

CITE 2016 – International Baccalaureate (IB) Middle Years Program (MYP) Teacher

Standard 1 – OUTCOMES: Teacher purposefully plans outcomes using the District GVC through the IB MYP Curriculum Model.

1.1 Teacher purposefully plans for the integration of World Class Outcomes through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts, and the Learner Profile.

HE: Teacher collaborates with students to consistently plan for students to demonstrate expertise of all World Class Outcomes assigned to a subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

E: Teacher consistently plans for students to demonstrate expertise of all World Class Outcomes assigned to a subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

PE: Teacher plans for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

I: Teacher rarely plans for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

1.2 Teacher purposefully plans for the integration of content through the IB MYP philosophy.

HE: Teacher collaborates with students to consistently select content from multiple disciplines (including literacy and numeracy, where appropriate) through the integration of the IB MYP philosophy.

E: Teacher consistently selects content from multiple disciplines (including literacy and numeracy, where appropriate) through the integration of the IB MYP philosophy.

PE: Teacher selects content from multiple disciplines (including literacy and numeracy, where appropriate) through the integration of the IB MYP philosophy.

I: Teacher rarely selects content from multiple disciplines (including literacy and numeracy, where appropriate) through the integration of the IB MYP philosophy.

1.3 Teacher purposefully plans for the integration of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) through IB MYP Key and Related Concepts, Approaches to Learning, and the Learner Profile.

HE: Teacher collaborates with students to consistently integrate the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and the Learner Profile. (Refer to the 4 Cs rubrics.)

E: Teacher consistently integrates the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and the Learner Profile. (Refer to the 4 Cs rubrics.)

PE: Teacher integrates the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and the Learner Profile. (Refer to the 4 Cs rubrics.)

I: Teacher rarely integrates the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and the Learner Profile. (Refer to the 4 Cs rubrics.)

1.4 Teacher purposefully plans for the integration of 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate.

HE: Teacher collaborates with students to consistently integrate 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)

E: Teacher consistently integrates 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)

PE: Teacher integrates 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)

I: Teacher rarely integrates 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)

1.5 Teacher evaluates balanced assessment data to purposefully plan for differentiation.

HE: Teacher collaborates with students, using balanced assessment data, to consistently plan for differentiation.

E: Teacher uses balanced assessment data to consistently plan for differentiation.
PE: Teacher uses balanced assessment data to plan for differentiation.
I: Teacher rarely uses balanced assessment data to plan for differentiation.
Standard 2 – ASSESSMENT: Teacher uses a balanced assessment system that requires students to demonstrate the GVC through the IB MYP Curriculum Model.
2.1 Teacher develops/identifies assessments that require students to demonstrate expertise of World Class Outcomes through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts, and the Learner Profile.
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.
I: Teacher rarely requires students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.
2.2 Teacher develops/identifies assessments that require students to demonstrate expertise of content through IB MYP Aims and Objectives, and Criteria.
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise of content through IB MYP Aims and Objectives, and Criteria.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise of content through IB MYP Aims and Objectives, and Criteria.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise of content through IB MYP Aims and Objectives, and Criteria.
I: Teacher rarely requires students to demonstrate expertise of content through IB MYP Aims and Objectives, and Criteria.
2.3 Teacher develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile.
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise in all 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to 4 Cs rubrics.)
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in all 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to 4 Cs rubrics.)
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in all 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to 4 Cs rubrics.)
I: Teacher rarely requires students to demonstrate expertise in the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to 4 Cs rubrics.)
2.4 Teacher develops/identifies assessments that requires students to demonstrate 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where appropriate, through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile.
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
I: Teacher rarely develops/identifies assessments that require students to demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)

2.5 Teacher uses quality formative practices/assessments to assess the GVC through the IB MYP Curriculum Model.

HE: Teacher collaborates with students to consistently use quality formative practices/assessments that continuously monitor student progress on the GVC through the IB MYP Curriculum Model.

E: Teacher consistently uses quality formative practices/assessments that continuously monitor student progress on the GVC through the IB MYP Curriculum Model.

