**Posting and Assurances: National Heritage Academies' (NHA)
Teacher Evaluation Tool**

Per MCL 380.1249: A school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers.

The contents of this document are compliant with the law laid forth, specifically pertaining to National Heritage Academies' (NHA) Teacher Evaluation Tool that has been approved by the district as the result of a review process implemented with fidelity.

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]

NHA's locally developed teacher evaluation tool and observation protocol uses components from Doug Lemov, Robert J. Marzano, Charlotte Danielson, and other internationally recognized experts in teacher effectiveness and teacher evaluation design.

Identification and Qualifications of the Author(s) [Section 1249(3)(b)]

Doug Lemov
Doug Lemov is the author of the international best seller *Teach Like a Champion* and *Teach Like a Champion 2.0* - books that offer effective teaching techniques to help teachers become champions in the classroom. He is also the Managing Director of Uncommon Schools, a non-profit charter public school company that manages more than 50 urban charter schools located in the northeastern United States. Additionally, he is the coauthor of *Practice Perfect and Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. His work has established a set of techniques and a shared vocabulary for educators across the world.

Robert J. Marzano
Robert J. Marzano, PhD, is a cofounder of Marzano Research in Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 50 books and 200 articles on topics such as instruction, assessment writing, implementing standards, cognition, effective leadership, and school intervention. His books include *The Art and Science of Teaching* and *Effective Supervision*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Charlotte Danielson
Charlotte Danielson is a recognized expert and educational consultant in the areas of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. She developed and trained extensively in the areas of teacher observation and assessments. Her work focuses on the use of the framework and a clear description of practice to promote professional conversations and learning. She advises state Departments of Education and National Ministries, both in the United States and overseas.

Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]

NHA hired a company specializing in education research to evaluate our evaluation/observation tool. Their findings show an overall interrater reliability of 0.85, indicating strong overall reliability and that the evaluation/observation tool is measuring the overall effectiveness of teachers.

NHA Teacher Evaluation Framework and Rubric [Section 1249(3)(d)]

The NHA evaluation for K-8 school teachers has six competencies: (1) Classroom Culture, (2) Planning, (3) Teaching, (4) Assessing, (5) Positive Impact on Student Learning, and (6) Professional Accountabilities. The first four competencies are collectively referred to as the Classroom Framework. The NHA teacher evaluation used at NHA high schools includes one additional competency—Student Perception. Positive Impact on Student Learning accounts for 20% of the evaluation as required by law. Below is an overview of all of the competencies and their associated indicators:

Competencies		Indicators
CLASSROOM FRAMEWORK	Classroom Culture	• Build Positive Relationships • Create an Environment for Learning • Establish Behavioral Expectations and Exemplify Moral Focus
	Planning	• Engage in Long-Term Planning • Prepare for Each Lesson • Manage Instructional Time
	Teaching	• Build a Community of Learning • Ensure Rigor and Access • Engage Students in Learning • Advance Student Thinking
	Assessing	• Administer Assessments • Analyze Data • Plan Response to Data • Implement Response to Data
Positive Impact on Student Learning		• Positive Impact on Student Learning
Student Perception*		• Student Perception
Professional Accountabilities		• Dependability • Core Values • Communication • Teamwork • Professional Development

only included on evaluations for NHA high school teachers.

A detailed teacher evaluation rubric is included in the appendix.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]

NHA Classroom Observation Process
Administrators will conduct at least two full lesson observations per year. The first full lesson observation is considered a mid-year progress report for all teachers. NHA requires all full lesson observations to be at least 30 minutes in duration, one of which must be scheduled, while the other one may be scheduled or unscheduled. In addition, teachers

can be observed on any area within the Classroom Framework anytime throughout the year.

NHA utilizes an internal online tool, the Interactive Framework, to aid in the use of the Classroom Framework as a blueprint to grow teachers. Teachers are observed by their assigned administrator on the Classroom Framework and rated based on the evidence the administrator collects. Some areas in which administrators observe teachers are classroom culture, lesson preparation, student engagement, instructional practice, and implementation of NHA's assessment strategy. Teachers receive results of observations via email following the observation and best practice is that the post-observation conference happens during the next scheduled one-on-one (O3) meeting, typically within a week or two after the observation.

