

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

PCC1 Professional Collaboration & Communication – Professional Learning & Collaboration: Collaboration with peers and administrators to improve student learning	
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • PLC meeting – the results of discussion are recorded and addressed at the next PLC • Teachers collaborate and engage in reflective inquiry in peers to improve instruction
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • PLC – a teacher leads the discussion, suggestions made and a plan forms from there • In addition to proficient, teachers collaborate engage for teacher learning
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • PLC Meeting – the entire team works together • Book shares • Agendas for meetings
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • PLC Meeting – teacher leads discussion in collaborative work • Teachers share self-generated theories for growth and monitoring •

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

PCC2 Professional Collaboration & Communication – Professional Learning & Collaboration: Professional and collegial relationships		
Actions	<p>Proficient</p> <ul style="list-style-type: none"> • Mentor teachers actively help new teachers • Grade level teams meet regularly • Time allocated for collaboration are organized and all teacher input is beneficial to the group and time is respected • Shared spaces are kept clean and organized • Students are spoken of respectfully 	<p>Distinguished</p> <ul style="list-style-type: none"> • Mentor teachers actively help new teachers • Students are kept at the forefront for all adjustments to scheduled classes • Mentors and their improving peer spend quality time evaluating lessons and teaching strategies • New teachers are given time to reflect on especially difficult or good days
Artifacts	<p>Proficient</p> <ul style="list-style-type: none"> • Meeting notes • Mentor teacher helps new teacher • Lesson plans 	<p>Distinguished</p> <ul style="list-style-type: none"> • Mentor teachers are available to all teachers • Plan is made for the mentor teacher • District time for teachers from different buildings

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

PCC5 Professional Collaboration & Communication – Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher shows he/she understands policies and initiatives through practice and communication with parents • Frequently contributes to school/district efforts to use and apply CCSS, 5D+, other policies and initiatives 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher heads committees to have teachers actively initiate the adherence to policies, state curriculum standards and follow up with teachers to see that they have done this • Consistently contributes to school districts efforts to use and apply CCSS, 5D+, and other policies and initiatives
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher understands policies and initiatives • Student and teachers reference CCSS, 5D+, etc. in their work 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher gets actively involved in improving and implementing policies and initiatives by joining teams designed to do this • Students and teacher work and planning shows lessons originate with CCSS and policies

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

PCC6 Professional Collaboration & Communication – Professional Responsibilities: Ethics and advocacy		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher shares student progress with parents and school community via conference/letters • Seek experiences and information that will enhance their understanding of students background • Language and actions demonstrate respect for all students • Confidentiality is respected 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Records of teacher-student meetings discussing goals and progress are maintained • Shows progress towards goals as discussed by teacher/student • Reflect on how the school culture may inhibit students success based on students background
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher maintains records about student progress and communicates/shares these with parents and school community • Respectful and appropriate communication with families • Observation of teacher self-reflects fairness and equity 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher maintains records concerning student progress, shares them with student and discusses how to improve or if improvements are needed • Teacher makes prior arrangements for needs of students (translator, scholarship, sports, etc.) • Observation of teacher self-reflects fairness and equity modify instruction based on that reflection