PE: Teacher uses formative practices/assessments to monitor student progress on the GVC through the IB MYP Curriculum Model.

I: Teacher rarely uses formative practices/assessments to monitor student progress on the GVC through the IB MYP Curriculum Model.

2.6 Teacher uses quality interim assessments to assess the GVC through the IB MYP Curriculum Model.

HE: Teacher collaborates with students to consistently use quality interim assessments, including performance based, that benchmark student progress on the GVC through the IB MYP Curriculum Model.

E: Teacher consistently uses quality interim assessments that benchmark student progress on the GVC through the IB MYP Curriculum Model.

PE: Teacher uses interim assessments that benchmark student progress on the GVC through the IB MYP Curriculum Model.

I: Teacher rarely uses interim assessments to benchmark student progress on the GVC through the IB MYP Curriculum Model.

2.7 Teacher uses quality summative assessments to assess the GVC through the IB MYP Curriculum Model.

HE: Teacher collaborates with students to consistently use quality summative assessments, including performance based, that measure student progress on the GVC through the IB MYP Curriculum Model.

E: Teacher consistently uses quality summative assessments that measure student progress on the GVC through the IB MYP Curriculum Model.

PE: Teacher uses summative assessments that measure student progress on the GVC through the IB MYP Curriculum Model.

I: Teacher rarely uses summative assessments to measure student progress on the GVC through the IB MYP Curriculum Model.

2.8 Teacher provides students with quality feedback. (Feedback that is specific, timely, personalized, and actionable).

HE: Teacher collaborates with students to consistently provide quality feedback to students regarding their progress on the GVC through the IB MYP Curriculum Model.

E: Teacher consistently provides quality feedback to students regarding their progress on the GVC through the IB MYP Curriculum Model.

PE: Teacher provides quality feedback to students regarding their progress on the GVC through the IB MYP Curriculum Model.

I: Teacher provides minimal, generic, and/or non-actionable feedback to students.

Standard 3 - INSTRUCTION: Teacher facilitates learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.

3.1. Teacher facilitates learning opportunities for students to demonstrate expertise of World Class Outcomes (Global, Transferrable, Sustainable, Authentic, and Higher Level Blooms) through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

HE: Teacher collaborates with students to consistently facilitate learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

E: Teacher consistently implements learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

PE: Teacher implements learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

I: Teacher rarely implements learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level through IB MYP Aims and Objectives, Key and Related Concepts, Global Contexts and the Learner Profile.

3.2 Teacher facilitates learning opportunities for students to demonstrate expertise of content, through the IB MYP Philosophies.

HE: Teacher collaborates with students to consistently implement learning opportunities for students to demonstrate expertise of content, through the IB MYP Philosophies.

E: Teacher consistently implements learning opportunities for students to demonstrate expertise of content, through the IB MYP Philosophies.

PE: Teacher implements learning opportunities for students to demonstrate expertise of content, through the IB MYP Philosophies.

I: Teacher rarely implements learning opportunities for students to demonstrate expertise of content, through the IB MYP Philosophies.

3.3 Teacher facilitates opportunities for students to develop and demonstrate expertise, and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) through IB MYP Key and Related Concepts,

Approaches to Learning, and Learner Profile.
HE: Teacher collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to the 4 Cs rubrics.)
E: Teacher consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to the 4 Cs rubrics.)
PE: Teacher implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to the 4 Cs rubrics.)
I: Teacher rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs through IB MYP Key and Related Concepts, Approaches to Learning, and Learner Profile. (Refer to the 4 Cs rubrics.)
3.4 Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate.
HE: Teacher collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
E: Teacher consistently implements opportunities for students to develop and demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
PE: Teacher implements opportunities for students to develop and demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
I: Teacher rarely implements opportunities for students to develop and demonstrate expertise in 21st Century Skills through IB MYP Global Contexts, Key and Related Concepts, Approaches to Learning, and the Learner Profile, where appropriate. (Refer to 21st Century Skills rubrics.)
3.5 Teacher uses balanced assessment data to implement, deliver and refine learning opportunities.
HE: Teacher collaborates with students to consistently review and use formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of expertise of the GVC through the IB MYP Curriculum Model, including off-ramps, and improve teacher practice.
E: Teacher consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of expertise of the GVC through the IB MYP Curriculum Model, including off-ramps, and improve teacher practice.
PE: Teacher reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of expertise of the GVC through the IB MYP Curriculum Model, including off-ramps, and improve teacher practice.
I: Teacher rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of expertise of the GVC through the IB MYP Curriculum Model, including off-ramps, and improve teacher practice.
3.6 Teacher facilitates differentiated learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
HE: Teacher collaborates with students to consistently implement differentiated learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
E: Teacher consistently implements differentiated learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
PE: Teacher implements differentiated learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
I: Teacher rarely implements differentiated learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
3.7 Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC through the IB MYP Curriculum Model.
HE: Teacher collaborates with students to consistently facilitate learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC through the IB MYP Curriculum Model.
E: Teacher consistently facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC through the IB MYP Curriculum Model.
PE: Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC

through the IB MYP Curriculum Model.
I: Teacher rarely facilitates learning opportunities for students utilize higher order thinking skills (evaluate and create/invent) to learn the GVC through the IB MYP Curriculum Model.
3.8 Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
HE: Teacher collaborates with students to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
E: Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
PE: Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
I: Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
3.9 Teacher facilitates learning opportunities for all students to use World Class Tools to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
HE: Teacher collaborates with students to consistently create and implement learning experiences that utilize technology to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
E: Teacher consistently creates and implements learning experiences that utilize technology to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
PE: Teacher creates and implements learning experiences that utilize technology to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
I: Teacher rarely creates and implements learning experiences that utilize technology to demonstrate expertise of the GVC through the IB MYP Curriculum Model.
Standard 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Teacher creates an environment that is inclusive and safe.
HE: Teacher collaborates with students to create and consistently foster a classroom environment that is physically and psychologically safe for students.
E: Teacher creates and fosters an environment that is physically and psychologically safe for all students.
PE: Teacher presents rules to achieve a classroom environment that is physically and psychologically safe for all students.
I: The classroom is not physically and/or psychologically safe for all students.
4.2 Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Teacher collaborates with students to form and maintain a restorative classroom community. Teacher facilitates positive opportunities for all students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Teacher creates and facilitates the opportunity for students to develop a restorative classroom community. Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE: Teacher provides the opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.
I: Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Teacher establishes an environment that values student differences, facilitates opportunities for students to explore and respect different points of view, and honors diversity.
HE: Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Teacher creates and facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Teacher promotes an environment where some students feel safe to express different points of view.
I: Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Teacher models and establishes positive relationships with all students.
HE: Teacher builds positive relationships and respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.

E: Teacher builds positive relationships and respectfully interacts with all students, inside and outside the classroom.
PE: Teacher respectfully interacts with all students.
I: Teacher does not promote a respectful classroom environment.
Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 Teacher works collaboratively with colleagues for the benefit of students.
HE: Teacher creates/leads collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
E: Teacher participates on collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, Teacher Evaluation, World Class Education Targets, and/or Professional Pathway goals.
HE: Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 Teacher demonstrates application of professional learning, including IB MYP training (i.e. official trainings, workshops, and roundtables) to practice.
HE: Teacher engages in professional development opportunities, including IB MYP training (i.e. official trainings, workshops, and roundtables) aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice.
E: Teacher engages in professional development opportunities, including IB MYP training (i.e. official trainings, workshops, and roundtables) aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: Teacher implements new knowledge or skills learned through professional development, including IB MYP training (i.e. official trainings, workshops, and roundtables).
I: Teacher participates in professional development, including IB MYP training (i.e. official trainings, workshops, and roundtables). Teacher implements professional development of professional practice on a limited basis.
5.4 Teacher differentiates communication with families based on the individual needs of the student.
HE: Teacher fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students demonstrate expertise of World Class Outcomes.
E: Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students demonstrate expertise of World Class Outcomes.
PE: Teacher differentiates communication with families to help students meet education goals.
I: Teacher rarely communicates with families regarding student progress and educational goals as required.
5.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Teacher leads and models professional behavior within the building and throughout the district and community.
E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.