Collecting Evidence
Evidence of teacher effectiveness is gathered throughout the year using the following methods:

- Lesson plan review
- Student assessment data review
- Ongoing classroom observations
- Feedback from parents, students, colleagues, and other key stakeholders
- Professional development goal setting and progress monitoring (including professional development plans)
- One-on-one (O3) coaching conversations around continual improvement
- Full lesson observations (at least two per school year)
- Performance calibrations

Developing Performance Ratings
NHA teachers are evaluated annually by their assigned administrator using the NHA teacher evaluation rubric. Rubrics have criterion-referenced progression of performance expectations from Ineffective to Exemplary. Evaluators provide a rating in each of the indicators using the following scale:

Ineffective	Developing	Effective	Exemplary
Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge

The overall evaluation rating is converted to the required 3-point scale below prior to being reported to the Michigan Department of Education:

NHA Scale	MDE Scale
Ineffective	Needing Support
Developing	Developing
Effective	Effective
Exemplary	

Conducting Evaluation Conferences
Once all ratings are determined, the administrator provides the teacher with the evaluation in writing and meets with them to review it and engage in conversation around clear expectations for performance and continuous development. Information from the evaluation contributes to decisions regarding promotion, compensation, goal setting, professional development, and employment.

<u>Developing Performance Improvement Plans</u>
During the evaluation conference, the administrator collaboratively develops a minimum of two specific performance goals with the teacher that will enhance their effectiveness for the next school year. If the teacher is rated as needing support or developing on the end of year evaluation, an individualized development plan that includes specific goals and training will be developed to assist the teacher to improve their effectiveness.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]

New NHA evaluators receive training on how to use the evaluation tool. The training is designed, developed, and facilitated by individuals with expertise in this area. All evaluators are retrained every three years to ensure they remain knowledgeable about evaluation processes and best practices. The training includes:
- A clear and consistent set of evaluation criteria to assess teacher performance.
- Clear expectations on what evaluators should look for.
- How to conduct classroom observations, collect data, and analyze results.
- Calibration exercises.
- Ongoing support for evaluators.

NHA Teacher Evaluation Rubric

Classroom Culture

Building positive relationships, creating a safe learning environment, and anchoring classroom culture in Moral Focus virtues are essential prerequisites to student learning, which contribute to students feeling valued, supported, and motivated to learn. Effective classroom culture requires high behavioral expectations that align with the Behave with Care framework and ultimately promote academic excellence and the development of strong moral character and life skills.

Indicators	Ineffective	Developing	Effective	Exemplary
Build Positive Relationships	• Teacher does not attempt to create appropriate personal connections with students and families. • Teacher does not use positive language or affirmations when addressing students. • Teacher does not maintain an engaged presence or regulate their own emotions when responding to students.	• Teacher attempts to create appropriate personal connections with students and families. • Teacher uses positive language and/or generic affirmations when addressing students. • Teacher attempts to maintain an engaged presence and inconsistently regulates own emotions when responding to students.	• Teacher creates appropriate personal connections with students and families. • Teacher uses positive language and specific, genuine affirmations when addressing students. • Teacher maintains an engaged, confident presence and regulates own emotions when responding to students.	• Students initiate and engage in positive, supportive relationships with their teacher and one another.
Create an Environment for Learning	• Teacher does not establish routines and procedures. • Teacher does not develop a learning environment that fosters a sense of belonging or promotes safety. • Teacher does not create a learning space utilizing student-created, teacher-created, or curricular materials that support content delivery.	• Teacher establishes routines and procedures that work toward maximizing instructional time. • Teacher attempts to develop a learning environment that fosters a sense of belonging and promotes safety. • Teacher creates a learning space utilizing student-created, teacher-created, or curricular materials that support content delivery.	• Teacher upholds routines and procedures that maximize instructional time. • Teacher develops a learning environment that fosters a sense of belonging and promotes safety and collaboration (student-to-student, teacher-to-student). • Teacher creates a purposeful learning space that comprises a majority of authentic student- or teacher-created materials along with curricular materials that support content delivery.	• Students are motivated to engage productively and follow routines and procedures without prompting. • Students initiate use of and actively engage with materials to further their learning.
Establish Behavioral Expectations and Exemplify Moral Focus	• Teacher does not attempt to re-engage students or track interventions and strategies. • Teacher does not implement strategies to increase student motivation, engagement, and positive behaviors. • Teacher does not acknowledge or teach Moral Focus virtues through lessons, activities, and/or discussions.	• Teacher attempts to re-engage students and/or inconsistently tracks interventions and strategies. • Teacher inconsistently implements strategies to increase student motivation, engagement, and positive behaviors. • Teacher acknowledges and teaches Moral Focus virtues through lessons, activities, and/or discussions.	• Teacher re-engages students and tracks interventions and strategies. • Teacher consistently implements positive and proactive strategies to increase student motivation, engagement, and positive behaviors. • Teacher creates a culture of Moral Focus through modeling and integrating Moral Focus virtues in daily interactions.	• Students display positive behaviors and work together to contribute to a self-managed classroom. • Students model and can reflect on how their behavior does or does not exemplify the Moral Focus virtues.

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Planning

Effective planning, both long-term and at the lesson level, ensures that teachers understand the standards, overarching goals of a unit of study, and how each lesson is essential to student learning. A teacher's preparation to maximize instructional time and resources creates the opportunity for students to meet the learning outcomes. A solid grasp of content knowledge brings more depth to the effectiveness of a teacher's planning.

Indicators	Ineffective	Developing	Effective	Exemplary
Engage in Long-Term Planning	● Teacher does not identify the standards that are expected and assessed throughout the year. ● Teacher does not demonstrate an understanding of the end goal of the unit of study. ● Teacher does not demonstrate an understanding of the content they teach.	● Teacher identifies the standards that are expected and assessed throughout the year. ● Teacher demonstrates an understanding of the end goal of the unit of study. ● Teacher demonstrates a basic understanding of the content they teach.	● Teacher demonstrates an understanding of the standards that are expected and the appropriate developmental rigor of each throughout the year. ● Teacher demonstrates an understanding of the connectivity of the lessons in the unit of study and how they build to the end goal. ● Teacher utilizes an understanding of the content they teach to inform long-term planning.	● Teacher demonstrates an understanding of how standards build and the vertical alignment between subsequent and previous grade levels.
Prepare for Each Lesson	● Teacher does not demonstrate an understanding of the learning outcome. ● Teacher does not plan daily instruction using effective teaching strategies or resources. ● Teacher does not plan scaffolds or accommodations to meet the learning needs of students, including those with IEPs, ILPs, and Section 504 plans.	● Teacher demonstrates an understanding of the learning outcome. ● Teacher plans daily instruction using some effective strategies and resources in an attempt to ensure grade level content is accessible to some learners. ● Teacher plans scaffolds to meet the learning needs of some students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.	● Teacher demonstrates an understanding of the learning outcome and how the activities build toward the outcome. ● Teacher plans daily instruction using effective strategies and resources to ensure grade level content is accessible to all learners. ● Teacher plans scaffolds and extensions to meet the learning needs of most students, including accommodations for all students with IEPs, ILPs, and Section 504 plans.	● Teacher anticipates student responses and plans for scaffolds and extensions that connect to content and meet individual student needs.
Manage Instructional Time	● Teacher does not pace instructional time throughout the unit of study by following the year-long plan. ● Teacher does not pre-plan where and how to adjust the lesson to appropriately pace the learning.	● Teacher paces instructional time throughout the unit of study by following the year-long plan. ● Teacher attempts to pre-plan where and how to adjust the lesson to appropriately pace the learning.	● Teacher intentionally paces the instructional time throughout the unit of study to ensure students progress toward the end goals while still aligning to the year-long plan. ● Teacher pre-plans where and how to adjust the lesson to appropriately pace the learning and meet the needs of students.	● Teacher maximizes every minute for student learning through intentional planning of the whole group, small group, independent, and transition time.

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Teaching

Building a community of learning ensures that all students are motivated and actively engaged in rigorous learning experiences. By providing opportunities to collaborate and discuss in multiple ways, teachers create classrooms that value student voice and encourage students to persist. When students are both challenged and supported with accessing content, they develop the skills to advance their thinking toward the learning outcome.

Indicators	Ineffective	Developing	Effective	Exemplary
Build a Community of Learning	• Teacher does not engage students in dialogue or collaboration. • Teacher does not encourage or praise effort, academic risk-taking, or learning from mistakes. • Teacher does not use time effectively.	• Teacher attempts to engage students in dialogue and/or collaboration. • Teacher inconsistently encourages and praises effort, academic risk-taking, and learning from mistakes. • Teacher attempts to use time effectively by creating a sense of urgency toward the learning outcome.	• Teacher engages students in purposeful and productive dialogue and collaboration that contributes to student growth and dedication to learning. • Teacher consistently encourages and praises effort, academic risk-taking, and learning from mistakes. • Teacher uses time effectively by creating a sense of urgency toward meeting the learning outcome.	• Students encourage and celebrate peers' effort and academic risk-taking, including providing feedback. • Students are actively engaged and invested in using class time to achieve the learning outcome.
Ensure Rigor and Access	• Teacher does not communicate a clear learning outcome for the lesson. • Teacher does not use a content-specific lesson structure. • Teacher either inaccurately articulates or does not articulate content.	• Teacher communicates a clear learning outcome for the lesson. • Teacher uses a content-specific lesson structure. • Teacher accurately articulates content throughout instruction.	• Teacher communicates a clear and appropriate learning outcome and delivers instruction aligned to that learning outcome. • Teacher facilitates rigorous learning opportunities using a content-specific lesson structure to promote access to grade level content for all students. • Teacher accurately articulates content in student-friendly language throughout instruction.	• Students participate in the learning by demonstrating their ability to persist through challenging material.
Engage Students in Learning	• Teacher does not provide opportunities for students to construct meaning or apply their learning. • Teacher does not implement scaffolds or accommodations to meet the learning needs of students, including those with IEPs, ILPs, and Section 504 plans. • Teacher does not facilitate discussion.	• Teacher provides limited opportunities for students to construct meaning and apply their learning. • Teacher implements scaffolds to meet the learning needs of some students, including accommodations for all students with IEPs, ILPs, and Section 504 plans. • Teacher facilitates whole or small group discussion aligned to the learning outcome and designed to provide opportunity for teacher-to-student talk.	• Teacher provides a variety of opportunities for students to construct meaning and apply their learning. • Teacher implements scaffolds and extensions to meet the learning needs of most students, including accommodations for all students with IEPs, ILPs, and Section 504 plans. • Teacher facilitates whole and small group discussions aligned to the learning outcome and designed to provide opportunities for teacher-to-student and student-to-student talk.	• Students actively engage in multiple opportunities to discuss, read, write, problem solve, and create. • Students drive discussion with little prompting from the teacher.

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Teaching (continued)

Indicators	Ineffective	Developing	Effective	Exemplary
Advance Student Thinking	● Teacher does not monitor student work or check for understanding. ● Teacher does not use purposeful questions. ● Teacher does not respond to student thinking through feedback, questions, and/or making connections.	● Teacher evaluates student progress toward the learning outcome by inconsistently monitoring student work and/or checking for understanding. ● Teacher uses purposeful questions in an attempt to advance students' thinking toward the learning outcome. ● Teacher attempts to respond to student thinking through feedback, questions, and/or making connections.	● Teacher evaluates student progress toward the learning outcome by consistently monitoring student work and checking for understanding. ● Teacher uses purposeful questions and appropriate processing time to advance students' thinking toward the learning outcome. ● Teacher responds to student thinking through feedback, questions, and/or making connections so that students make progress toward the learning outcome.	● Students utilize a variety of strategies and critical thinking skills to advance their understanding.

Assessing

Regular assessment administration provides crucial information in order to inform response to data. By analyzing formative and summative assessment results, teachers provide differentiated opportunities to address learning gaps that continue to drive student performance toward academic outcomes.

