# Domain 1: Planning and Preparation

## Demonstrating Knowledge of Content and Pedagogy

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *1a: Demonstrates knowledge of content and pedagogy* | • In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.<br>• Teachers display little understanding of their discipline and/or the State Curriculum (if it exists). | •Teacher is familiar with the important concepts in the discipline and State Curriculum (if it exists) but displays lack of awareness of how these concepts relate to one another.<br>•Teacher's plan and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.<br>•Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | • Teacher displays solid knowledge of the important concepts in the discipline and State Curriculum (if it exists) and how these relate to one another.<br>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | • Teacher displays extensive knowledge of the important concepts in the discipline, State Curriculum (if it exists) and how these relate both to one another and to other disciplines.<br>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| *Critical Attributes* | • Teacher makes content errors. Teacher does not consider prerequisite relationships when planning.<br>• Teacher's plans use inappropriate strategies for the discipline<br>• Teachers does not consider State Curriculum (if it exists) in planning. | •Teacher is familiar with the discipline but does not see conceptual relationships.<br>•Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.<br>•Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.<br>•Teacher's knowledge of the State Curriculum is inaccurate or incomplete. | • The teacher can identify important concepts of the discipline or State Curriculum (if it exists), and their relationships to one another.<br>• The teacher consistently provides clear explanations of the content.<br>• The teacher answers student questions accurately and provides feedback that furthers their learning.<br>• The teacher seeks out content-related information through a variety of sources. | • In addition to the characteristics of "proficient,"<br>• Teacher cites intra- and inter-disciplinary content relationships.<br>• Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. |

# Domain 1:  Planning and Preparation

## Demonstrating Knowledge of Students

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **1b: Demonstrates knowledge of students** | • Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs. | • Teacher understands the active nature of student learning, and attains information about levels of development for groups of students.<br>• The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and utilizes this information to provide content at an appropriate level. | • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and utilizes this information to provide content at an appropriate level. |
| **Critical Attributes** | • Teacher does not understand child development characteristics and has unrealistic expectations for students.<br>• Teacher does not try to ascertain varied ability levels among students in the class.<br>• Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' ~~medical or~~ learning disabilities. | • Teacher cites developmental theory, but does not seek to integrate it into lesson planning.<br>• Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."<br>• The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.<br>• The teacher is aware of ~~medical issues and~~ learning disabilities with some students, but does not seek to understand the implications of that knowledge. | • The teacher knows, the cognitive level of the students in their class and provides content at an appropriate level.<br>• The teacher has a good idea of the range of interests of students in the class.<br>• The teacher has identified "high," "medium,: and "low" groups of students within the class.<br>• The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.<br>• The teacher is aware of the special needs represented by students in the class. | • In addition to the characteristics of "proficient," the teacher uses methods to assess students' skill levels and designs instruction accordingly.<br>• The teacher seeks out information about their cultural heritage from all students.<br>• The teacher maintains a system of updated student records (critical medical needs if notified by the Nurse) -with learning needs pertinent to lesson plans. |

4-17-2012

# Domain 1:  Planning and Preparation

## Setting Instructional Outcomes

|  | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **1c: Sets instructional outcomes** | • Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.<br>• Outcomes are stated as activities, rather than as student learning.<br>• Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. | • Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities;<br>• Outcomes reflect several types of learning, but teacher has made no attempt linking their outcome with others both within their discipline and in other disciplines<br>• Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.<br>• All the outcomes are clear, written in the form of student learning, and there are no viable methods of assessment. | • Most outcomes represent rigorous and important learning in the discipline and encourage higher level thinking and questioning.<br>• All the outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.<br>• Outcomes reflect several different types of learning and opportunities for coordination. | • All outcomes represent rigorous and important learning in the discipline and encourage higher level thinking and questioning.<br>• The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.<br>• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. |
| **Critical Attributes** | • Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.<br>• Outcomes are stated as activities, rather than as student learning.<br>• Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. | • Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities;<br>• Outcomes reflect several types of learning, but teacher has made no attempt linking their outcome with others both within their discipline and in other disciplines<br>• Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.<br>• All the outcomes are clear, written in the form of student learning, but there are no viable methods of assessment. | • Most outcomes represent rigorous and important learning in the discipline and encourages higher level thinking and questioning.<br>• All the outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.<br>• Outcomes reflect several different types of learning and opportunities for coordination. | • All outcomes represent rigorous and important learning in the discipline and encourage higher level thinking and questioning.<br>• The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.<br>• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. |

