

## Evidence of Practice

### Standard 1: Content Knowledge

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><b>1.1</b></p> <p><b>Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.</b></p>	<p>The teacher's explanations &amp; representations display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>The teacher's explanations &amp; representations reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.</p>	<p>The teacher's explanations &amp; representations reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>The teacher's explanations &amp; representations reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
<p><b>1.2</b></p> <p><b>Facilitates learning experiences &amp; develops curriculum that demonstrates an interconnection between subject areas and to life/career experiences.</b></p>	<p>The teacher has not developed their curriculum to include varied learning opportunities. The teacher fails to demonstrate an interconnection between the subject area and life/career experiences.</p>	<p>The teacher presents some opportunities that expose students to varied learning opportunities. There is little evidence that the teacher has created a connection between the subject area and life/career experiences.</p>	<p>The teacher presents a solidly developed curriculum that provides their students with varied learning opportunities. Connections with life/career experiences are clearly incorporated into the curriculum.</p>	<p>The teacher has designed their curriculum to engage students in a wide variety of differentiated learning opportunities. The students participate in multiple experiences that immerse them in real life/career situations.</p>
<p><b>1.3</b></p> <p><b>Designs learning experiences and utilizes adaptive devices and/or technology to provide access to general curricular content for students.</b></p>	<p>In designing learning experiences of general curricular content, the teacher demonstrates little or no familiarity with resources such as adaptive devices and/or technology to enhance his/her own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>In designing learning experiences of general curricular content, the teacher demonstrates some familiarity with resources available such as adaptive devices and/or technology to enhance his/her own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p>	<p>In designing learning experiences of general curricular content, the teacher is fully aware of the resources available such as adaptive devices and/or technology to enhance his/her own knowledge, to use in teaching, or for students who need them.</p>	<p>In designing learning experiences of general curricular content, the teacher seeks out resources such as adaptive devices and/or technology beyond the school or district in professional organizations, on the internet, and in the community in order to enhance his/her own learning, use in teaching, and for students who need them.</p>

## Evidence of Practice

### Standard 2: Planning For Instruction

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>2.1</b>  <b>Makes appropriate provisions (time, circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</b>	The teacher has made little or no provisions for individual students who have particular learning differences or needs.	The teacher has made some provisions for individual students who have particular learning differences or needs.	The teacher has made suitable provisions for individual students who have particular learning differences or needs.	The teacher has made extensive provisions for individual students who have particular learning differences or needs.
<b>2.2</b>  <b>Plans and designs lessons that take into account students' development levels and needs</b>	The planning and design of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The planning and design of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to students. The lesson or unit has a clear structure and is likely to engage students in learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<b>2.3</b>  <b>Fully utilizes instruction periods.</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, performance of non-instructional duties, and the instruction does not represent a coherent structure.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, performance of non-instructional duties and the instruction is only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, performance of non-instructional duties, and the instruction occurs smoothly.	Instruction is seamless including the operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

## Evidence of Practice

### Standard 3: Learning Environment

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><b>3.1</b></p> <p><b>Creates a positive classroom environment, sensitive to cultural backgrounds, by enhancing social relationships, student motivation, and student engagement through mutual respect, cooperation, and support for one another.</b></p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, putdowns, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, both between teacher and students and among students, are respectful, cooperative, and supportive, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, cooperative, and supportive, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p><b>3.2</b></p> <p><b>Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.</b></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical environment and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical arrangement ensures the learning of all students, including those with special needs. Students contribute to the use or adaption of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><b>3.3</b></p> <p><b>Implements the least intrusive intervention which is most appropriate for the behavior and is consistent with the needs of the student.</b></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries interventions to monitor student behavior and respond to student misbehavior with uneven results.</p>	<p>Standards of conduct are clear to students. The teacher monitors student behavior against those standards. The teacher uses interventions in response to student behaviors that are appropriate &amp; respects the students' dignity.</p>	<p>Standards of conduct are clear. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to the student needs.</p>

## Evidence of Practice

### Standard 4: Instructional Delivery

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>4.1</b> <b>Communicates expectations for learning.</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion.	Expectations for learning, directions and procedures, and explanations of content are clear to students.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The information is provided in multiple formats.
<b>4.2</b> <b>Accesses appropriate services or resources to assist students with exceptional learning needs.</b>	The teacher uses no services or resources to assist students with exceptional learning needs, and does not seek such understanding of services or resources.	The teacher indicates the importance of understanding services and resources to assist with exceptional learning needs and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of services and resources to assist students with exceptional learning needs and attains this knowledge for groups of students.	The teacher actively seeks knowledge of services and resources to assist students with exceptional learning needs and attains this knowledge for individual students.
<b>4.3</b> <b>Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities.</b>	The teaching and learning strategies are low or inappropriate, eliciting limited student participation resulting in little intellectual engagement. The lesson has no structure or is poorly planned.	Some of the teacher's teaching and learning strategies elicit a thoughtful response. The teacher attempts to engage all students, but is only partially successful resulting in moderate intellectual engagement. This lesson has a recognizable structure but is not fully developed.	The teaching and learning strategies elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion. Groupings of students are fully appropriate for the instructional outcomes. The lesson's structure is coherent, with appropriate pacing.	The teaching and learning strategies reflect high expectations which cause students to formulate many high level questions. Students throughout the lesson are highly intellectually engaged in significant learning and make material contributions to the activities. The structure and pacing allow for student reflection and closure.
<b>4.4</b> <b>Monitors and adjusts strategies in response to learner feedback</b>	The teacher adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

## Evidence of Practice

### Standard 4: Instructional Delivery

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>4.5</b> <b>Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities when applicable.</b>	The teacher's strategies and techniques for facilitating meaningful inclusion of individuals with disabilities is low-level or inappropriate for the instructional outcomes of such individuals.	Some of the teacher's strategies and techniques for facilitating meaningful inclusion of individuals with disabilities are partially appropriate for the instructional outcomes of groups of students of disabilities.	Most of the teacher's strategies and techniques for facilitating meaningful inclusion of individuals with disabilities are appropriate for the instructional outcomes and are based on individual needs of students with disabilities.	All of the teacher's strategies and techniques for facilitating meaningful inclusion of individuals with disabilities are fully appropriate for the instructional outcomes and are based on individual needs of students with disabilities.
<b>4.6</b> <b>Uses various technologies to accomplish instructional objectives.</b>	The teacher demonstrates little or no familiarity with technology. There is no attempt to enhance their own knowledge in order to teach their students.	The teacher demonstrates some familiarity with technology that is available through the school or district. There is some evidence of use in their teaching. The teacher does not seek to extend their own knowledge.	The teacher is competent with the technology in their classroom. They seek school or district resources in order to increase their own knowledge.	The teacher seeks out new technology beyond the resources of the school or district. They incorporate information from a variety of sources. They are familiar with the internet and incorporate technology and outside resources in their classroom.
<b>4.7</b> <b>Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.</b>	The teacher uses no adaptations of the general curriculum or instructional strategies and materials as defined by the needs and characteristics of the learner.	The teacher attempts to adapt instructional strategies and materials of the general curriculum as defined by the needs and characteristics of the learner.	The teacher partially adapts instructional strategies and material of the general curriculum as defined by the needs and characteristics of groups of learners.	The teacher fully adapts instructional strategies and materials of the general curriculum as defined by the needs and characteristics of individuals.
<b>4.8</b> <b>Implements and evaluates individual learning objectives.</b>	The learning objectives are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences are suitable for only some students.	The learning objectives demonstrate partial alignment with the instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources	The teacher coordinates knowledge of content, students, and resources to design a series of learning objectives aligned to instructional outcomes suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning objectives aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

## Evidence of Practice

### Standard 5: Communication

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>5.1</b> <b>Models accurate, effective communication when conveying ideas or information and responding to students.</b>	The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	The teacher's use of language is correct but may not be appropriate for students' cultures or levels of development.	Communications are appropriate for students' cultures and levels of development.	The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>5.2</b> <b>Uses effective questioning techniques and stimulates discussion in different ways to specific instructional purposes.</b>	The teacher's questions are low level, eliciting limited student participation. Questioning is inappropriate for the instructional outcomes.	Some of the teacher's questions elicit thoughtful response, but most are low level. Teacher's attempts to engage students in the discussion are only partially successful.	Most of teacher's questions elicit a thoughtful response. The teacher allows sufficient time for students to answer. Most students participate in the discussion, with the teacher stepping aside when appropriate.	The teacher's questions reflect high expectations and are culturally and developmentally appropriate. Throughout the lesson, the students are highly intellectually engaged and make material contributions to the activities.
<b>5.3</b> <b>Creates opportunities for all students to practice effective written, verbal, nonverbal and visual communication.</b>	Teacher does not create opportunities for students to practice effective and alternative written, verbal, non-verbal, and visual communication.	Teacher occasionally creates opportunities for students to practice effective and alternative written, verbal, nonverbal, and visual communication, but students are not aware of such opportunities.	Teacher frequently creates opportunities for students to practice effective and alternative written, verbal, non-verbal, and visual communication and students are aware of such opportunities.	Opportunities for students to practice effective and alternative written, verbal, non-verbal, and visual communication are an integral part of instruction.

