

Teacher Growth Guide 9.1

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging	Developing	Proficient	Distinguished				
<p>9E1) The emerging teacher...</p> <p>Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.</p>	<p>9D1) The developing teacher also...</p> <p>Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.</p>	<p>9P1) The proficient teacher also...</p> <p>Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.</p>	<p>9S1) The distinguished teacher also...</p> <p>Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Documents support and growth in mentor logs and aligned to the state's mentor standards</i></p> <p>Evidence of Practice <i>Meets regularly with a mentor and fully participates in the district/school induction process</i></p> <p>Evidence of Impact <i>N/A</i></p>	<p>Evidence of Commitment <i>Maintains mentor logs document support and growth and aligned to the state's mentor standards</i></p> <p>Evidence of Practice <i>Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff</i></p> <p>Evidence of Impact <i>N/A</i></p>	<p>Evidence of Commitment <i>Professional Growth Plan is documentation of the mentor training</i></p> <p>Evidence of Practice <i>Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice</i></p> <p>Evidence of Impact <i>N/A</i></p>	<p>Evidence of Commitment <i>Mentor logs document work with new teachers</i></p> <p>Evidence of Practice <i>Is trained on the state's mentor standards and is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals</i></p> <p>Evidence of Impact <i>N/A</i></p>				
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

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Professional Commitment			
<ul style="list-style-type: none"> • Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned 	<ul style="list-style-type: none"> • Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log 	<ul style="list-style-type: none"> • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys 	<ul style="list-style-type: none"> • Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
<ul style="list-style-type: none"> • Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being 	<ul style="list-style-type: none"> • Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships 	<ul style="list-style-type: none"> • Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships 	<ul style="list-style-type: none"> • Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities