

Artifact Identification Guide

CEDAR FALLS COMMUNITY SCHOOLS

IOWA TEACHING STANDARDS, CRITERIA, DESCRIPTORS AND SAMPLE DATA POINTS

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

1 a. Provides evidence of student learning to students, family and staff.

Teacher documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families and staff members.

The teacher uses multiple artifacts, including achievement trends for local standards and benchmarks, to document to document and provide evidence of student learning to students, families and staff members.

The teacher plans parent teacher conferences so his/her teacher and learning objectives have the greatest likelihood of serving the student's best interests.

Sample Data Points

- Calling log to parents
- E-mail/written communication to parent
- Grade updates/progress reports achieved benchmarks/report cards
- Copy of student progress report
- Classroom observations
- Log of staff or parent contacts
- Student achievement test data reports
- Assessment results shared with other staff
- Newsletters
- Student/ teacher conference to discuss progress/Parent-teacher conference log

Data Source

Teacher
Teacher
Teacher
Student
Administrator
Teacher
Teacher
Teacher
Teacher/Administrator
Teacher/Parent

1 b. Implements strategies to support student, building and district goals.

The teacher knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals.

The teacher effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues.

Sample Data Points

- Lesson plans incorporate instructional strategies and assessments that address content benchmarks
- Shares standards/benchmarks for content area and shares progress on the benchmarks with colleagues
- Shares standards/benchmarks for content area and shares progress on the benchmarks with students
- Course syllabus/outline
- Classroom observation
- Classroom rules/assignment posters

Data Source

Teacher
Teacher
Teacher/Student
Teacher
Administrator
Teacher

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1 c. Uses student performance data as a guide to decision making.

The teacher uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning.

The teacher analyzes data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data.

The teacher uses individual students' performance data to make decisions about individual student needs.

Sample Data Points	Data Source
• Lesson plans reflect reteaching, incorporation of skills not learned	Teacher
• Alternative/Variety of strategies	Teacher
• Flexibility in lessons observed	Administrator
• SIT, CC, PST, CARE team minutes, etc.	Teacher
• DIBELS, Fluency, SRI, Reading Counts, 504 plans, Running Records,	Teacher/Administrator

1 d. Accepts and is responsible for a classroom culture that supports student learning.

The teacher develops and communicates a clear big picture to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn.

The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.

Sample Data Points	Data Source
• Standards and benchmarks posted in classroom	Teacher
• Agenda for lessons shared with students	Administrator
• Models and emphasizes the six pillars of character	Teacher
• Shows enthusiasm for the subject in lessons	Administrator
• Observation data	Administrator
• Portfolio with exemplars of quality student work	Teacher
• Student Surveys/Input	Student

1 e. Creates a climate of respect, rapport and fairness.

The teacher demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences.

The teacher facilitates ways to get students to cooperate with one another and take responsibility for their work.

Sample Data Points	Data Source
• Models and emphasizes 6 pillars	Administrator
• Teacher Journal	Teacher
• Classroom management rules/ground rules	Teacher
• Portfolio of student use of conflict resolution	Student/Teacher
• Student Surveys	Student
• Classroom Observation	Administrator

1 f. Assists in establishing a school culture that improves student learning.

The teacher develops strategies with colleagues who share responsibility for a student to increase the likelihood of success and engages in active inquiry with colleagues

Sample Data Points	Data Source
• Models and emphasizes 6 pillars of character	Administrator
• Teacher Journal	Teacher
• Classroom management rules/guidelines	Teacher
• Portfolio of student use of conflict resolution	Student/Teacher
• CARE Team, Learning Teams	Teacher/Administrator
• Student Surveys	Student

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- Classroom Observation

Administrator

1 g. *Communicates effectively & accurately.*

The teacher demonstrates professionalism and self-confidence and in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate and volume. The teacher demonstrates and leads quality discussions.