## Evidence of Practice

### Standard 6: Assessment

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>6.1</b> <b>Uses a variety of assessment results (including pre and post assessments) to diagnose student learning needs, align and modify instruction, and design teaching strategies.</b>	The teacher's plan for assessing student learning contains no clear criteria or standards and is poorly aligned.	The teacher's plan for student assessment is partially aligned with instructional outcomes but without clear criteria.	The teacher's plan for student assessment is aligned with instructional outcomes and uses clear criteria.	The teacher's plan for student assessment is fully aligned with instructional outcomes with clear criteria and standards that show evidence of student contributions to their development.
<b>6.2</b> <b>Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student. Students are aware of the assessment criteria used.</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students. Quality feedback is provided to students.	Assessment is an integral part of instruction. Students exhibit self-assessment abilities. Monitoring of progress is done by the student and the teacher. High-quality feedback is provided to students from a variety of sources.
<b>6.3</b> <b>Uses assessment strategies which take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.</b>	The assessment strategies are inappropriate for many students. The results of assessments have minimal impact.	The assessment strategies are appropriate for at least some students. The teacher intends to use assessment results.	The assessment strategies are appropriate for the needs of students. The teacher uses assessment results.	Assessment methodologies have been adapted. The teacher uses assessment results to plan future instruction for individual students.

## Evidence of Practice

### Standard 7: Collaborative Relationships

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>7.1</b> <b>Collaborates with other professionals in decision making and problem solving to improve student achievement.</b>	The teacher avoids participating in the professional learning community, or in school and district events and projects to improve student achievement. Relationships with colleagues are negative or self serving.	The teacher becomes involved in the professional learning community and in school and district events and projects to improve student achievement. Relationships with colleague are cordial.	The teacher participates actively in the professional learning community and in school and district events and projects to improve student achievement. Relationships with colleagues are productive and positive.	The teacher makes substantial contributions to the professional learning community and to school and district events and projects that improve student achievement. The teacher assumes a leadership role among the faculty.
<b>7.2</b> <b>Communicates effectively with parents/guardians in order to promote student learning and well being.</b>	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<b>7.3</b> <b>Acts as an advocate for student needs.</b>	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school/district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school/district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school/district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school/district regulations.

## Evidence of Practice

### Standard 7: Collaborative Relationships

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>7.4</b>  <b>Collaborates in the development of individualized education programs for students with disabilities when applicable.</b>	The teacher avoids any work involving collaboration of team members in the development of individualized education programs for students with disabilities.	The teacher will become involved in collaborative work with team members in the development of individualized education programs for students with disabilities but only when specifically asked.	The teacher actively participates in team collaboration of the development of individualized education programs for students with disabilities and he/she seeks input as to implementation of such.	The teacher actively participates in team collaboration of the development of individualized education programs for students with disabilities and he/she identifies his/her role in the implementing of such.
<b>7.5</b>  <b>Coordinates and directs the activities of a classroom para-professional, volunteer, or peer tutor.</b>	Classroom para-professionals are provided little direction or assistance by the teacher which limits the efficacy of the classroom.	Para-professionals are provided some direction and assistance by the teacher which helps the efficiency of the classroom. It is partly effective in improving classroom instruction and student behavior.	Classroom interactions between the para-professional and the teacher are coordinated and add to the improvement of classroom instruction and student behavior.	Classroom interactions between the para-professional and teacher are full coordinated and greatly enhances the classroom instruction and student behavior.
<b>7.6</b>  <b>Works in collaboration with team members to implement and monitor individual student programs.</b>	The teacher avoids participating in the professional community or in school/district events and projects which focus on student programs. Relationships with colleagues are negative or self-serving.	The teacher becomes involved in professional community and in school/district events and projects which focuses on student programs when specifically asked. Relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school/district events and projects which focus on student programs. Relationships with colleagues are positive and productive.	The teacher makes a substantial contribution to the professional community and to school/district events and projects which focus on student programs and assumes a leadership role among the faculty.

