



Southwest Charter School Professional Growth And Evaluation Guide

The Guiding Mission, Vision and Values of Southwest Charter School

Our mission is to provide a creative learning environment where students develop a sense of place and become stewards of the natural world and active citizens within our community.

Our vision is to look beyond classroom walls. We believe that healthy communities are created by engaged, informed & compassionate citizens. Through service, integrated curriculum and experiential learning, we provide opportunities for our students to actively build relationships locally, inspiring them to become catalysts of change in a global community.

What we want for our students

- Academic rigor
- Self-reliant/ independent
- High level of responsibility for their own learning/internal motivation
- Critical thinkers
- Effective communicators, strong social & conflict resolution skills
- Teamwork & collaboration
- Stewardship of the earth and their fellow citizens

How we will get there

- Small school
- Science/art/civics & integrated curriculum
- Community-based service learning & natural world field work
- Hands-on, student-centered experiential education
- Research and use of best practice
- Democratic decision making
- Role modeling
- Sustainable practices

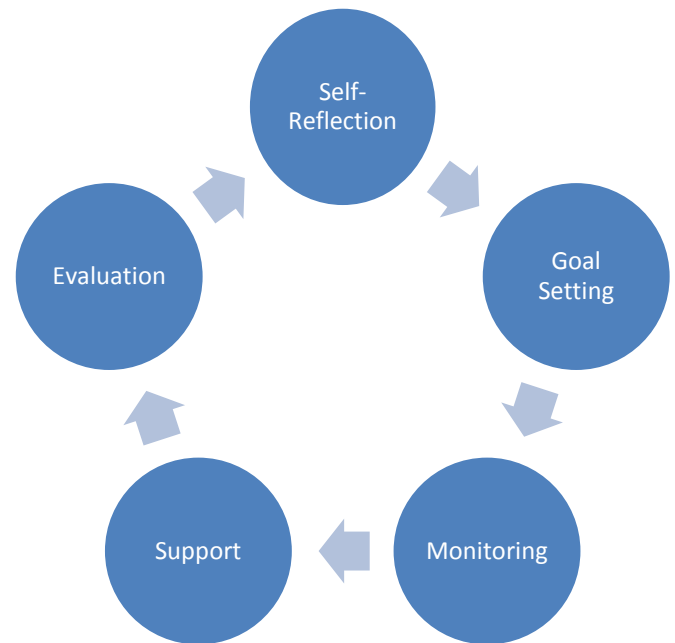
To these ends, all the constituents have an important role to play.

- The role of educators as educational leaders is to assess the students' needs and to design, deliver, and support challenging instruction and experiences that respond to the diverse needs of learners and to ensure success through academically demanding tasks while supporting the mission and vision of Southwest Charter School.
- The role of a principal is to empower employees to become self-directed professionals, accountable for and committed to the continuous improvement of both the individuals and the school as a whole.
- The role of the office staff is to deliver services to and support the work of the school in a professional manner.

Timeline for the Evaluation Process

Timeline

- **August**
 - Self reflection using rubric (Appendix A).
- **August/September**
 - Goal setting meeting with supervisor.
- **September through February**
 - Monitoring and support utilizing walkthroughs, surveys, informal and formal observations.
- **February-May**
 - Evaluation, post conference, and goal analysis.



Evaluation Cycle

Self Reflection: During the self reflection phase of evaluation, teacher will evaluate their performance on the rubric. Teachers will self-identify areas of strength and improvement.

Goal Setting: The teacher and administrator will establish at least two student learning goals and identify strategies that will be used to determine goal attainment. They also specify what evidence will be provided to document progress towards each goal.

Monitoring: The teacher will be provided with both formal and informal observation data. Informal observation data will be presented to the teacher in the form of feedback from peers, coaches and administrators after both scheduled and unscheduled visits. Formal observation data will be collected during a scheduled teacher observation. The scheduled observation will include a pre-observation, observation, and post-observation.

Support: Either the principal or the teacher may initiate support. The teacher or administrator may request time to observe other teachers, receive observation feedback from others, attend conferences or plan collaboratively with a coach or administrator.

Evaluation: Student data, observation data, progress towards goals and work performance will be considered by the administrator and reflected on the rubric. The teacher and administrator will meet to review the information and both parties will have an opportunity to summarize thoughts for current needs/strengths as well as future professional growth needs.