Sample Data Points

- Parent/Student contact log
- E-mail/written communication to parents
- Progress reports to students/parents
- File of student work to show progress
- Classroom Observation
- Communication from parents
- Classroom visit summary
- Parent Teacher Conferences log
- Media coverage documentation
- Personal Web Site

Data Source

Teacher
Teacher
Teacher
Student
Administrator
Parents
Teacher
Teacher
Copies from Media
Teacher

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

2 a. *Understands and uses key concepts as related to content areas.*

The teacher knows the content that supports district standards and benchmarks in the grade level courses that the teacher is assigned and uses an integrative approach for content that supports those local standards and benchmarks. There is incorporation of accurate content knowledge into instruction aligned with the local content standards and benchmarks. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.

Sample Data Points

- Posting benchmarks in classroom
- Addressing benchmarks with class
- Lesson plans based on benchmarks
- Use of Internet for planning
- Commendations/certificates of participation
- Course Syllabus/outlines to students
- Reading log of professional literature
- List of workshops attended
- Team/Dept. meeting minutes
- Professional membership
- Carver Field Test Results submitted

Data Source

Teacher
Administrator
Teacher
Teacher
Staff
Teacher
Teacher
Teacher
Team
Teacher
Teacher

2 b. *Understands student development and makes learning meaningful.*

The teacher knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated that is appropriate to student intellectual and physical development.

Sample Data Points

- Videotaped lessons
- Lesson Plans (age appropriate)
- Reading log of professional literature
- Workshops/Conferences
- Classroom observation

Data Source

Teacher
Teacher
Teacher
Teacher
Administrator

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- | | |
|--|----------|
| • Student work | Students |
| • SWAM Folder use, IEP, 504 accommodations | Teacher |

2 c. Relates ideas and information within and across content areas.

The teacher organizes curricular materials to facilitate understanding of central themes, concepts and skills. The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. The teacher uses multiple questioning techniques for student inquiry within and across disciplines and knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.

Sample Data Points

- Observation
- Lesson/Unit Plans
- Curriculum Team Minutes
- Team/Dept/Grade/Committee minutes
- List of available technologies/use
- Student Work

Data Source

- Administrator
- Teacher
- Curriculum Director
- Team
- Tech Director
- Students

2 d. Instruction and strategies are appropriate to the content area.

The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. The teacher also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. The teacher integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area.

Sample Data Points

- Lesson Plans
- Video use documentation
- Observation
- Student Work
- Journal
- Presentation at Professional Meetings

Data Source

- Teacher
- Teacher
- Administrator
- Students
- Teacher
- Teacher

Standard 3

Demonstrates competence in planning and preparing for instruction.

3 a. Uses achievement data, local standards and district goals to plan instruction.

The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do. The teacher analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction.

Sample Data Points

- Lesson Plans aligned with benchmarks
- Lesson Plans aligned with assessment results
- Unit planners aligned with benchmarks
- Student Planner
- Memo of times set aside to give extra help
- Integrate Information
- Student Progress reporting

Data Source

- Teacher
- Teacher
- Teacher
- Students
- Teacher
- Teacher
- Teacher/Student

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- Standards/Benchmarks Checklist of Progress Teacher

3 b. Sets and communicates high expectations for social, behavioral, and academic success.

The teacher establishes classroom goals for social behavioral and academic success and develops classroom routines to support these goals. The teacher provides feedback to students and routinely assesses their progress toward these goals.

Sample Data Points	Data Source
• Classroom expectations: discussed with class, posted in handbook, posted in room given in handout form to students	Teacher
• Discipline log, verbal conversations call log, referrals to office, email, progress reports	Teacher
• Observation	Administrator
• Videotape of lesson	Teacher

3 c. Developmental needs, background & student interest used to plan instruction.

The teacher seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs. The teacher incorporates multiple levels of thinking and conceptualization into planning for instruction and incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities.

Sample Data Points	Data Source
• Student Information Sheet	Student
• Student interest survey	Student
• Variety of project choices for a specific lesson	Student Work/Teacher Plans
• Demographic Inventory	Students

3 d. Selects strategies to engage all students in learning.

The teacher knows or actively seeks instructional strategies that produce increased student learning. There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher organizes content in a manner that facilitates each student's construction of his/her learning and incorporates inquiry methods to encourage critical and creative thinking. The teacher plans for adjustments in instruction to meet student learning needs based on the assessment of student progress.