Draft

4-17-2012

# Domain 1: Planning and Preparation

## Designing Coherent Instruction

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **1d: Designs coherent instruction** | • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. <br>• The activities are not designed to engage students in active intellectual activity. <br>• Instructional groups do not support the instructional outcomes and/or offer no variety. <br>• Pacing is not appropriate for the activity. <br>• No use of technology when it exists and would enhance the lesson. | • Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. <br>• Instructional groups partially support the instructional outcomes, with an effort at providing some variety. <br>• The lesson or unit has a recognizable structure; with most time allocations reasonable. <br>• The lesson includes teacher use of technology with little to no student use when it would enhance the lesson. | • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. <br>• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. <br>• The lesson or unit has a clear structure with appropriate and varied use of instructional groups. <br>• The lesson includes teacher use of technology with some student use as appropriate to enhance the lesson. | • Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology by both teacher and student), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. <br>• Instructional groups are varied as appropriate, with some opportunity for student choice. <br>• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs when appropriate. |
| *Critical Attributes* | • Learning activities are ~~boring~~ not engaging and/or not well aligned to the instructional goals. <br>• Materials are not engaging or meet instructional outcomes. Instructional groups do not support learning. <br>• Lesson plans are not structured or sequenced and are unrealistic in their expectations. | • Learning activities are moderately challenging. <br>• Learning resources are suitable, but there is limited variety. <br>• Instructional groups are random or only partially support objectives. <br>• Lesson structure is uneven or may be unrealistic in terms of time expectations. <br>• Activities provide opportunity for higher-level thinking without appropriate scaffolding. | • Learning activities are matched to instructional outcomes. <br>• Activities provide opportunity for higher-level thinking with appropriate scaffolding. <br>• Teacher provides a variety of appropriately challenging materials and resources. <br>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. <br>• The plan for the lesson or unit is well structured, with reasonable time allocations. | In addition to the characteristics of "proficient," <br>• Activities permit student choice. <br>• Learning experiences connect to other disciplines. <br>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. <br>• Lesson plans sometime differentiate for individual students. |

4-17-2012

# Domain 1: Planning and Preparation

## Designing Student Assessments

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **1e: Designs student assessments** | • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.<br>• Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.<br>• Assessment accommodations and adaptations are not provided.<br>• Assessment represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. | • Some of the instructional outcomes are assessed through the proposed approach, but others are not.<br>• Assessment criteria and standards have been developed, but they are not clear.<br>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.<br>• Assessment accommodations and adaptations are provided inconsistently.<br>Assessments represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and performance tasks. | • Teacher's plan for student assessment is aligned with the instructional outcomes..<br>• Assessment criteria and standards are clear.<br>• Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.<br>• Teacher uses assessment results to plan for instruction.<br>• Assessment accommodations are provided when necessary.<br>• Most assessments represent rigorous and important learning in the discipline, mirror real world applications and encourage higher level thinking and questioning. | • Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.<br>• Assessment accommodations and adaptations are routinely provided to enhance assessment.<br>• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.<br>• Teacher uses assessment results to plan instruction.<br>• All assessments represent rigorous and important learning in the discipline, mirror real world applications and encourage higher level thinking and questioning. |
| **Critical Attributes** | • Assessments do not match instructional outcomes.<br>• Assessments have no criteria.<br>• No formative assessments have been designed.<br>• Teacher provides no opportunity for students to reflect on their own work.<br>• Teacher provides no opportunity for students to provide feedback on their peers work. | • Only some of the instructional outcomes are addressed in the planned assessments.<br>• Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed.<br>• Teacher rarely provides opportunity for students to reflect on their own work.<br>• Teacher rarely provides opportunity for students to provide feedback on their peers work. | • All the learning outcomes have a method for assessment.<br>• Assessment types match learning expectations.<br>• Plans indicate modified assessments for some students as needed.<br>• Assessment criteria are clearly written.<br>• Plans include formative assessments to use during instruction.<br>• Teacher sometimes provides opportunity for students to reflect on their own work.<br>• Teacher sometimes provides opportunity for students to provide feedback on their peers work. | In addition to the characteristics of "proficient,"<br>• Assessments provide opportunities for student choice.<br>• Students participate in designing assessments for their own work.<br>• Teacher-designed assessments are authentic with real-world application, as appropriate.<br>• Students develop rubrics according to teacher-specified learning objectives.<br>• Students are actively involved in collecting information from formative assessments and provide input.<br>• Teacher frequently provides opportunity for students to reflect on their own work.<br>• Teacher frequently provides opportunity for students to provide feedback on their peers work. |

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# Domain 2:  The Classroom Environment

## Creating an Environment of Respect and Rapport

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *2a: Creates an environment of respect and rapport* | • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put- downs, or conflict.<br>• Teacher does not deal with disrespectful behavior.<br>• Classroom environment discourages students taking control of their own learning and working outside of their comfort zones. | • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.<br>• Students rarely demonstrate disrespect for one another.<br>• Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.<br>• Classroom environment does not encourage students taking control of their own learning and they are rarely willing to work outside of their comfort zones. | • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students.<br>• Students exhibit respect for the teacher.<br>• Interactions among students are generally polite and respectful.<br>• Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.<br>• Teacher is developing an atmosphere in which students take control of their own learning and are willing to work outside of their comfort zones. | • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.<br>• Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.<br>• Teacher has fostered an atmosphere in which students take control of their own learning and are willing to work outside of their comfort zones. |
| *Critical Attributes* | • Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.<br>• Students use disrespectful talk towards one another with no response from the teacher.<br>• Teacher displays no familiarity with or caring about individual students' interests or personalities.<br>• Student's incorrect responses are ignored. | • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.<br>• Teacher attempts to respond to disrespectful behavior among students, with uneven results.<br>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.<br>The teacher's response to a student's incorrect response respects the student's dignity. | • Talk between teacher and students and among students is uniformly respectful.<br>• Teacher responds to disrespectful behavior among students.<br>• Teacher makes general connections with individual students.<br>• The teacher values all student contributions, accepts multiple/alternative answers or solutions and encourages student understanding of each. | In addition to the characteristics of "proficient,"<br>• Teacher demonstrates knowledge and caring about individual students' lives beyond school.<br>• When necessary, students correct one another in their conduct towards classmates.<br>• There is no disrespectful behavior among students.<br>• In addition to valuing student contributions, the teacher encourages extended thinking or making connections. |

