

Area	Descriptor	District Descriptions (grouped)
Teamwork Collaboration	Consistently seeks out others to learn, plan, problem solve, strategize and reflect in ways that lead to improved student achievement throughout the school	<p>Team orientation Actively and effectively collaborates with others both within the school and across the organization; contributes meaningfully to grade level and content teams; fulfills outside duties in order to support teammates and the school as a whole</p> <p>Valuing people Recognizes that people make the difference in our schools and the organization as a whole and seeks to collaborate with others whenever possible in order to achieve the best possible result;</p> <p>Influence Contributes constructively in all staff meetings as well as grade level and content teams; shares opinions and persuasively argues point of view convincingly without being domineering; fosters positive relationships with students that bolster their resolve to be a teacher</p> <p>Values collaboration</p> <p>Collaborative</p> <ul style="list-style-type: none"> • Peer learning • Peer support <p>Team Player who</p> <ul style="list-style-type: none"> • cooperates with others for the group's benefit, • striving to solve problems by analyzing all pertinent data, • listening to and valuing others' viewpoints, and • actively seeking consensus. <ul style="list-style-type: none"> • Builds collaborative relationships • Shares and co-creates work • Engages others for input • Listens • Negotiates, manages conflict • Communicates in various styles to meet diverse group needs\ • Values group work over individual work, flexible • Ability to guide and lead others
Critical Thinking/Problem Solving	Exercises sound reasoning, creativity, and analytical thinking in order to generate change and develop classroom and school practices	<p>Creativity and Change Is flexible, solution –oriented, and deals positively with change; actively seeks out new ideas that will lead to greater effectiveness of program</p> <ul style="list-style-type: none"> • Exercises sound reasoning and analytical thinking • Uses knowledge, data, facts to solve problems • Applies and math and science concepts to solve problems • Able to impose order and ranking of materials, concepts • Intellectual risk-taking
Oral and Written Communication	Provides timely communication, orally and in writing, to all	<p>Customer Focus Provides positive and timely information to parents</p> <p>Communication</p>

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	relevant stakeholders regarding improving the student achievement of individuals, a class or a larger portion of the entire school	<p>Communicates in a professional way that is both courteous and direct, free of errors and appropriate to audiences</p> <p>Effective Communicator</p> <p>Possesses effective oral and written communication skills; is a good listener</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas clearly • Speaks effectively in public • Communicates consistently with colleagues • Fluent in several languages
Social/Emotional Disposition	Serves as a positive role model to the children and school community by exhibiting a caring, compassionate and inspiring disposition with the singular focus of motivating students to learn	<p>Self-starter</p> <ul style="list-style-type: none"> • Honest/trustworthy <p>Motivational</p> <ul style="list-style-type: none"> • Enthusiastic • Positive reinforcement <p>Caring, understanding, compassionate</p> <ul style="list-style-type: none"> • Is optimistic; inspires positive energy in others • Is sensitive, caring and empathetic to others, displays humility; smiles at her students • Will be a positive role model and mentor <p>Positive Role Model who</p> <ul style="list-style-type: none"> • displays the values, • good citizenship and • personal qualities that evidence a meaningful, productive life-trustworthiness, responsibility, persistence, optimism, and respect for self and others. <ul style="list-style-type: none"> • Passionate, ability to inspire • Integrity • Adaptable • Thoughtful, reflective • Able to work under pressure while balancing personal and professional responsibilities • Ability to empathize, connect emotionally
Professionalism Work Ethic	Exhibits a high standard of professionalism in behaviors, activity and ethics that serves as an example to others	<p>Professionalism</p> <p>Conducts self according to the highest professional standards including being on time to classes, meetings, and other commitments; dressing appropriately; avoiding gossip; and following all legal and ethical expectations of job. Follows through on commitments to students, peers and supervisors</p> <p>Professional Integrity</p> <ul style="list-style-type: none"> • Dedicated • Professional Work Ethic • Ethical Behavior

