

Domain 4: Professional Responsibilities				
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component 4A: Reflecting on Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p> <p>Teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>Teacher makes no suggestions for improvement.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p> <p>Teacher has a general sense of whether or not instructional practices were effective.</p> <p>Teacher offers general modifications for future instruction.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p>Teacher accurately assesses the effectiveness of instructional activities used.</p> <p>Teacher identifies specific ways in which a lesson might be improved.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>If needed, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
Possible Examples:	<p>Despite evidence to the contrary, the teacher says, "My students did great on that lesson."</p> <p>Teacher says, "That was awful; I wish I knew what to do."</p>	<p>At the end of the lesson the teacher says, "I guess that went okay."</p> <p>Teacher says, "I guess I'll try 'X' next time."</p>	<p>Teacher says, "I wasn't pleased with the level of engagement of the students."</p> <p>The teacher's journal indicates several possible lesson improvements.</p>	<p>Teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</p> <p>In conversations with colleagues, the teacher considers different group strategies for improving a lesson.</p>

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Component 4B: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but may contain some errors. Teacher has a process for recording student work completion - however, it may be out-of-date or does not permit students to access the information. Teacher's process for tracking student progress is cumbersome to use.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is effective. Teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. Teacher has an efficient and effective process for recording student attainment of learning goals; how students are able to see they're progressing.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. When appropriate, students contribute information and participate in maintaining the records. Students contribute to and maintain records indicating completed and outstanding work assignments. When appropriate, students contribute to and maintain data files indicating their own progress in learning.
Possible Examples:	A student says, "I'm sure I turned in that assignment, but the teacher lost it!" Teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" Teacher says, "I've got all these notes about how kids are doing; I should put them into the system but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for five students' permission slips and finds them just before the bell.	Teacher creates a link on the class website which students can access to check on any missing assignments. Teacher's grade book records student progress toward learning goals. Teacher creates a spreadsheet for tracking which students paid for their school pictures.	A student from each team maintains the database of current and missing assignments of the team. When asked about their progress in class, a student shows her data file and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database.

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Component 4C: Communicating with Families	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p> <p>Families are unaware of their children's progress.</p> <p>Lack of family engagement activities.</p> <p>Culturally inappropriate communication.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families' cultural norms.</p>	<p>Teacher communicates and engages with families about the instructional program and conveys information about individual student progress.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p> <p>Information about the instructional program is available on a regular basis.</p> <p>Teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p> <p>When appropriate, students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
Possible Examples:	<p>A parent says, "I'd like to know what my kid is working on at school!"</p> <p>A parent says, "I wish I knew something about my child's progress before the report card comes out."</p> <p>A parent says, "I wonder why we never see and school work come home."</p>	<p>A parent says, "I received the district brochure on the reading program, but I wonder how its being taught in my child's class."</p> <p>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying he is doing fine."</p> <p>Weekly quizzes are sent home for parent signature.</p>	<p>The teacher sends a weekly newsletter home to families, including information that precedes current class activities, community and/or school projects, and field trips.</p> <p>Teacher creates monthly progress reports sent home for each student.</p> <p>Teacher sends home a project that asks students to interview a family member about growing up in the 1970's.</p>	<p>Students create materials for "Back to School" night that outline the approach for learning science.</p> <p>Student daily reflection log describes learning and go home each week for a response from a parent.</p> <p>Students design a project on charting family use of plastics.</p>