Teaching Staff

SELF-REFLECTION WORKSHEET

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the Domains of Professional Practice attached to this document. **Bring this completed or emailed form to the goals conference with the Director.**

Key: DNM...Does Not Meet Proficiency DP...Developing Proficiency PR...Proficient Relative to Standard E...Exceeds Standard

Domain 1				The Learner and Learning	Comments
DNM	DP	PR	E		
				Standard 1.1: Learner Development	
				Standard 1.2: Learner Development	
				Standard 2.1: Learning Differences	
				Standard 2.2: Learning Differences	
				Standard 3.1: Learning Environments	
				Standard 3.2: Learning Environments	

Domain 2				Content	Comments
DNM	DP	PR	E		
				Standard 4.1: Content Knowledge	
				Standard 4.2: Content Knowledge	
				Standard 4.3: Content Knowledge	
				Standard 4.4: Content Knowledge	
				Standard 4.5: Content Knowledge	

Domain 2 (Con't)				Content	Comments
DNM	DP	PR	E		
				Standard 5.1: Application of Content	
				Standard 5.2: Application of Content	
				Standard 5.3: Application of Content	
				Standard 5.4: Application of Content	

Domain 3				Instructional Practice	Comments
DNM	DP	PR	E		
				Standard 6.1: Assessment	
				Standard 6.2: Assessment	
				Standard 6.3: Assessment	
				Standard 6.4: Assessment	
				Standard 6.5: Assessment	
				Standard 7.1: Planning for Instruction	
				Standard 7.2: Planning for Instruction	
				Standard 7.3: Planning for Instruction	
				Standard 8.1: Instructional Strategies	
				Standard 8.2: Instructional Strategies	
				Standard 8.3: Instructional Strategies	

Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E		
				Standard 9.1: Professional Learning and Practice	
				Standard 9.2: Professional Learning and Practice	
				Standard 9.3: Professional Learning and Practice	
				Standard 9.4: Professional Learning and Practice	
				Standard 10.1: Leadership and Collaboration	
				Standard 10.2: Leadership and Collaboration	
				Standard 10.3: Leadership and Collaboration	

Teaching Staff Performance Goal Setting

Employee: _____

Date: _____

Administrator: _____

School Year: _____

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal.

- a. Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning.
- b. Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests.	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	NWEA, EasyCBM, DIBELS, or other national measures; or common assessments approved by the state as valid, reliable and able to be scored comparably across schools or classrooms.
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

Instructor Goal 1: To be completed in August/September

Instructor Goal 2: To be completed in August/September

Results: To be completed in April/May (List achievement results pertaining to Goals 1 and 2)

Instructor Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Teacher Pre-Conference Evaluation Form

(Teacher fills out and brings or emails to pre-observation conference)

Name: _____ Date: _____ School Year: _____

Assignment: _____ School: _____

Observation Date: _____ Time: _____ Post Conference Date: _____ Time: _____

1. State your **goals for the lesson**. What do you expect the students to learn? How do these goals...

- ✓ Reflect the needs of your students?
- ✓ Reflect Student Learning Objectives and curriculum as a whole?
- ✓ Relate to other content areas.
- ✓ What state/Common Core standard(s) is/are addressed in the lesson

2. Explain how your lesson plan incorporates the **activities (i.e. Domain 2, Component 4.4)** to engage your students in the work.

1. What will you do?
2. What will your students do?
3. How much time will be used?

3. Explain the **difficulties** students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.

- ✓ How do you plan to anticipate those difficulties, enabling your students to persist with the work?

4. State the **instructional materials or other resources** you will use.

- ✓ What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning of this topic/concept?

5. Explain how you plan to **assess** student achievement of the goals. (Test, performance task, scoring guides.)

- ✓ What procedures will you use?
- ✓ What products will the students produce?

6. Explain **anything else** the observer should know about your class or your classroom procedures.

Teacher Post-Conference Evaluation Form

(Teacher fills out and brings or emails to post-observation conference)

Name: _____ Date: _____ School Year: _____

Assignment: _____ School: _____

Observation Date: _____ Time: _____ Post Conference Date: _____ Time: _____

1. Did the students learn what I intended? Were my instructional goals met? How do I know?
(Domain 1: Standards c and e) (Domain 3: Standard d)

2. As I reflect on the lesson, to what extent were students productively engaged? Were individual differences addressed effectively? (Domain 1: Standard e) (Domain 3: Standard c) (Domain 4: Standard a)

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why (Domain 1: Standard e) (Domain 3: Standard d and e)

4. Did the materials and assessment tools work? Did they address the needs of all students? (Bring examples of student work, if relevant) (Domain 1: Standard c) (Domain 1: Standard f) (Domain 3: Standard b and d)

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
(Domain 4: Standard a)

Instructor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Southwest Charter School

Supervisor Evaluation Summary

Instructor: _____

Grade/Subject Area: _____

Supervisor: _____

School Year: _____

Grade Level: _____

Years Teaching: _____

As appropriate: Formal Observations Dates _____

Informal Observations Dates _____

Date of Goal Conference _____

Date of Final Conference _____

Key: DNM...Does Not Meet Proficiency DP...Developing Proficiency PR...Proficient Relative to Standard E...Exceeds Standard

Domain 1				The Learner and Learning	Comments
DNM	DP	PR	E		
				Standard 1: Learner Development	
				Standard 2: Learning Differences	
				Standard 3: Learning Environments	

Domain 2				Content	Comments
DNM	DP	PR	E		
				Standard 4: Content Knowledge	
				Standard 5: Application of Content	

Domain 3				Instructional Practice	Comments
DNM	DP	PR	E		
				Standard 6: Assessment	
				Standard 7: Planning for Instruction	
				Standard 8: Instructional Strategies	
Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E		
				Standard 9: Professional Learning and Practice.	
				Standard 10: Leadership and Collaboration	
Student Achievement				Performance Goals	Comments
DNM	DP	PR	E		
				Goal 1	
				Goal 2	

1. In what ways has the educator supported the school's improvement goal(s)?
2. In what domains has the educator shown growth?
3. What specific domains and standards are targeted for next year?

Comments:

Administrator Recommendations:

Invitation to Return
 No Invitation to Return
 Other/Temporary

This is to certify that we have read and discussed the above report.

Educator Signature

Date

Administrator Signature

Date

Date *Educator's response may be attached.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 1: Learner Development

Standard 1: Overall

The teachers understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop.	Demonstrates minimal understanding of how children/adolescents learn and develop. <input type="checkbox"/>	Possesses knowledge of child/adolescent development and is beginning to apply that knowledge to their teaching. <input type="checkbox"/>	Consistently applies knowledge of how each student's cognitive, linguistic, social, emotional, and physical development influences learning. <input type="checkbox"/>	Uses deep knowledge of how learners' cognitive, linguistic, social, emotional, and physical development influences learning to create an optimal learning environment for all students. <input type="checkbox"/>
1.2 Designs and implements developmentally appropriate instruction.	Does not provide developmentally appropriate instruction. <input type="checkbox"/>	Designs instruction with some consideration of students' developmental stages. <input type="checkbox"/>	Considers students' stages of development consistently when designing challenging instruction. <input type="checkbox"/>	Employs an extensive repertoire of developmentally appropriate strategies to ensure full participation of all students in rigorous learning experiences. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> • How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student development? • Are learning styles and developmental needs of students recognized and appropriately responded to. 	<ul style="list-style-type: none"> • Analysis of pre- and post-assessment data. • Ongoing formative assessment data. • Provides developmentally appropriate instruction with their content area. • Uses flexible groupings based on on-going analysis of learning styles and developmental needs.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 2: Learning Differences

Standard 2: Overall

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not take into account individual students' learning differences or needs. <input type="checkbox"/>	Understands the value of and attempts to differentiate instruction for groups of students. <input type="checkbox"/>	Responds to individual student's assessed learning development needs and plans differentiated instruction accordingly. <input type="checkbox"/>	Anticipates individual student learning needs based on formative and summative assessment data and proactively designs differentiated instruction to accelerate the growth of students. <input type="checkbox"/>
2.2 Incorporates tools of language development into planning and instruction to support development of academic English proficiency.	Rarely utilizes strategies that support students in the development of academic English proficiency. <input type="checkbox"/>	Demonstrates awareness of the needs of learners of academic English and attempts to use this knowledge in the design and delivery of instruction. <input type="checkbox"/>	Consistently uses a variety of strategies for making content accessible to learners of academic English and for supporting the development of language proficiency based upon assessed needs. <input type="checkbox"/>	Engages learners of academic English in assessing their progress in meeting languages and content standards. Is resourceful and flexible in the design and adjustment of scaffolds based on ELL content area skills. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional knowledge or skills? • Is an understanding of students' needs and background demonstrated? • Are high expectations for all students consistently communicated? • Are language development tools used to scaffold for diverse students? 	<ul style="list-style-type: none"> • Documentation of instructional and testing accommodations and modifications for students. • Anecdotal notes on student learning differences. • Records showing communication with parents, students, and specialists regarding student learning needs.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 2: Learner Development (continued)

