Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Teacher Evidence

☐ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
☐ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
☐ The teacher accesses available expertise and resources to support students’ learning needs
☐ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

<table>
<thead>
<tr>
<th>Promoting Positive Interactions with Colleagues</th>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversation about other teachers</td>
<td>The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
<td></td>
</tr>
</tbody>
</table>
56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

<table>
<thead>
<tr>
<th>Promoting Positive Interactions about Students and Parents</th>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents</td>
<td>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
<td></td>
</tr>
</tbody>
</table>
**Art and Science of Teaching**  
**Teacher Evaluation Model: Domain 4: Collegiality and Professionalism**

**Promoting Exchange of Ideas and Strategies**

<table>
<thead>
<tr>
<th>57. Seeking Mentorship for Areas of Need or Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</td>
</tr>
</tbody>
</table>

**Teacher Evidence**
- ☐ The teacher keeps track of specific situations during which he or she has sought mentorship from others
- ☐ The teacher actively seeks help and input in Professional Learning Community meetings
- ☐ The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

**Scale**

<table>
<thead>
<tr>
<th>Seeking Mentorship for Areas of Need or Interest</th>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
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<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors</td>
<td>The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
<td></td>
</tr>
</tbody>
</table>

58. Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

**Teacher Evidence**
- The teacher keeps track of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

<table>
<thead>
<tr>
<th>Scale</th>
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<th>Beginning</th>
<th>Not Using</th>
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</thead>
<tbody>
<tr>
<td><strong>Mentoring Other Teachers and Sharing Ideas and Strategies</strong></td>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher provides other teachers with help and input regarding classroom strategies and behaviors</td>
<td>The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
</tr>
</tbody>
</table>
## Promoting District and School Development

### 59. Adhering to District and School Rules and Procedures

The teacher is aware of the district’s and school’s rules and procedures and adheres to them.

**Teacher Evidence**
- ☐ The teacher performs assigned duties
- ☐ The teacher follows policies, regulations and procedures
- ☐ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- ☐ The teacher fulfills responsibilities in a timely manner
- ☐ The teacher understands legal issues related to students and families
- ☐ The teacher demonstrates personal integrity
- ☐ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

**Scale**

<table>
<thead>
<tr>
<th>Adhering to District and School Rules and Procedures</th>
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</thead>
<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher is aware of district and school rules and procedures and adheres to them</td>
<td>The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td>
<td>The teacher makes no attempt to perform this activity</td>
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</tbody>
</table>

### 60. Participating in District and School Initiatives

The teacher is aware of the district’s and school’s initiatives and participates in them in accordance with his or her talents and availability.

#### Teacher Evidence

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

#### Scale

<table>
<thead>
<tr>
<th>Participating in District and School Initiatives</th>
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<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher is aware of the district’s and school’s initiatives and participates in them in accordance with his or her talents and availability</td>
<td>The teacher is aware of the district’s and school’s initiatives but does not participate in them in accordance with his or her talents and availability</td>
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