**Fillmore Central School**

**Standards VI and VII Evidence**

**To be submitted by June 1**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence Checklist:**

\_\_ Standards VI and VII Rubric (completed and signed)

\_\_ Teacher Standards VI and VII Documentation Log

\_\_ Professional Collaboration Log

\_\_ Parent/ Guardian Communication Log

\_\_ Professional Concern Documentation

\_\_ Parent/ Teacher Conference Attendance Logs

\_\_ Personal Reflection (please reflect on this year)

\_\_ Professional Development Record- print from PDP Premier

\_\_ Annual Professional Goal Form

\_\_ Any school newsletter articles, communicating with parents (Sample)

\_\_ Notices to Parents/ Guardians (a sample, not every communication)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Standard 6: Professional Responsibilities and Collaboration**

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| Element VI.1: Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities. | Point Value | No Evidence | Evident |
| Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. | .5 |  |  |
| Teachers are proactive and advocate to meet the needs of students.  | .5 |  |  |
| Teachers use self-reflection and stakeholders’ feedback to inform and adjust professional behavior.  | .5 |  |  |
| Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.  | .5 |  |  |
| Teachers complete training in response to state and local requirements and jurisdictions.  | .5 |  |  |

* Behaviors are assumed unless there is contradicting evidence.

Points Earned: \_\_\_\_\_

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| Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.  | Point Value | No Evidence | Evident |
| Teachers support and promote the shared school and district vision and mission to support school improvement. | .5 |  |  |
| Teachers participate actively as part of an instructional team. | .5 |  |  |
| Teachers share information and best practices with colleagues to improve practice. | .5 |  |  |
| Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. | .5 |  |  |
| Teachers collaborate with others both within and outside the school to support student growth, development, and learning. | .5 |  |  |
| Teachers collaborate with the larger community to access and share learning resources. | .5 |  |  |

* Behaviors are assumed unless there is contradicting evidence.

Points Earned: \_\_\_

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| Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.  | Point Value | No Evidence | Evident |
| Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement. | .5 |  |  |
| Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion. | .5 |  |  |
| Teachers suggest strategies and ways in which families can participate in and contribute to their students’ education. | .5 |  |  |

Points Earned: \_\_\_\_\_

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| Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.  | Point Value | No Evidence | Evident |
| Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.) | .5 |  |  |
| Teachers manage time and attendance in accordance with established guidelines.  | .5 |  |  |
| Teachers maintain classroom and school resources and materials. | .5 |  |  |
| Teachers participate in school and district events. | .5 |  |  |

Points Earned: \_\_\_\_\_

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| Element VI.5; Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.  | Point Value | No Evidence | Evident |
| Teachers communicate relevant regulations and policies to stakeholders. | .5 |  |  |
| Teachers maintain confidentiality regarding student records and information. | .5 |  |  |
| Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. | .5 |  |  |
| Teachers adhere to board policies, district procedures, and contractual obligations. | .5 |  |  |
| Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students’ rights and teachers’ responsibilities. | .5 |  |  |

Points Earned: \_\_\_\_\_

**Teaching Standard 7: Professional Growth**

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| Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.  | Point Value | No Evidence | Evident |
| Teachers examine and analyze formal and informal evidence of student learning.  | .5 |  |  |
| Teachers recognize the effect of their prior experiences and possible biases on their practice.  | .5 |  |  |
| Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.  | .5 |  |  |

Points Earned: \_\_\_\_\_

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| Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.  | Point Value | No Evidence | Evident |
| Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.  | .5 |  |  |
| Teachers engage in opportunities for professional growth and development.  | .5 |  |  |

Points Earned: \_\_\_\_\_

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| Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.  | Point Value | No Evidence | Evident |
| Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.  | .5 |  |  |
| Teachers participate actively as part of an instructional team to improve professional practice.  | .5 |  |  |
| Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.  | .5 |  |  |

Points Earned: \_\_\_\_\_

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| Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.  | Point Value | No Evidence | Evident |
| Teachers benefit from, contribute to, or become members of appropriate professional organizations.  | .5 |  |  |
| Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.  | .5 |  |  |
| Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.  | .5 |  |  |

Points Earned: \_\_\_\_\_

 **Teacher Standards VI and VII Documentation Log Completion** Points Earned: \_\_\_/3

**Total Points for Standards VI and VII \_\_\_\_\_/ 20**

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| Comments: |

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Teacher’s Signature Administrator Signature Review Date

**Fillmore Central School**

**Teacher Standards VI and VII Documentation Log**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class/Grade: \_\_\_\_\_\_\_\_\_\_

Evidence of Fulfilled Professional Responsibilities

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| **Professional Task** | **Date Due** **(on or before)** | **Date Completed or Submitted** |
| Annual Professional Goal(s) Submitted | September 28 |  |
| BEDS Form Completed and Submitted | Notified by email |  |
| Quarterly Grades/ Report Card information Submitted (or entered in PowerSchool) | November 6 | Quarter 1 |  |
|  | January 22 | Quarter 2 |  |
| April 16 | Quarter 3 |  |
| June 24 | Quarter 4 |  |
| Quarterly AIS Reports Completed and Submitted (if required) | November 6 | Quarter 1 |  |
|  | January 22 | Quarter 2 |  |
| April 16 | Quarter 3 |  |
| June 24 | Quarter 4 |  |
| On-line Right-to-Know Training Completed | September 7 |  |
| On-Line Bloodborne Pathogen Training Completed | September 7 |  |
| Sexual Harassment Training Completed | September 7 |  |
| Annual Requisition Forms Completed and Submitted | \*\*as required by BO |  |
| Annual End-of-Year Paperwork Completed and Submitted | June 18 |  |
| Cumulative Folder Information Entered | June 18 |  |

**Professional Collaboration Log**

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| Date | People Involved | Purpose/ Outcome |
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**Parent/ Guardian Communication Log**

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**Professional Concern Documentation**

Please identify any instances of the following items you may have been involved with:

Reports to CPS

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| Date | Student(s) |
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Reports of Bullying

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| Date | Student(s) Involved | Behavior(s) | Reported To |
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