Standard 2: Overall

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
2.3 Assesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	Does not follow school procedures mandated for students with specific learning differences or needs.	Seeks ways to access resources, supports, and assistance to meet specific students learning needs.	Does best to ensure that students with special needs receive appropriate services and resources consistently.	Collaborates extensively with resource personnel and provides exemplary leadership in identifying, organizing and disseminating information and resources for serving students with exceptional learning needs.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional knowledge or skills? • Is an understanding of students' needs and background demonstrated? • Are high expectations for all students consistently communicated? • Are language development tools used to scaffold for diverse students? 	<ul style="list-style-type: none"> • Documentation of instructional and testing accommodations and modifications for students. • Anecdotal notes on student learning differences. • Records showing communication with parents, students, and specialists regarding student learning needs. • Documentation of how students respond to varied teaching strategies.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 3: Learning Environments

Standard 3: Overall

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Makes minimal effort to organize or allocate time or resources in support of student learning. <input type="checkbox"/>	Attempts to use instructional time and classroom resources to heighten learner engagement and seeks ways to connect with individual students. <input type="checkbox"/>	Designs and manages classroom space, instructional time, and physical resources to accommodate students' needs and involvement in learning. Pursues opportunities to connect with individual students on a regular basis. <input type="checkbox"/>	Uses total physical environment as a resource to promote individual and group learning. Masterfully manages and equitably allocates instructional time and connects with all students to maximize leaning. <input type="checkbox"/>
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not establish rapport with students. Rarely takes into consideration students' unique backgrounds nor commits to developing a community of teachers. <input type="checkbox"/>	Generally communicates with students in a fair and respectful manner. Attempts to build classroom community by attending to the unique backgrounds of students. <input type="checkbox"/>	Develops a positive classroom climate based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, and socioeconomic status. <input type="checkbox"/>	Collaborates with students to facilitate student self-reflection and ownership for ongoing improvement of the classroom community based on respect, fairness, and the value of members. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> In what ways is the environment organized to engage students in learning? Is Positive Discipline in place to promote a climate of respect and learning? Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? 	<ul style="list-style-type: none"> Expectations that are developed collaboratively, posted, and referred to as needed. Groupings of students which are utilized for content discussions and teamwork. Classroom organization, equipment, and materials are easily accessible and complement the instructional focus.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 3: Learning Environments (continued)

Standard 3: Overall

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
3.3 Creates an environment that encourages active engagement (both individual and collaborative) in learning.	Displays minimal or no awareness of the need to create an engaging classroom environment.	Attempts to create an environment that engages students in both individual and collaborative learning.	Embeds varied grouping techniques in the classroom to promote student engagement and collaboration based on assessed learning needs.	Understands the relationship between motivation and engagement and designs independent and/or group learning experiences that build student self-direction and ownership of learning.

Guiding Questions	Evidence
<ul style="list-style-type: none"> In what ways is the environment organized to engage students in learning? Is Positive Discipline in place to promote a climate of respect and learning? Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? 	<ul style="list-style-type: none"> Expectations that are developed collaboratively, posted, and referred to as needed. Groupings of students which are utilized for content discussions and teamwork. Classroom organization, equipment, and materials are easily accessible and complement the instructional focus.

Professional Practice: DOMAIN 2 Content

Standard 4: Content Knowledge

Standard 4: Overall

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for leans to assure mastery of the content.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.1 Engages students in learning experiences that encourage them to understand, question, and analyze ideas from diverse perspectives.	Makes no effort to engage students in analyzing ideas from diverse perspectives.	Attempts to engage students in analyzing ideas from diverse perspectives.	Applies strategies and uses questioning techniques designed to engage students in analyzing ideas from diverse perspectives.	Employs supplementary content resources and highly engaging pedagogy (such as debates and Socratic Seminars) to engage students in questioning and analyzing ideas from diverse perspectives.
4.2 Creates opportunities for students to learn, practice and master academic language in their content areas(s).	Does not acknowledge the responsibility to support students' acquisition of academic language in their content area (s).	Recognizes and begins to utilize strategies that create opportunities for students to learn and practice academic language.	Consistently incorporates opportunities for students to learn, practice, and master academic language.	Draws from a wide repertoire of strategies to accelerate academic language development for all students.

Guiding Questions	Evidence
<ul style="list-style-type: none"> • Are opportunities created to develop academic language as part of the content instruction? • Is instruction connected to state content standards and/or Common Core? • Are multiple levels of questioning strategies use to engage students? • Do students understand the purpose of lessons and value of the 	<ul style="list-style-type: none"> • Use a varied questioning techniques and levels of questions. • Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources). • Presentation of content standards in ways which are clear and meaningful. • Uses tools of language development to scaffold ELL students.