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		<p>Business Focus Performs record keeping and reporting accurately and in a timely fashion (e.g. grad book, discipline reports, parent contact logs)</p> <ul style="list-style-type: none"> • Perseverance - ability to improve work, monitor progress • Pride in work - takes personal ownership • Carries high levels of comportment, judgment • Meets deadlines • Maintains level of detachment • Knowledge of how to ascertain and respond to needs of internal and external customers • Multi-tasking • Takes initiative
Personal Beliefs and Values	Holds the belief that all students can learn and have a right to an education that nurtures diverse talents, abilities, cultures and skills and so provides instruction and support that differentiates to these unique backgrounds, experiences and aptitudes	<p>Valuing people Customer Focus is available to students after hours for tutorials or via cell phone</p> <p>Belief that “all children can learn”</p> <ul style="list-style-type: none"> • Encouraging <p>Student-Focused</p> <ul style="list-style-type: none"> • High, realistic expectations • Focus on Success <p>Appreciates diversity and unique qualities in people</p> <ul style="list-style-type: none"> • Students learn best in a positive and nurturing environment • All children can learn and produce quality work • The whole pupil is taken into account (cognitive, affective, social, physical conditions) • Instruction is differentiated and contextual to address students' diverse abilities, cultures, languages, cognitive skills • Learning is enhanced when prior knowledge and cultural and social experiences are valued, acknowledged and leveraged throughout curriculum • Active engagement and interaction facilitate learning
Content/Subject Matter knowledge	Demonstrates daily a passionate commitment to delivering content/subject matter knowledge in the most up-to-date, pedagogically sound manner possible to drive increases in student achievement	<p>Technical/Functional Expertise Displays strong content knowledge of subjects taught; provides instruction that is error free and represents the most up-to-date information in that field</p> <p>well prepared in grade level content and/or subject matter</p> <p>Broad Knowledge Base</p> <ul style="list-style-type: none"> • Passionate about subject <ul style="list-style-type: none"> • Foundational knowledge and recent changes in a given discipline and the ability to research, analyze and use evidence to support or dispute claim • Understanding of the value and purposes for a specific subject • Understanding not only of the rules and content of a discipline but also the theories that underlie it

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Pedagogical Knowledge	Effectively utilizes a variety of instructional strategies, tools and resources to drive the daily learning processes of students	<p>Effective Classroom Management Skills</p> <ul style="list-style-type: none"> • Respectful <p>Technologically proficient</p> <p>Instructional Strategist who,</p> <ul style="list-style-type: none"> • with purposeful planning, • designs thought-provoking learning and assessment activities encompassing the scope of content appropriate for students' ages and aptitudes. • Is creative and makes learning interesting • Is certified and highly qualified; • Implements best research practices (classroom management, instructional strategies, organization, etc.) <ul style="list-style-type: none"> • Consideration of content, pedagogy, theory within communities of practice in campus and university • A developing variety of strategies to present content, using multiple ways to meet the needs of learner • Knowledge of how to judge/assess the needs of pupils before and during lessons and the ability to relate those needs to the pupils' process of organizing or scaffolding knowledge • Knowledge of how to reflect on one's own performance and learning process to raise student achievement • Ability to find and work with peers and coaches who can expand one's repertoire of skills
Professional Knowledge	Continuously seeks to improve personal skills and knowledge including content, pedagogy, leadership, interpersonal communications and school reform, among others.	<p>Commitment to development Consistently seeks out opportunities to improve content knowledge; is responsive to advice and suggestions from supervisors, peers, students and parents that will ultimately lead to greater success</p> <p>Results Orientation Sets and achieves ambitious goals for student achievement; sets and achieves ambitious goals for self that lead to greater effectiveness inside and outside the classroom</p> <p>Lifelong Learner who</p> <ul style="list-style-type: none"> • exemplifies the spirit of continuous improvement • by favorable attitude toward and wholehearted participation in activities which foster personal and professional development. • Lifelong learner <ul style="list-style-type: none"> • Enjoys and values teaching • respects the education profession • Is flexible and adapts well to change • Desires professional growth; is committed to being a lifelong learner • Is reflective <ul style="list-style-type: none"> • Engaging in scholarship and research • Participating in relevant professional organizations • Staying abreast of and having active voice in policies and political processes that affect the profession

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Community/Relationship Building	Builds meaningful, caring relationships with children, their parents or guardians and other relevant, school community stakeholders to increase student achievement and improve the school community for all.	<p>Creator of Student-Centered Environment who</p> <ul style="list-style-type: none"> engages students by including personal connections, curiosity, challenge and real-world applications, by activating them as workers, doers, and problem solvers, and by creating a caring, supportive environment where all are comfortable taking risks to further their learning. <ul style="list-style-type: none"> Loves children learner-centered Builds relationships (students) Has a sense of humor and laughs with his or her students Understands the long-range implications of students who experience academic success <p>Positive student teacher relationship</p> <ul style="list-style-type: none"> Supporting emotional, social cultural context Facilitating learning through collaboration Contextualizing learning Engaging students through reflection and practicing cognitive complexity