Indicators	Ineffective	Developing	Effective	Exemplary
Administer Assessments	• Teacher does not administer assessments. • Teacher does not demonstrate understanding of content to be assessed and when, how, or why they will assess students.	• Teacher inconsistently administers formative and summative assessments in alignment with learning outcomes, content standards, and the year-long plan. • Teacher inconsistently demonstrates understanding of content to be assessed and when, how, or why they will assess students.	• Teacher consistently administers formative and summative assessments in alignment with learning outcomes, content standards, and the year-long plan. • Teacher consistently demonstrates understanding of content to be assessed and when, how, and why they will assess students.	• Teacher reassesses to determine the effectiveness of reteaching using a different, but aligned, assessment.
Analyze Data	• Teacher does not analyze assessment data. • Teacher does not identify trends in data.	• Teacher inconsistently analyzes assessment data. • Teacher identifies some trends in data.	• Teacher consistently analyzes assessment data. • Teacher identifies trends in data and determines the underlying gaps, misconceptions, or errors.	• Teacher works with other teachers to identify strengths and areas of growth in assessment data.
Plan Response to Data	• Teacher does not plan for when they will respond to data analysis results. • Teacher does not plan to reteach by adjusting content, process, or activities based on data analysis.	• Teacher inconsistently plans for when they will respond to data analysis results. • Teacher plans to reteach by adjusting the content, process, or activities without addressing what was identified during data analysis.	• Teacher consistently plans for when they will respond to data analysis results. • Teacher plans to reteach by adjusting the content, process, or activities to address what was identified during data analysis.	• Teacher plans for flexible student grouping based on patterns and/or individual needs identified during data analysis.
Implement Response to Data	• Teacher does not communicate assessment performance data to students. • Teacher does not implement the planned reteach.	• Teacher communicates assessment performance data to students. • Teacher implements the planned reteach without looking for evidence of improving student understanding.	• Teacher communicates assessment performance data to students and purposefully connects it to the learning outcome. • Teacher implements the planned reteach using effective strategies while looking for evidence of improving student understanding.	• Students play a role in generating personal growth goals and reflecting on their progress towards those goals. • Teacher implements plan for flexible student grouping based on patterns and/or individual needs.

Positive Impact on Student Learning

Teacher has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.

Indicators	Ineffective	Developing	Effective	Exemplary
Positive Impact on Student Learning	● Teacher does not achieve expected results on student academic growth measures. ● Teacher does not make satisfactory progress toward student growth goals. ● Teacher does not know or understand student growth expectations and applicable state assessment requirements.	● Teacher inconsistently achieves expected results on student academic growth measures. ● Teacher is making progress toward student growth goals. ● Teacher is working toward having a solid understanding of student growth expectations and applicable assessment requirements.	● Teacher achieves expected results on student academic growth measures. ● Teacher meets student growth goals. ● Teacher has a solid understanding of student growth expectations and applicable assessment requirements.	● Teacher exceeds expected results on student academic growth measures. ● Teacher exceeds student growth goals. ● Has a solid understanding of student growth expectations and applicable assessment requirements, and uses data to make informed instructional decisions.

The Student Perception competency is only applicable to high school teachers.

Student Perception

Students positively rate teacher in the areas of instructional delivery, classroom culture, relationship building, coaching, and academic expertise as measured by a student perception survey.

Indicators	Ineffective	Developing	Effective	Exemplary
Student Perception	● Teacher does not achieve expected student perception scores as measured by the student perception survey.	● Teacher is progressing toward achieving expected student perception scores as measured by the student perception survey.	● Teacher achieves expected student perception scores as measured by the student perception survey.	● Teacher exceeds expected student perception scores as measured by the student perception survey.

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Professional Accountabilities

Teacher embodies expectations of professionalism through dependability, core values, communication, teamwork, and professional development.

