

**Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

<b>PCC1 Professional Collaboration &amp; Communication – Professional Learning &amp; Collaboration: Collaboration with peers and administrators to improve student learning</b>		
<b>Actions</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• Takes a class/workshop</li> <li>• Identifies ways to improve</li> <li>• Shares lessons, asks for feedback</li> <li>• Welcomes admin &amp; has conversation after</li> <li>• Good department team member</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• Takes a class/workshop specifically related to focus area</li> <li>• Incorporates ways to improve</li> <li>• Asks peer to observe</li> <li>• Volunteers for leadership team or to present/share for staff</li> <li>• Department chair</li> <li>• Attends extracurricular activities</li> <li>• Lesson studies</li> </ul>
<b>Evidence</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• Improved student learning as a result of changed practice.</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• Participation in building/school instructional team.</li> <li>• Presents/shares at staff meeting/workshop.</li> <li>• School based grade level leadership K-5, 6.</li> </ul>

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PCC2 Professional Collaboration & Communication – Professional Learning & Collaboration: Professional and collegial relationships					
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<b>PCC5 Professional Collaboration &amp; Communication – Professional Responsibilities:</b> Supports school, district, and state curriculum, policy and initiatives		
<b>Actions</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• Supports &amp; understands school, district, state initiatives.</li> <li>• Follows &amp; implements district policies and curriculum.</li> <li>• Adjusts pacing based on formative assessment while following aligned curriculum.</li> <li>• Developing using grade level assessments.</li> <li>• Teacher alignment of curriculum and instruction.</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• All of proficient actions plus,</li> <li>• Initiates leadership</li> <li>• Develops initiatives</li> <li>• Teacher leader takes responsibility for development and implementation of initiatives that improve instruction.</li> <li>•</li> </ul>
<b>Evidence</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• Actively participating in collegial team on CCSS</li> <li>• Actively delivering district and state curriculum based on established standards.</li> </ul> Artifacts: <ul style="list-style-type: none"> <li>• Assessments &amp; resulting rank order data</li> <li>• Syllabus (course/subject)</li> <li>• Lesson plans</li> <li>• Lesson/Curriculum/Content documents</li> <li>• Differentiation of instruction based on assessment results</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• Leads teams (work &amp; discussion)</li> <li>• Seeks PD opportunities</li> <li>• Mentors/models for other teachers</li> <li>• Initiates participation in K-12 instructional groups (Leg. Open classroom, video sessions)</li> </ul> Artifacts: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Meeting minutes/notes</li> </ul>

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<b>PCC6 Professional Collaboration &amp; Communication – Professional Responsibilities: Ethics and advocacy</b>					
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## Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Student Growth Goals, Implement, and Monitor Growth		
<b>Actions</b>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Consistently collaborates with others focused on student learning to establish goals to develop and implement common high quality measures and to monitor growth.</li> <li>• Actively participates when asked by others.</li> <li>• Positively engaged.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Consistently leads teams focused on student learning to establish learning goals to develop and implement common high quality measures and to monitor growth.</li> <li>• During meeting, push participants to deep thinking.</li> </ul>
<b>Evidence</b>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Meeting minutes with written published goals and/or vision statements</li> <li>• Cycles of inquiry</li> <li>• Baseline assessments demonstrating current levels of performance and higher goals</li> <li>• Formal and informal formative assessments</li> <li>• Specific interventions/instructional responses aligned with formative assessments to bring students to a higher level of demonstrated achievement.</li> <li>• Learning styles: verbal vs. nonverbal students.</li> <li>• Equitable/cultures</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Meeting minutes created by individual</li> <li>• Observe teacher facilitating</li> <li>• Individual evidence from formal and informal assessments</li> <li>• Evidence of the team’s work</li> <li>• Specific interventions/instructional responses aligned with formative assessments to bring students to a higher level of demonstrated achievement. (Sustained, deep, more, consistent, durable)</li> </ul>