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Component 4D: Participating in Professional Community	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p> <p>Teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>Teacher avoids involvement in school activities and school district and community projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked.</p> <p>Teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, and school district and community projects.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p>Teacher has supportive and collaborative relationships with colleagues.</p> <p>Teacher participates in activities related to professional inquiry.</p> <p>Teacher volunteers to participate in school events and school district and community projects.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p> <p>Teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>Teacher contributes to and leads events that positively impact school life.</p> <p>Teacher contributes to and leads significant school district and community projects.</p>
Possible Examples:	<p>Teacher doesn't share test-taking strategies with his colleagues; figures that if his students do well it will make him look good.</p> <p>Teacher does not attend PLC meetings.</p> <p>Teacher does not attend any school functions after the "contractual" time.</p> <p>Teacher says, "I work from 7:50 to 2:40 and minute more; I won't serve on any district committee unless I get paid or a substitute."</p>	<p>Teacher is polite, but never shares any instructional materials with his grade partners.</p> <p>Teacher only attends PLC meetings when reminded by principal.</p> <p>Principal says, "I wish I didn't have to ask the teachers to 'volunteer' every time we need help in Latch Key."</p> <p>Teacher only contributes to the district technology committee when requested by an administrator.</p>	<p>Principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</p> <p>Teacher has decided to take some differentiated instruction classes for himself and grade partners.</p> <p>Volleyball coach is willing to chaperone the dance because many players will be present.</p>	<p>Teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</p> <p>Teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on appropriate topics.</p> <p>Teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.</p>

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Component 4E: Growing and Developing Professionally	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Teacher is not involved in any activity that might enhance knowledge or skill.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p> <p>Teacher participates in professional activities when required or when provided by the school district.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p> <p>Teacher seeks regular opportunities for continued professional development.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p> <p>Teacher seeks regular opportunities for continued professional development, including initiating action research.</p>
Possible Examples:	<p>Teacher never takes continuing education courses.</p> <p>Teacher endures the principal's annual observation in her classroom, knowing if she waits long enough the principal will eventually leave and she can discard the form.</p> <p>Despite teaching mathematics, the teacher declines to join NCTM because it costs too much money and make too many demands on members' time.</p>	<p>Teacher politely attends district workshops and PD days, but doesn't make much use of the materials and information.</p> <p>Teacher listens to his principal's feedback after a lesson, but isn't sure the recommendation really applied to him.</p> <p>Teacher joins the local chapter of the American Library Association because she might get free books.</p>	<p>Teacher eagerly attends the district optional summer workshops finding them to be a wealth of instructional strategies she can use during the school year.</p> <p>Teacher enjoys her principal's weekly walk through because they always lead to valuable collaboration and discussion.</p>	<p>Teacher's principal rarely spends time observing in her classroom; therefore she has initiated an action research project to improve her own teaching.</p> <p>Teacher is working on a particular instructional strategy and asks a colleague to observe class and provide objective feedback.</p>

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Component 4F: Showing Professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district policies.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district policies.</p> <p>Teacher willingly participates in team and grade level decision-making.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district policies, taking a leadership role with colleagues.</p>
Possible Examples:	<p>Teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</p> <p>Teacher does not realize that three of her needy students arrive at school an hour early every morning because the parents cannot afford daycare.</p> <p>Teacher fails to notice that one of the Kindergarten students is often ill, looks malnourished, and frequently has bruises on his arms. When a colleague goes home sick he pretends to have a meeting to avoid covering a class.</p>	<p>Teacher considers staying late to help some students in Latch Key, but realizes it conflicts with workout at Gold's Gym so she decides against it.</p> <p>Teacher sends a note to social worker about a student; hears no response so she assumes it's taken care of.</p> <p>When the teacher next door is out on medical leave; he says "Hello" and "Welcome" to the sub but offers no help.</p>	<p>Teacher notices speech delays in a few students; she calls in the SLP to do a few sessions in her classroom and provide feedback on further steps.</p> <p>A seventh grade teacher says, "I appreciate it when ___ attends our after school meetings, she always contributes something to the meaningful discussion."</p> <p>Teacher learns the district's new Curriculum Loft system and writes in all of her courses.</p>	<p>A newer teacher has trouble understanding the principal's directions; she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</p> <p>Teacher enlists the help of others (principal or teacher) when she realizes a staff member is making disparaging comments about low-income students.</p> <p>District adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</p>