

# Documenting Professional and Instructional Practices

**Professional Practice** refers to teacher actions and behaviors that:

- (1) develop and maintain productive professional relationships with staff, students, parents, and the school community and
- (2) demonstrate and promote ethical practices to model and maintain professional standards.

**Instructional Practice** refers to activities, events, and resources that:

- (1) are designed, structured, and organized by a teacher to present information and
- (2) appropriately engage students in academic content and assess the achievement of learning outcomes.

Evidence to document these practices may be derived from synchronous or asynchronous behaviors, interactions, or events.

Observation	Professional Practice Elements: (Standards I & V and Element II e.)			
	Developing	Proficient	Accomplished	Distinguished
	Evidence of teacher <b>knowledge</b> of <i>appropriate content, practices, or pedagogy</i> .	Evidence of teacher <b>action</b> to bring about <i>positive change</i> in the classroom, school, or community	Evidence of <i>positive changes</i> that occur as a result of the <b>interaction</b> of teacher practices with individuals in the classroom, school, or community.	Evidence of the <b>extension</b> of <i>teacher influence</i> on others (students or adults) within the broader context of the school community.
Where is this observed?	Contexts that provide evidence of a teacher's professional practices			
	<ul style="list-style-type: none"> <li>School-level committees</li> <li>Subject and/or grade-level teams</li> <li>Professional Learning Communities</li> <li>School Improvement processes</li> </ul>		<ul style="list-style-type: none"> <li>Communication with students and families</li> <li>School community engagement</li> <li>Interactions with colleagues</li> <li>Conversations with the educator</li> </ul>	

Observation	Instructional Practice Elements: (Standards II, III, and IV and bottom row of Element I a.)			
	Developing	Proficient	Accomplished	Distinguished
✓	Evidence of teacher <b>knowledge</b> of <i>appropriate content, practices, or pedagogy</i> .	Evidence of teacher <b>action</b> to bring about <i>positive change</i> in the classroom, school, or community	Evidence of <i>positive changes</i> that occur as a result of the <b>interaction</b> of teacher practices with individuals in the classroom, school, or community.	Evidence of the <b>extension</b> of <i>teacher influence</i> on others (students or adults) within the broader context of the school community.
Where is this observed?	Contexts that provide evidence of a teacher's instructional practices			
	<ul style="list-style-type: none"><li>• Communication with students and families</li><li>• Interactions with colleagues</li><li>• Conversations with the educator</li></ul>	<ul style="list-style-type: none"><li>• Instructional interactions associated with a specific lesson, activity, or assignment from which the observer can reasonably assess each one of the following:<ul style="list-style-type: none"><li>○ Teacher input</li><li>○ Student interaction and engagement</li><li>○ Instructional outcomes</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Actions and behaviors of teammates and colleagues</li><li>• Actions and behaviors of students</li><li>• Impact on the School community</li></ul>	
	Formal or informal observations to collect evidence of <i>action</i> and <i>interaction</i> on the NCEES rubric should assess instructional activities that are of an appropriate duration or amount. <ul style="list-style-type: none"><li>➤ Observations of <b>synchronous</b> instructional activities, that occur in the same place or at the same time, should be of the time length specified in policy, for the given observation plan type.</li><li>➤ Observations of <b>asynchronous</b> instructional activities, that <i>do not</i> occur in the same place or at the same time, should assess all materials, interactions, and behaviors associated with a specific lesson, activity, or assignment.</li></ul>			