Teacher Professional Responsibilities Standards and Indicators

| **STANDARD 1**<br><br>**Commitment to the School Community** | **STANDARD 2**<br><br>**Self-Reflection and Professional Growth** | **STANDARD 3**<br><br>**Professional Obligations** | **STANDARD 4**<br><br>**Family Engagement** | **STANDARD 5**<br><br>***Student Engagement (Perception Data)*** |
|---|---|---|---|---|
| Indicator 1<br><br>The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. | Indicator 1<br><br>The teacher seeks-out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. | Indicator 1<br><br>The teacher models and advocates for fair equitable and appropriate treatment of all students and families. | Indicator 1<br><br>The teacher regularly facilitates a two-way form of communication with parents and guardians, using multiple tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress. | Indicator 1<br><br>The teacher values the students' opinion and knowledge and builds upon what students already know. |
| Indicator 2<br><br>The teacher takes an active role in building a professional culture that supports school and district initiatives. | Indicator 2<br><br>The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. | Indicator 2<br><br>The teacher models integrity in all interactions with colleagues, students, family, and the community. | Indicator 2<br><br>The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning. | Indicator 2<br><br>The teacher creates a culture in which students have a sense of belonging and share in goal setting and celebrating accomplishments. |
| Indicator 3<br><br>The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students. | | | Indicator 3<br><br>The teacher informs and connects families and students to opportunities and services according to student needs. | Indicator 3 |

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Teacher Professional Responsibilities Standards and Indicators

**PRINCIPLE 1: COMMITMENT TO THE SCHOOL COMMUNITY**

*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The teacher seeks-out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. | | | |
| **Indicator 2**<br>The teacher takes an active role in building a professional culture that supports school and district initiatives. | | | |
| **Indicator 3**<br>The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students. | | | |

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## PRINCIPLE 2: SELF-REFLECTION AND PROFESSIONAL GROWTH

*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The teacher seeks-out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. | | | |
| **Indicator 2**<br>The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. | | | |
| | | | |

# 3

## PRINCIPLE 3: PROFESSIONAL OBLIGATIONS

*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The teacher models and advocates for fair equitable and appropriate treatment of all students and families. | | | |
| **Indicator 2**<br>The teacher models integrity in all interactions with colleagues, students, family, and the community. | | | |

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## PRINCIPLE 4: FAMILY ENGAGEMENT

*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The teacher regularly facilitates a two-way form of communication with parents and guardians, using multiple tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress. | | | |
| **Indicator 2**<br>The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning. | | | |

| | | | |
|---|---|---|---|
| **Indicator 3**<br>The teacher informs and connects families and students to opportunities and services according to student needs. | | | |

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## PRINCIPLE 5: STUDENT ENGAGEMENT

*INDICATORS*

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
|---|---|---|---|
| **Indicator 1**<br>The teacher motivates students to take risks and be committed to life-long learning. | | | |
| **Indicator 2**<br>The teacher creates a culture in which students have a sense of belonging and share in goal setting and celebrating accomplishments. | | | |
| **Indicator 3**<br>The teacher keeps students interested, engaged, and does not waste classroom time. | | | |