Professional Practice: DOMAIN 2 Content

Standard 4: Content Knowledge (continued)

Standard 4: Overall

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for leans to assure mastery of the content.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.3 Applies major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline she/he teaches.	Demonstrates minimal understanding of how to apply concepts and processes of inquiry central to the discipline. <input type="checkbox"/>	Seeks ways to apply major concepts, assumptions, and processes of inquiry relevant to the discipline. <input type="checkbox"/>	Understands how to build upon major concepts, assumptions, debates, processes of inquiry and ways of knowing in the discipline and uses these skills regularly to deepen student learning. <input type="checkbox"/>	Embeds learning activities and assessments that push students to apply major concepts, assumptions, debates and processes of inquiry specific to the discipline. <input type="checkbox"/>
4.4 Integrates relevant content to build on learners' background knowledge.	Demonstrates minimal knowledge of students' backgrounds and experiences. <input type="checkbox"/>	Elicits information about students' prior knowledge, life experiences, and interests; some connections are made to learning goals and objectives. <input type="checkbox"/>	Designs learning experiences that integrate relevant content to build on learners' background knowledge. <input type="checkbox"/>	Creates a learning environment that integrates relevant content to establish relevancy and rigor. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are opportunities created to develop academic language as part of the content instruction? Is instruction connect to state content standards and/or Common Core? Are multiple levels of questioning strategies use to engage students? Do students understand the purpose of lessons and value of the content area being taught? 	<ul style="list-style-type: none"> Use a varied questioning techniques and levels of questions. Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources). Presentation of content standards in ways which are clear and meaningful. Uses tools of language development to scaffold ELL students (SIOP).

Professional Practice: DOMAIN 2 Content

Standard 4: Content Knowledge (continued)

Standard 4: Overall

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for leans to assure mastery of the content.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.5 Maintains deep knowledge of content standards and learning progressions in the discipline (s) she/he teaches.	Demonstrates little or no knowledge of subject matter and concept standards of the discipline.	Articulates key concepts, skills and themes of relevant content standards in an accurate and coherent manner. Develops an understanding of learning progressions.	Consistently demonstrates knowledge of subject matter and content standards to scaffold instructions based upon learners' needs and the increasing complexity of the content, to support student understanding.	Expands upon comprehensive knowledge of subject matter and content standards, learning progressions, and student development to ensure students understanding.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are opportunities created to develop academic language as part of the content instruction? Is instruction connect to state content standards and/or Common Core? Are multiple levels of questioning strategies use to engage students? Do students understand the purpose of lessons and value of the content area being taught? 	<ul style="list-style-type: none"> Use a varied questioning techniques and levels of questions. Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources). Presentation of content standards in ways which are clear and meaningful. Uses tools of language development to scaffold ELL students (SIOP).

Professional Practice: DOMAIN 2 Content

Standard 5: Application of Content

Standard 5: Overall

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
5.1 Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes or projects.	Neither engages learners in application of content knowledge nor presents content to create interdisciplinary connections. <input type="checkbox"/>	Connects key concepts, skills, and themes within and across subject areas. Encourages students to apply their knowledge to real world problems. <input type="checkbox"/>	Designs learning experiences where students apply content knowledge to complex, authentic issues through interdisciplinary lenses using contemporary tools and resources. <input type="checkbox"/>	Interrelates key concepts and underlying themes within and across the curriculum to extend relevant, in-depth learning for all students. Assures students' application of cross-curricular learning by weaving those themes into meaningful learning. <input type="checkbox"/>
5.2 Facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	Does not use tools and resources to ensure content learning. <input type="checkbox"/>	Matches appropriate tools and resources to the content to encourage student understanding and critical thinking. <input type="checkbox"/>	Uses and adapts current tools and resources that support students to make meaning of interdisciplinary content. Assists students to construct their own knowledge and think critically. <input type="checkbox"/>	Embeds an extensive repertoire of effective tools and resources that challenge students to independently and collaboratively apply their knowledge and think critically about the interdisciplinary content. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> How is the content made "real" to students as they reach the level of application (e.g. evidence of Place Based Education)? What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? Are activities used to allow students to demonstrate the ability to apply content? 	<ul style="list-style-type: none"> Use of multiple activity formats which allow students to communicate critically and creatively in the content area (i.e. speeches, debates). Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content.

Professional Practice: DOMAIN 2 Content

Standard 5: Application of Content (continued)

Standard 5: Overall

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
5.3 Develops learners' communication skills by creating opportunities for a variety of forms of communication that address varied purposes.	Dedicates minimal attention to the development of students' communication skills.	Offers opportunities for learners to practice communication skills in the classroom setting.	Creates multiple opportunities for learners to practice communication skills in different formats for varied audiences and purposes.	Integrates a wide range of communication media across multiple settings that encourage students to propose, develop, present, and defend their ideas.
5.4 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Rarely provides students content-linked opportunities to engage in critical and creative thinking.	Provides opportunities for students to engage in critical and creative thinking related to content standards.	Facilitates students' formation of independent ideas and creative approaches that are connected to relevant content standards.	Engages students in questioning and challenging conventional assumptions and approaches to stimulate innovation in ways that are relevant to content standards.

