and rehearse appropriate behaviors. ▪ Students efficiently transition between learning activities. ▪ Students self-monitor and adjust their behavior.

IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

A. Teacher fosters and communicates multiple and diverse opportunities to support learning activities at home and school.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher communicates learning objectives and regularly updates academic and behavioral progress of students to students and families. ▪ Teacher recognizes parents and community members as resources in the educational process. ▪ Teacher-Parent-Student conferences and communications focus on individual student learning and achievement. ▪ Teacher uses a variety of resources and methods to communicate with students, parents, and families. ▪ Teacher involves students, parents/guardians, families, and community resources to support learning. ▪ Teacher helps connect students to community resources. 	<ul style="list-style-type: none"> ▪ Students articulate progress toward learning goals. ▪ Students know how to access school and community resources.

B. Teacher creates a culturally sensitive and bias free learning environment.

Teacher Evidence:	Student Evidence:
<ul style="list-style-type: none"> ▪ Teacher acknowledges diversity within the community and seeks to understand the impact on the classroom learning environment. ▪ Teacher acknowledges community experiences and builds upon those experiences to increase academic success. ▪ Teacher demonstrates knowledge and caring about individual students' lives beyond school. ▪ Teacher models respect for all people. 	<ul style="list-style-type: none"> ▪ Students treat others in a considerate and non-demeaning way. ▪ Students demonstrate understanding of and respect for multiple perspectives. ▪ Students appreciate ideas of others.

Domain 5: Professionalism

Unsatisfactory	Progressing	Proficient (Meets the Standard)	Distinguished
Little or no demonstration of indicators	Limited or inconsistent demonstration of indicators	Consistent demonstration of indicators	Consistent, exemplary demonstration of indicators

X. Teacher embraces continuous professional growth and contributes to school and District improvement.

A. Teacher pursues professional development and reflective practice to improve instruction.

Teacher Evidence:
<ul style="list-style-type: none"> ▪ Teacher applies professional growth experiences to improve content knowledge and pedagogical skill. ▪ Teacher contributes to and participates in a professional learning community and other collaborative teams that support and respect the members' efforts to improve practice. ▪ Teacher collaborates with other professionals to improve instructional skill and student success. ▪ Teacher systematically reflects upon his/her own teaching practice. ▪ Teacher applies knowledge gained from reflection and professional development to improve learning. ▪ Teacher models continuous, life-long learning through inquiry and reflection. ▪ Teacher continually evaluates professional practice regarding the use of technology in support of student learning.

B. Teacher supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.

Teacher Evidence:
<ul style="list-style-type: none"> ▪ Teacher participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning. ▪ Teacher contributes to continuous school and District improvement and implements strategic and site plans. ▪ Teacher efforts move beyond classroom duties by contributing to school and District initiatives.

XI. Teacher performs job-related responsibilities and acts as an ethical, responsible member of the professional community.

A. Teacher performs job-related duties by adhering to established laws, policies, rules, and building expectations.

Teacher Evidence:
<ul style="list-style-type: none"> ▪ Teacher adheres to the Professional Code of Ethics (Board Policy 4155). ▪ Teacher adheres to contractual obligations. ▪ Teacher complies with rules and regulations to provide a safe and orderly school environment. ▪ Teacher consistently demonstrates preparedness and punctuality throughout job-related responsibilities. ▪ Teacher protects the established rights and confidentiality of students and families. ▪ Teacher models an understanding of the social, ethical, legal, and human issues surrounding the use of technology. ▪ Teacher takes responsibility for the growth of students by persevering in efforts to ensure all students learn.

B. Teacher contributes to a positive, professional workplace.

Teacher Evidence:
<ul style="list-style-type: none"> ▪ Teacher demonstrates enthusiasm for the profession. ▪ Teacher creates and maintains professional collegial relationships that result in sharing, planning and working together. ▪ Teacher problem solves situations in a positive and productive manner.

C. Teacher communicates in a professional manner.

Teacher Evidence:
<ul style="list-style-type: none"> ▪ Teacher demonstrates proficiency in oral and written communication. ▪ Teacher maintains a respectful and professional tone in all communication. ▪ Teacher uses professional judgment to determine appropriate method(s) of communication. ▪ Teacher uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families and the community.