Sample Data Points	Data Source
• Lesson Plans w/ differentiation of instruction	Teacher
• Observation	Administrator
• Videotaped lesson	Teacher
• Team Notes	Teacher
• Carver Reading/ other strategies used	Teacher

3 e. Available resources used in the development & sequencing of instruction.

The teacher integrates resources in developing and sequencing instruction that are appropriate to the content, to the curriculum alignment and to the students' prior learning. The teacher uses challenging resources that are mentally, visually, aurally, kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. The teacher assesses students' use of technology resources before integrating into student expectations.

Sample Data Points	Data Source
• Technology-based projects	Student
• Log of field trips, speakers, variety of resources used	Teacher
• Observation	Administrator

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- Lesson plans showing variety of resources Teacher
- AEA media confirmation forms Teacher

Standard 4

Uses strategies to deliver instruction that meets the learning needs of students.

4 a. Aligns instruction with local standards and district curriculum.

The teacher uses instructional strategies that are effective for students' at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. The teacher uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning.

Sample Data Points

- | | |
|---|---------------|
| • Lesson plans with adjustments made | Teacher |
| • Videotaped lessons | Teacher |
| • Notes from planning session | Teacher |
| • Observation | Administrator |
| • Self-reflection log/notes of adjustments made | Teacher |
| • Classroom visitation summaries | Teacher |
| • Student work/rubrics | Student |
| • Standards/Benchmarks posted in room | Teacher |

Data Source

4 b. Research-based instructional strategies used to meet various cognitive levels.

The teacher works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement of district standards and benchmarks.

Sample Data Points

- | | |
|------------------------------------|---------------|
| • Observation | Administrator |
| • Lessons Plans | Teacher |
| • Team/Grade Level/Dept Minutes | Teacher |
| • Unit Planners | Teacher |
| • Videotaped lessons | Teacher |
| • Log of Resources used by teacher | Teacher |

Data Source

4 c. Flexible and responsive in adjusting instruction to meet student needs.

The teacher uses appropriate curriculum, instruction and assessments to accommodate individual needs and uses analyses of student learning before and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.

Sample Data Points

- | | |
|---|---------------|
| • SWAM folder implementation | Teacher/IEP |
| • 504 Plans, IEP accommodations | Teacher |
| • Notes in Planbook for special help (before/after school help, etc.) | Teacher |
| • Carver Reading/ other strategies used | Teacher |
| • Individual student portfolios | Student |
| • Observation | Administrator |

Data Source

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4 d. Provides varied experiences to meet the diverse needs of students.

The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student.

Sample Data Points	Data Source
• Lesson plans showing variety of instructional strategies	Teacher
• Observation	Administrator
• Student work/student samples	Student
• Log of strategies used (i.e. Carver)	Teacher
• Student reflection/assessments	Student

4 e. Connects prior knowledge and experiences in the instructional process.

The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. They identify for learners the connections and potential applications of curriculum to real-life issues and problems. The teacher assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.

Sample Data Points	Data Source
• Lesson plans	Teacher
• Assignment sheets	Student
• Video tape of student presentation	Student/Teacher
• Student work/ projects	Student
• Parent survey	Parent

4 f. Uses a variety of resources and technology in the delivery of instruction.

The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to the students' prior learning. The teacher encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate.

Sample Data Points	Data Source
• Lesson plans(i.e. JMC electronic)	Teacher
• Parent communication examples including website suggestions	Teacher
• Observation by Technology Coordinator or peer	Tech Coordinator or peer
• Observation	Administrator
• Student work	Student
• Personal website	Teacher

Standard 5

Uses a variety of methods to monitor student learning.

5 a. Aligns classroom assessment with instruction.

The teacher assesses what is taught. They use classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills and use multiple assessment strategies that are aligned to instructional goals. The teacher accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. They use grading systems that reflect students' knowledge and skills and continually monitor student progress toward the attainment of instructional objectives.

