

Professional Practice

Family Engagement	Reflection of Professional Growth & Practice	Contribution to the School Community	Professional Obligations
Teachers Work Collaboratively with Parents (NBPTS).	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. InTASC Standard 9	Teachers Contribute to School Effectiveness by Collaborating with Other Professionals (NBPTS)	The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Teachers welcome all families into the the School Community. National PTA Standards	The teacher uses classroom observation, information about students and research as sources for evaluating outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. InTASC 9.1	Teachers Take Advantage of Community Resources. NBPTS	Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice
Teachers encourage families to be active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. National PTA Standards	The teacher uses professional literature, colleagues, and other resources to support self-development as a learner and a teacher. InTASC 9.2	Fostering a Collaborative Culture to Support Educator Development and Student Learning.	Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract
Teachers communicate effectively with families. National PTA Standards	The teacher consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback. InTASC 9.3	The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate.	The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. IL
Teachers encourage a regular, two-way, meaningful communication with families about student learning. National PTA Standards	Teachers Think Systematically About Their Practice and Learn from Experience. NBPTS	The teacher leader understands that the processes of teaching and learning are constantly evolving.	Understands school policies and procedures. IL
Teachers Support Student Success. National PTA Standards	Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve their Practice. NBPTS	The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.	Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives. IL

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Teachers continuously collaborate with families to support students' learning and healthy development both at home and at school, and take regular opportunities to strengthen their knowledge and skills to do so effectively. National PTA Standards	Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.	The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues.	Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families. IL
Teachers speak up for every child. National PTA Standards	Teachers reflect upon their instruction and student learning to make modifications and skill development.	The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.	Knows and demonstrates quality performance of their associated professional standards, as able.
Teachers empower and encourage families to advocate for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	Teachers demonstrate use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improves teaching performance; and achieve instructional goals.	The teacher leader is knowledgeable about the design of assessments, both formative and summative.	
Teachers share power with families. National PTA Standards		The teacher works with colleagues to analyze data and interpret results to inform goals and to improve student learning.	
Teachers encourage and facilitate equal partnership with families in making decisions that affect children and families and together inform, influence, and create policies, practices, and programs, National PTA Standards		The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.	
Teachers collaborate with the community to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.		The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels and advocates for policies that benefit students.	