## Domain 4: Collegiality and Professionalism

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

### 57. Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

#### 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>
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</tr>
</thead>
<tbody>
<tr>
<td>The teacher makes no attempt to perform this activity</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</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 seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors</td>
<td>The teacher is a recognized leader in helping others with 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 tracks 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

Scale

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<thead>
<tr>
<th>Mentoring Other Teachers and Sharing Ideas and Strategies</th>
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<td>The teacher is a recognized leader in helping others with this activity</td>
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Promoting District and School Development

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