Sample Data Points	Data Source
• Lesson Plans that align instructional strategies with benchmarks	Teacher
• Classroom Observations of different assessment strategies	Administrator

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- Lesson plans stating multiple strategies of assessment Teacher
- Assessments are aligned with benchmarks Teacher
- CDP/ ITBS/ ITED/ ACT results used Teacher
- Anecdotal/ running records Teacher

5 b. *Communicates assessment criteria and standards to students and parents.*

The teacher establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. The assessment information provided to students and parents is clear and makes sense and defines what “success” is. The teacher understands and communicates what performance levels or proficiency levels mean to all students and parents.

Sample Data Points	Data Source
• Document of classroom syllabus of academic expectations based on standards and benchmarks (given to parents and students)	Teacher
• Grade updates (via calls, email, letters, etc.)	Teacher
• Parent teacher conversation log	Teacher
• Curric. brochure/course handbook identifying units/topics and/or benchmarks	District
• Benchmarks posted in room	Teacher

5 c. *Understands and uses the results of multiple assessments to guide planning.*

The teacher uses student achievement information from a variety of sources for decision making. The teacher continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. They determine the types of student responses (essay, T/F, multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need.

Sample Data Points	Data Source
• Student work/student samples	Student
• Standardized test results & item analysis of ITBS, ITED, and other	District
• Lesson plans	Teacher
• Pre-test/post-test results	Student
• Student results of classroom assessment	Student
• Classroom assessments (different types)	Teacher

5 d. *Guides students in goal-setting and assessing their own learning.*

The teacher involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. The teacher works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student.

Sample Data Points	Data Source
• Log of individual student/teacher conferences	Teacher
• Personal goal setting form related to benchmarks	Teacher
• Documentation of students monitoring their progress on benchmarks/behavior; contracts	Student
• Self assessment/self reflection	Student

5 e. *Provides substantive, timely, and constructive feedback to students and parents.*

Through the teacher maintaining accurate records about each students’ progress, the teacher provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. The teacher celebrates increased student achievement with student and parents.

Sample Data Points	Data Source
• Grade/Progress Reports (i.e. JMC)	Teacher
• Communication log with parents	Teacher/Parents

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- | | |
|---|-----------------|
| • Good news communication- parent letters | Teacher |
| • Student portfolio | Student/Teacher |
| • Personal web page | Parent/Teacher |

5 f. Works with other staff and district leadership in analyzing student progress.

The teacher engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. The teacher exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.

Sample Data Points	Data Source
• Team Minutes/Department Minutes/Grade Level Minutes	Teacher
• CARE/PST/CC/SIT team participation	Teacher/AEA
• Log of conversations with Project Explore/ Special Education teachers	Teacher
• Communication log between teachers, departments/administrators, etc.	Teacher
• Reflection log	Teacher

Standard 6

Demonstrates competence in classroom management.

6 a. Creates a positive learning environment: social interaction and self-regulation.

The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed, consistent with students' developmental needs. The teacher encourages collaboration and self-reliance and interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.

Sample Data Points	Data Source
• Classroom observation of positive teacher modeling/interaction	Administration
• Classroom observation of engaged students	Administrator/Peer
• Classroom expectations posted in room and enforced in classroom	Teacher
• Teacher reflection	Teacher
• Classroom management forms use (discipline)	Teacher/Student

6 b. Communicates, models and maintains standards of responsible behavior.

The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. The teacher maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills.

Sample Data Points	Data Source
• Classroom expectations/Ground Rules posted	Teacher
• Student Handbook/class student expectations communicated with parents and students	Teacher
• Reflection from students regarding group work/collaboration with peers	Student
• Observation of student/teacher interaction	Administrator
• Student evaluation of classroom	Student
• Pillars posted/observed in classroom	Teacher

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IOWA TEACHING STANDARDS, CRITERIA, DESCRIPTORS AND SAMPLE DATA POINTS

Standard 7

Engages in professional growth.

7 a. Demonstrates habits and skills of continuous inquiry and learning.

The teacher actively pursues opportunities for learning embedded in daily experiences and engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Responsibility is accepted for his/her mental, physical and social well being. The teacher routinely reflects on his/her practices. There is a habit of reading current educational journals and other professional literature.