## Evidence of Practice

### Standard 8: Professional Conduct and Leadership

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>8.1</b> <b>Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.</b>	The teacher avoids participation in professional dialogue and continuous learning to support his/her own development as a learner and a teacher and displays negativity toward such.	The teacher becomes involved in professional dialogue in the professional community and in school/district events and projects when specifically asked and does so cordially.	The teacher actively participates in professional dialogue and continuous learning to support his/her own development as a learner and the teacher displays a positive and productive relationship with colleagues.	The teacher makes a substantial and positive contribution to dialogue and learning for his/her own development, district/school events and projects, and assumes a leadership role in such.
<b>8.2</b> <b>Follows codes of professional conduct respecting the boundaries of professional responsibilities when working with students, colleagues, and families.</b>	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited.	The teacher displays a high level of ethics and professionalism in dealings with students and colleagues.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>8.3</b> <b>Follows all school/district policies, procedures and directives in a timely manner.</b>	The teacher fails to comply with school/district policies and procedures. Directives, if followed, are not done in a timely manner.	The teacher complies minimally with school/district policies and procedures, doing just enough to get by. Teacher needs prompting to ensure that directives are met in a timely manner.	The teacher voluntarily complies with school/district policies and procedures. Directives are followed and are met in a timely manner.	The teacher displays the highest standards and takes a leadership role in seeing that colleagues comply with school/district policies and procedures. The teacher fully complies with directives and exceeds the expectation.
<b>8.4</b> <b>Maintains useful and accurate records of student work and performance via district technology and communicates student progress knowledgeably, timely, and responsibly to students, parents and colleagues.</b>	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion to students, parents, and colleagues.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective in reporting information to students, parents, and colleagues.	The teacher's systems for maintaining both instructional non-instructional records are accurate, efficient, and effective for reporting information to students, parents, and colleagues.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective for reporting information to students, parents and colleagues.

## Evidence of Practice

### Standard 8: Professional Conduct and Leadership

Function	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>8.5</b> <b>Actively participates in or leads building, and/or district endeavors.</b>	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues.	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession.	The teacher seeks out opportunities for professional development based on an individual assessment of his/her own needs and actively shares expertise with others.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. The teacher is proactive and assumes a leadership role in school practices and procedures.
<b>8.6</b> <b>Promotes and maintains a high level of integrity in the practice of the profession.</b>	The teacher has little integrity in the practice of the profession in that practices are self-serving or harmful. School/district regulations are not considered.	The teacher displays a minimal level of integrity in his/her practices. Compliance to school/district regulation is minimal; doing enough to just get by.	The teacher displays a high level of integrity in the practice of the profession in dealings with both students and colleagues, complying fully and voluntarily with school/district regulations.	The teacher displays his/her high level of integrity by being proactive and assuming a leadership role in making sure that school practices and procedures are honored as well as taking a leadership role in seeing that colleagues comply with school and district regulations.
<b>8.7</b> <b>Demonstrates professional courtesy at meetings by their promptness, attentiveness, and active participation.</b>	Teacher demonstrates a lack of professional courtesy at meetings. He/she is late and/or inattentive, displaying no participation or regard for the agenda.	Teacher displays a minimal level of professional courtesy at meetings by being on time but does not readily attend or participate in the discussion of the agenda.	Teacher displays professional courtesy at meetings as he/she is prompt, attentive, and actively engaged in the discussion of the agenda.	Teacher displays a high level of professional courtesy at meetings. Not only is he/she prompt and attentive, but he/she takes a role in setting the agenda, the norms for participation, and positively leads others to do the same.
<b>8.8</b> <b>Promotes and maintains a professional appearance in their manner of dress.</b>	The teacher fails to promote or maintain a professional appearance in their manner of dress. The district's Professional Dress Guidelines are ignored.	The teacher minimally promotes or maintains a professional appearance in their manner of dress. The district's Professional Dress Guidelines are adhered to minimally.	The teacher promotes and maintains a professional appearance in their manner of dress. The district's Professional Dress Guidelines are adhered to.	The teacher highly promotes a professional appearance. The district's Professional Dress Guidelines are adhered to and he/she promotes and exemplifies professional dress.
<b>8.9</b> <b>Communication and relationship (electronic or verbal) are kept at a professional level keeping in mind moral &amp; ethical responsibilities.</b>	The teacher fails at communication and relationships with colleagues by being unprofessional. Moral and ethical responsibilities are ignored or disregarded.	The teacher displays minimal effectiveness in communication and relationships with colleagues. Moral and ethical responsibilities are known but not adhered to.	The teacher displays effectiveness in communication and relationships with colleagues. Moral and ethical responsibilities are known and adhered to.	The teacher displays exceptional effectiveness in communication and relationships with colleagues. He/she is a role model for moral and ethical responsibility.

## Evidence of Practice