

6.PCC. Professional Collaboration & Communication Number of Indicators: 9

Dimension Description: Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning

6.PCC.6. Indicator Engaging in relevant special training	Distinguished	Teacher leads specialized training and professional development (PD) that reflects the district's mission, vision and goals (building/district professional development and training related to curriculum, technology, district/building protocols, PLC protocols, department meetings, grade/content level meetings, etc.). Teacher maintains a record of training (KALPA) which shows how PD is aligned to the district mission, vision, goals and school improvement. Teacher participates in required training and engages in PD that is above district expectations beyond the school day ((building/district professional development and training related to curriculum, technology, district/building protocols, PLC protocols, department meetings, grade/content level meetings, etc.). Teacher maintains a record of training (KALPA) which shows how PD is aligned to the district mission, vision, goals and school improvement.
	Proficient	
	Basic	Teacher completes the required training and engages in PD that meets the minimum expectations (building/district professional development and training related to curriculum, technology, district/building protocols, PLC protocols, department meetings, grade/content level meetings, etc.). Teacher maintains a record of training (KALPA) which shows how PD is aligned to the district mission, vision, goals and school improvement.
	Unsatisfactory	The teacher fails to attend the required expectations as it relates to special training (building/district professional development and training related to curriculum, technology, district/building protocols, PLC protocols, department meetings, grade/content level meetings, etc.). Teacher completes some required training and engages in PD that is below district expectations. The recorded of training (KALPA) shows gaps in PD that should be aligned to the district's mission, vision, goals and school improvement.
6.PCC.7. Indicator Making significant relevant accomplishments and contributions	Distinguished	Teacher is a leader in making significant relevant accomplishments and contributions aligned to the strategic vision and mission of the district. Teacher's leadership is visible and documented contributions outside of the regular scheduled school day, week and year, (department leader, mentor, coach, building or district committee work, fine arts activities, counseling department practices, special education department innovation and support, Professional Affiliations, Improvement Team, etc.). Teacher consistently participates in the significant relevant accomplishments and contributions above normal expectations. Teacher collaborates with colleagues to elevate the district's mission, vision, goals and school improvement (department leader, mentor, coach, building or district committee work, fine arts activities, counseling department practices, special education department innovation and support, Professional Affiliations, Improvement Team, etc.). Teacher meets minimal expectations related to significant relevant accomplishments and contributions. Expected contributions are supporting the building and district outside the regular scheduled day.
	Proficient	
	Basic	Teacher fails to make any significant relevant accomplishment and contributions.
	Unsatisfactory	Teacher fails to meet the minimal, expected job requirements, rather than significant relevant accomplishments and contributions.
6.PCC.8. Indicator Attendance	Distinguished	Teacher's exemplary attendance record exceeds professional expectations and the individual record shows that they were punctual and present every day (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences). Teacher's attendance record meets professional expectations and the individual's record shows that they have used no more than a quarter (four days) of the contractual amount of Personal Leave Days and they are punctual every day, (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).
	Proficient	
	Basic	Teacher's attendance record minimally meets professional expectations and the individual's record shows that they did not exceed the contractual amount of Personal Leave Days by one day and are punctual on a daily basis (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences). Teacher fails to adhere to attendance expectations and arrives to work late and is frequently absent.
	Unsatisfactory	Teacher's attendance record does not meet professional expectations, the individual's record shows that they exceeded the contractual yearly amount by one or more days or they have been absent without pay.
6.PCC.9. Indicator Discipline	Distinguished	Teacher does not have a record of discipline for the school year and models exemplary professional behavior.
	Proficient	Teacher does not have a record of discipline for the school year.
	Basic	Teacher does not have a record of discipline, but has received either a directive or verbal warning during the school year. Teacher has one or more incidents of discipline for the school year.
	Unsatisfactory	Teacher has a record of discipline during the school year but shows improvement.