Indicators	Ineffective	Developing	Effective	Exemplary
Dependability Teacher can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; and can be counted on when a task needs to be completed immediately.	• Teacher has an unacceptable attendance record. • Teacher cannot be counted on by stakeholders or teammates to deliver on job requirements. • Teacher does not exhibit a "sees a need, fills a need" behavior.	• Teacher has an inconsistent attendance record. • Teacher inconsistently follows through on job requirements. • Teacher does not consistently exhibit a "sees a need, fills a need" behavior.	• Teacher has a consistent attendance record. • Teacher fulfills all aspects of their job requirements with limited supervision. • Teacher consistently exhibits a "sees a need, fills a need" behavior.	• Teacher takes initiative by demonstrating a "sees a need, fills a need" behavior. • Teacher positively influences others to exceed their job responsibilities. • Teacher delivers quality work within tight timelines or constraints.
Core Values Teacher demonstrates a commitment to NHA's core values and uses them to guide their intentions, actions, and character: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability.	• Teacher does not make decisions that were founded in NHA's core values. • Teacher's behavior and/or words do not align to NHA's core values.	• Teacher's behavior is at times at odds with NHA's core values. • Teacher speaks to core values, but actions do not always align to NHA's core value expectations.	• Teacher consistently makes decisions found in NHA's core values. • Teacher's communications and actions reflect a clear understanding of and belief in NHA's core values at all times.	• Teacher serves as a model for how NHA's core values should be lived out. • Teacher acts as a cheerleader for others to embrace NHA's core values.
Communication Teacher communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; and involves the right people at the right time to address important issues.	• Teacher's communication does not employ the appropriate medium, message, tone, or timing. • Teacher does not consider the needs of others to ensure effective communication. • Teacher does not communicate information that will impact staff, parents, and leaders. • Teacher does not listen to the point of view of others.	• Teacher's attempts at communication do not always employ the appropriate medium, message, tone, or timing. • Teacher attempts to consider the needs of others to ensure effective communication. • Teacher does not always communicate information that will impact staff, parents and leaders. • At times, teacher does not listen well or allow others to share ideas or viewpoints.	• Teacher communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. • Teacher intentionally considers the needs of others to ensure effective communication. • Teacher communicates information to staff, parents, and leaders that impacts them. • Teacher listens well and allows others to share ideas or viewpoints.	• Teacher strategically communicates to ensure clarity and consistency of messaging. • Teacher seeks to develop strong team performance through communication. • Teacher proactively engages all stakeholders.

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Professional Accountabilities (continued)

Indicators	Ineffective	Developing	Effective	Exemplary
Teamwork Teacher works collaboratively to contribute to the overall success of the team and develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	● Teacher exhibits a negative influence in the workplace as reported by stakeholders. ● Teacher undermines the effectiveness of others. ● Teacher seeks to work in isolation rather than collaborating with co-workers to support students. ● Teacher does not positively contribute to the success of the team or school.	● Teacher occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. ● Teacher seeks the input from others in the spirit of growth and to better support students, including co-workers with more experience. ● Teacher does not consistently create a positive impact in the workplace.	● Teacher holds teammates accountable for team decisions. ● Teacher acts in best interest of the team's overall objectives. ● Teacher actively seeks input from others in the spirit of growth and to better support students, including co-workers or other professionals with more experience, alternate perspectives, or specialized expertise.	● Teacher collaborates with co-workers and leaders to support school-wide improvement. ● Teacher provides informal leadership through words, actions, and work product.
Professional Development Teacher continually strives to improve their practice by exhibiting a growth mindset, engaging in regular professional self-reflection, implementing a professional growth plan, and participating in meaningful learning opportunities.	● Teacher does not exhibit a growth mindset or engage in professional self-reflection. ● Teacher has not created a professional growth plan to guide their development. ● Teacher is resistant to or does not participate in required or recommended learning opportunities provided by the school.	● Teacher expresses the desire to grow and engages in self-reflection when prompted to do so to identify strengths as well as opportunities for continued development to improve instructional practice. ● Teacher has professional growth goals but does not use them to guide development. ● Teacher engages in provided learning opportunities at the school to develop knowledge and skills to meet the needs of learners.	● Teacher exhibits a growth mindset and engages in regular self-reflection to identify strengths as well as opportunities for continued development to improve instructional practice. ● Teacher implements a professional growth plan to ensure professional development aligns with learning needs. ● Teacher regularly engages in meaningful learning opportunities, independently and with others, to develop knowledge and skills to meet the needs of all learners.	● Teacher serves as a mentor to co-workers by embodying a growth mindset and encouraging regular self-reflection and collaboration to elevate instructional practice. ● Teacher implements a professional growth plan and regularly revisits it to ensure current learning needs guide professional development. ● Teacher regularly seeks out meaningful learning opportunities and shares knowledge and skill gained with co-workers.

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