Guiding Questions	Evidence
<ul style="list-style-type: none"> How is the content made "real" to students as they reach the level of application (e.g. evidence of Place Based Education)? What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? Are activities used to allow students to demonstrate the ability to apply content? 	<ul style="list-style-type: none"> Use of multiple activity formats which allow students to communicate critically and creatively in the content area (i.e. speeches, debates). Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 6: Assessment

Standard 6: Overall

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
6.1 Designs assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.	Inconsistently aligns assessments with learning objectives and employs methods that allow students to demonstrate their learning.	Constructs formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Maximizes opportunities for students to demonstrate their knowledge and skills, both formatively and summatively, in ways that are tightly aligned to learning objectives.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify students learning needs and to inform instruction.	Uses assessment solely as a means to determine a grade. Neither examines assessment data alone nor with colleagues to inform instructional decisions.	Maintains, reviews, and monitors a variety of assessment data individually and with colleagues to identify student learning needs.	Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, to identify individual student needs, trends, and patterns among student groups.	Creates and/or utilizes multiple measures to maintain and analyze student performance data. Collaborates with colleagues to identify and address underlying causes for student achievement.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? Is assessment data reviewed, both individually and in collaboration with others (such as grade-level teams) to differentiate future instruction? Do students receive timely and effective feedback to guide their academic progress? 	<ul style="list-style-type: none"> Data notebooks with formative and summative assessment results. Work samples scored with team input to ensure reliability. Differentiation in analysis of student work with consideration of special needs of students. Conferences with students to discuss academic goals and growth plans.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 6: Assessment (continued)

Standard 6: Overall

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Offers students little feedback that provides minimal guidance on how to improve performance. <input type="checkbox"/>	Informs learners what quality work looks like and provides general feedback to students on their work. <input type="checkbox"/>	Provides explicit performance standards for student work, supplemented with rubrics and/or models and guides students on methods for improving the quality of their work. <input type="checkbox"/>	Models and facilitates processes that involve students in examining and assessing work protocols, both individually and collectively, and use clearly defined performance standards. Provides feedback to learners. <input type="checkbox"/>
6.4 The teacher is committed to the ethical use of data and assessments to identify learner strengths and needs to promote student growth.	Does not follow testing protocols and policies. Assumes a bias toward students based on their assessed level of achievement. <input type="checkbox"/>	Learns and follows testing protocols and policies. Assessment data is not reflected in instructional practice. <input type="checkbox"/>	Knows and follows testing protocols and policies. Utilizes available assessment data to inform instructional planning and grouping. <input type="checkbox"/>	Plays a leadership role in ensuring the school's adherence to all testing protocols and policies. Collaborates with colleagues in the examination of student assessment data and how to use it in the developing instructional strategies. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? Is assessment data reviewed, both individually and in collaboration with others (such as a grade-level teams) to differentiate future instruction? Do students receive timely and effective feedback to guide their academic progress? 	<ul style="list-style-type: none"> Data notebooks with formative and summative assessment results. Work samples scored with team input to ensure reliability. Differentiation in analysis of student work with consideration of special needs of students. Conferences with students to discuss academic goals and growth plans.

Standard 6: Assessment (continued)

Standard 6: Overall

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
6.5 The teacher prepares all learners for the demands of particular standardized and non-standardized assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	Does not prepare learners for multiple testing formats. Neglects responsibility to make appropriate testing accommodations for student needs.	Exposes students to various testing formats. Follows guidelines from IEP's, resource colleagues, or other sources in making testing accommodations.	Creates opportunities for students to practice with multiple testing formats. Makes accommodations seamlessly for students with specific documented needs.	Integrates multiple testing formats into instruction to increase familiarity and comfort among students. Adjusts assessments and/or testing conditions for individual students in ways that extend beyond documented needs.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? Is assessment data reviewed, both individually and in collaboration with others (such as grade-level teams) to differentiate future instruction? Do students receive timely and effective feedback to guide their academic progress? 	<ul style="list-style-type: none"> Data notebooks with formative and summative assessment results. Work samples scored with team input to ensure reliability. Differentiation in analysis of student work with consideration of special needs of students. Conferences with students to discuss academic goals and growth plans.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 7: Planning For Instruction

Standard 7: Overall

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Does not plan daily lessons. Classroom activities lack alignment to curriculum and/or student needs. <input type="checkbox"/>	Makes an effort to align instruction to student content standards when planning for daily and weekly lessons. <input type="checkbox"/>	Creates short-and long-term plans which are aligned with content standards. Plans integrate student learning needs, goals, and learning activities. <input type="checkbox"/>	Designs and sequences short and long-term plans that are comprehensive, cohesive, aligned to content standards and informed by ongoing assessment. <input type="checkbox"/>
7.2 Evaluates and adjusts plans based on student outcomes.	Does not evaluate or adjust lesson plans based on student needs. <input type="checkbox"/>	Adapts lessons or sequencing of lessons based on assessments to address students' learning needs. <input type="checkbox"/>	Customizes instructional plans based upon ongoing assessment data. Incorporates additional materials and strategies to support students' diverse learning needs. <input type="checkbox"/>	Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual students needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? Is data from team meetings used to inform instructional plans? Is student achievement data used to differentiate instruction? 	<ul style="list-style-type: none"> Notes from team meetings. Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language. Lesson plans which reflect accommodations for individual student needs.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 7: Planning For Instruction (continued)

Standard 7: Overall

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
7.3 Plans collaboratively with resources, colleagues and/or specialists to design and jointly deliver instruction to meet unique learning needs.	Does not access resources, colleagues and/or specialists for collaborative planning.	Seeks opportunities to meet with specialists to receive support in the planning and delivery of instruction that meets unique student learning needs.	Collaborates with colleagues and/or specialists to plan and deliver instruction that enhances learning opportunities for students with unique learning needs.	Creates optimal learning experiences for students with unique needs in collaboration with resource colleagues and/or specialists. Advocates for and models inclusive teaching practices.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? Is data from team meetings used to inform instructional plans? Is student achievement data used to differentiate instruction? 	<ul style="list-style-type: none"> Notes from team meetings. Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language. Lesson plans which reflect accommodations for individual student needs.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 8: Instructional Strategies

Standard 8: Overall

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
8.1 Varies role in the instructional process (e.g. instructor, facilitator, guide, audience)	Utilizes only a teacher-centered instructional approach.	Relies primarily on teacher-driven instruction, but is beginning to integrate more student-centered approaches.	Considers learners' needs and instructional goals in determining appropriate instructional role. Varies role between instructor, facilitator, guide, and audience.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
8.2 Engages students in using a range of learning skills and available technology tools to access, interpret, evaluate, and apply information.	Makes little or no effort to engage students in using a range of learning skills and tools to access, interpret, evaluate, and apply information.	Provides limited opportunities for students to identify and use learning skills and tools related to topics of study.	Engages students in accessing, interpreting, evaluating and applying key concepts through active learning. Supports students to initiate inquiry, utilizing appropriate learning skills and tools.	Facilitates ongoing opportunities for students to design and implement inquiries to critically analyze content, draw conclusions, and share findings while considering multiple perspectives with and across subject matter.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are varied roles used (at appropriate times) during the instructional process? Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? Do students receive encouragement in applying various levels of questioning and problem-solving strategies? 	<ul style="list-style-type: none"> Work Samples. Lesson plans demonstrate a variety of instructional strategies (as appropriate to the content and learners). Use a varied grouping strategies (small group, whole group, etc) Observation of student engagement.

Standard 8: Instructional Strategies (continued)

Standard 8: Overall

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
8.3 Asks questions and facilitates discussion in support of student learning.	Poses questions to some students designed to elicit factual recall.	Uses questioning strategies that require most students to recall, interpret, and think critically.	Implements questioning strategies that stimulate discussion, probe for understanding, and help students articulate their ideas and thinking processes. Promotes risk-taking and problem solving that connects to prior knowledge and stimulates curiosity.	Implements systematic opportunities for all students to apply critical thinking by designing structured inquiries into complex problems. Students pose and answer a wide range of complex questions, reflect, and communicate understandings based on analysis of content learning.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are varied roles used (at appropriate times) during the instructional process? Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? Do students receive encouragement in applying various levels of questioning and problem-solving strategies? 	<ul style="list-style-type: none"> Work Samples. Lesson plans demonstrate a variety of instructional strategies (as appropriate to the content and learners). Use a varied grouping strategies (small group, whole group, etc) Observation of student engagement.