Sample Data Points

- Transcripts of courses taken
- Professional Development log/portfolio
- Study group/departmental meeting minutes
- Team/Dept/Grade-level minutes
- Documentation of workshops attended

Data Source

Teacher/AEA/College
Teacher
Teacher
Teacher
Teacher

7 b. Works collaboratively to improve professional practice and student learning.

The teacher collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. The teacher contributes experience and ideas toward the continuing development of the school/district as a learning community and builds relationships that enable them to become valuable members of the school community. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer-coaching partner.

Sample Data Points

- Observations
- Team/Dept/Grade-level minutes
- Professional Dev. Notebook/Portfolio
- Documentation of attendance at conferences
- Log or list of different committees
- Plan book
- Peer coaching/mentoring log

Data Source

Administrator
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher

7 c. Applies professional development activities into classroom practice.

The teacher integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Research ideas, knowledge, and skills are tried in the context of best practices. The teacher monitors the implementation and effect of using new learning within the classroom.

Sample Data Points

- Implementation log of strategies used
- Observation/video tape
- Lesson plans (JMC or other)
- Teacher website
- Pre/Post test student data
- Notes from mentor observations
- Student portfolio
- AEA staff development uses

Data Source

Teacher
Administration
Teacher
Teacher
Student
Teacher
Student/Teacher
Teacher

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7 d. *Implements professional development plan to improve practices.*

The teacher collaborates in the development of their own professional development plan to meet district/building goals. Suggestions are elicited about their teaching and adapt their teaching to new ideas, findings, and theories. The teacher routinely participates/contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans.

Sample Data Points

- Professional growth plan
- Principal feedback
- Portfolio of data to support growth

Data Source

- Teacher/Administrator
- Administration
- Teacher

Standard 8

Fulfills professional responsibilities established by the school district.

8 a. *Adheres to board policies, district procedures & contractual obligations.*

The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.

Sample Data Points

- Daily attendance log
- Documentation of observation of duties (bus, breakfast, plan room, etc.)
- Communication/reminders to complete paperwork and information
- Grade Book/JMC use
- Teacher's Daily Record
- PST/CC/SIT/CARE/other Team Log

Data Source

- District Office/Administrator
- Administration/Teacher
- Administrator
- Teacher
- Teacher
- Teacher

8 b. *Demonstrates professional & ethical conduct according to state law and local policy.*

The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.

Sample Data Points

- List of leadership opportunities
- File of positive notes, emails, newspaper articles
- Student evaluation forms of teacher
- Documentation of conversations with administrator regarding concerns etc.
- Community service organizations

Data Source

- Teacher
- Teacher
- Teacher
- Teacher
- Teacher

8 c. *Contributes to efforts to achieve district & building goals.*

The teacher participates in professional development opportunities to improve achievement of district and building goals. They initiate sharing of ideas with colleagues and contribute to school-wide events and learning activities.

Sample Data Points

- Documentation/observation that staff member seeks opportunities to be involved and seeks leadership opportunities
- List of committees served on
- Documentation of sessions/in-services attended
- Team/Department/Grade-Level Minutes

Data Source

- Administration
- Teacher
- Teacher
- Teacher

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8 d. Demonstrates respect for all learners and staff.

The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. The teacher functions effectively in situations that require differing approaches and understanding of differing family and community contexts.

Sample Data Points

- Student survey
- Log of parent communication
- Observation of student/teacher interactions
- Log of ways teacher incorporates multi-cultural/diversity issues into classroom
- Videotape of classroom
- Classroom observation
- JMC student progress reports

Data Source

- Student/Teacher
- Teacher
- Administrator
- Teacher/Admin/Student
- Teacher
- Administrator

8 e. Collaborates with a variety of groups to enhance student learning.

The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process. They build acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others to establish constructive relationships and rapport especially in challenging situations.

Sample Data Points

- SIT/CC/CARE/PST Team Forms
- Study Group/Departmental Minutes
- Log of parent communication
- Emails to parents/colleagues
- Web site
- Progress reports (JMC or other)
- Positive notes
- Student/parent feedback
- List of guest speakers/field trips

Data Source

- Teacher
- Teacher
- Teacher
- Teacher
- Student
- Teacher
- Teacher
- Teacher
- Teacher