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 9: Professional Learning and Practice

Standard 9: Overall

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Does not participate in learning opportunities. <input type="checkbox"/>	Participates in professional growth opportunities by attending school-based professional development. <input type="checkbox"/>	Seeks out opportunities for professional development based on self-assessment. Implements new knowledge and skills. Seeks feedback from colleagues and director. <input type="checkbox"/>	Pursues and initiates professional learning opportunities and actively shares expertise with others. Solicits feedback from colleagues and director for informing future practice. <input type="checkbox"/>
9.2 Uses multiple sources of evidence (e.g. students growth data, self-reflection tools, classroom observations) to self-access professional practice.	Does not use evidence to self-assess professional practice. <input type="checkbox"/>	Minimally uses sources of evidence to self-assess practice. <input type="checkbox"/>	Utilizes multiple sources of evidence, including collegial feedback and self assessments, to improve professional practice. <input type="checkbox"/>	Integrates experimentation, data analysis, and reflection into daily practice. Leads collaborative effort to reflect on professional practice. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Are strengths and areas for growth identified during self-assessment? Are student outcomes or performance data used during self-assessment? Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? 	<ul style="list-style-type: none"> Professional Growth Goals. Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals. Active participation in team, school, grade-level teams, and other meetings. Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 9: Professional Learning and Practice (continued)

Standard 9: Overall

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
9.3 Reflects on personal biases and accesses resources to deepen his/her own understanding of student differences to build relationships and create relative learning experiences.	Lacks awareness of own personal biases and their impact on the learning environment. Does not take into account student differences in ways that support instruction.	Acknowledges student differences and addresses some individual student needs.	Incorporates culturally responsive pedagogy. Continues to deepen understanding of student differences and explores ways to address individual student needs.	Transcending their own bias, the teacher utilizes a variety of approaches to understand students' diverse learning needs and maintains a belief in all students' capacity for achievement.
9.4 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates limited knowledge of federal, state, district, and school regulations and policies.	Understands the legal and ethical expectations of the profession, including codes of ethics, confidentiality, professional standards of practice, and relevant law policy.	Conducts self in a professional and ethical manner when dealing with students, families, and colleagues. Complies fully with school and district regulations as well as state and federal law.	Models the highest legal and ethical standards, and sees that school practices and procedures support all students, particularly those traditionally under served.

Guiding Questions	Evidence
<ul style="list-style-type: none"> • Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? 	<ul style="list-style-type: none"> • Professional Growth Goals. • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals. • Active participation in team, school, grade-level teams, and other meetings. • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 10: Leadership and Collaboration

Standard 10: Overall

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
10.1 Takes an active role on the instructional team.	Does not regularly attend mandated school meetings. Does not participate in collaborative activities. <input type="checkbox"/>	Attends and participates in school and District activities and meetings, but with minimal engagement. <input type="checkbox"/>	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve school problems. <input type="checkbox"/>	Initiates opportunities for staff collaboration that provide and receive feedback on practice, examine student work collaboratively, and share responsibility for decision-making and accountability to facilitate student success. <input type="checkbox"/>
10.2 Works collaboratively with students and families to support learner development and achievement.	Does not collaborate with students and/or parents to support learning. <input type="checkbox"/>	Shares student progress and classroom activities in a manner that invites student and family participation. <input type="checkbox"/>	Collaborates regularly with families to engage them in respectful and ongoing communication that supports student success. <input type="checkbox"/>	Integrates a systemic partnership that encourages ongoing collaboration to enhance student success. <input type="checkbox"/>

Guiding Questions	Evidence
<ul style="list-style-type: none"> Is there evidence of collaborative work with team members and/or the entire school to advance student learning? Are opportunities to lead in students learning and development sought? Are students, families, and other community resources encouraged to collaborate and be involved in learner development? 	<ul style="list-style-type: none"> Documentation of communication with families on students needs. Engagement in team and school meetings. Assumption of leadership roles at school, community (school-related), or district level. Guiding and collaborating with peers in advancing school goals. Modeling best practices or providing staff development for peers.

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 10: Leadership and Collaboration (continued)

Standard 10: Overall

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
10.3 Seeks opportunities to model effective practice and demonstrate leadership in support of school goals.	Deflects opportunities to participate in school improvement processes and displays limited awareness of school goals.	Supports school improvement goals and participates in professional learning opportunities.	Actively promotes and advocates for the realization of school goals. Seeks opportunities to visit and/or opens up their classroom for reciprocal visits.	Integrates effective practices that promote school goals. Opens classroom to model and discuss practices, as well as engage in collaborative improvement of instruction. May pursue and hold leadership roles at the school level.

Guiding Questions	Evidence
<ul style="list-style-type: none"> Is there evidence of collaborative work with team members and/or the entire school to advance student learning? Are opportunities to lead in students learning and development sought? Are students, families, and other community resources encouraged to collaborate and be involved in learner development? 	<ul style="list-style-type: none"> Documentation of communication with families on students needs. Engagement in team and school meetings. Assumption of leadership roles at school, community (school-related), or district level. Guiding and collaborating with peers in advancing school goals. Modeling best practices or providing staff development for peers.