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# Domain 2: The Classroom Environment

**Establishing a Culture for Learning**

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *2b: Establishing a culture for learning* | • The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand.<br>• Hard work is not expected or valued.<br>• Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students. | • Teacher encourages high level work but some students only work towards minimal expectations.<br>• The teacher conveys that student success is the result hard work but student effort is not always consistent. | • The classroom culture is a cognitively busy place where learning is valued by most.<br>• Teacher has high expectations and ~~for~~ learning is the norm for most students.<br>• The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn.<br>• Classroom interactions support learning and hard work. | • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.<br>• The teacher conveys high expectations for learning by all students hard work is evident.<br>• Students assume responsibility for high quality work by initiating improvements, making revisions, making connections, adding detail and/or helping peers. |
| *Critical Attributes* | • The teacher is selective or arbitrary about expectations for some learning goals and assignments.<br>• The teacher conveys to at least some students that the work is too challenging for them.<br>• Students exhibit little or no pride in their work.<br>• Class time is devoted more to socializing than to learning. | • The teacher conveys high expectations for ~~only some~~ most students.<br>• Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.<br>• Some students exhibit moderate effort ~~.~~ | • The teacher communicates the importance of learning, and that with hard work all students can be successful ~~in it~~.<br>• Teacher conveys an expectation of high levels of student effort.<br>• Students expend ~~good~~ significant effort to complete work of high quality. | In addition to the characteristics of "proficient,"<br>• The teacher communicates a genuine passion for the subject.<br>• Students indicate that they are not satisfied unless they have complete understanding.<br>• Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.<br>• Students recognize the efforts of their classmates.<br>• Students take initiative in improving the quality of their work. |

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# Domain 2:  The Classroom Environment

## Managing Classroom Procedures

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *2c Manages classroom procedures* | • Much instructional time is lost due to inefficient classroom routines and procedures.<br>• There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.<br>• There is little evidence that students know or follow established routines, if in place.<br>• No evidence of collaboration with co-teachers and Para-professionals. | • Some instructional time is lost due to only partially effective classroom routines and procedures.<br>• The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.<br>• With regular guidance and prompting, students follow established routines.<br>• Co-teachers collaborate to enhance the lesson.<br>• Additional staff are not always utilized effectively to enhance instruction. | • There is little loss of instructional time due to effective classroom routines and procedures.<br>• The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.<br>• With minimal guidance and prompting, students follow established classroom routines.<br>• Co-teachers collaborate well to enhance the lesson.<br>• Routines are established for volunteers and Para-professionals. | • Instructional time is maximized due to efficient classroom routines and procedures.<br>• Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.<br>• Routines are well understood and may be initiated by students.<br>• Co-teachers plan and collaborate with equity and take advantage of each other's strengths.<br>• The teacher demonstrates leadership by facilitating full involvement by all staff in the classroom. |
| *Critical Attributes* | • Students not working with the teacher are not productively engaged or are disruptive to the class.<br>• There are no established procedures for distributing and collecting materials.<br>• Procedures for other activities are confused or chaotic. | • Small groups are only partially engaged while not working directly with the teacher.<br>• Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.<br>• Classroom routines function unevenly. | • The students are productively engaged during small group work.<br>• Transitions between large and small group activities are smooth.<br>• Routines for distribution and collection of materials and supplies work efficiently.<br>• Classroom routines function smoothly. | In addition to the characteristics of "proficient,"<br>• Students take the initiative with their classmates to ensure that their time is used productively.<br>• Students themselves ensure those transitions and other routines .are accomplished smoothly.<br>• Students take initiative in distributing and collecting materials efficiently. |

# Domain 2: The Classroom Environment

## Managing Student Behavior

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *2d Manages student behavior* | • There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior.<br>• Students challenge the standards of conduct.<br>• Response to students" misbehavior is repressive, or disrespectful of student dignity. | • Standards of conduct appear to have been established, but their implementation is inconsistent.<br>• Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.<br>• There is inconsistent implementation of the standards of conduct. | • Student behavior is generally appropriate.<br>• The teacher monitors student behavior against established standards of conduct.<br>• Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. | • Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct.<br>• Teachers' monitoring of student behavior is subtle and preventive.<br>• Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity. |
| *Critical Attributes* | • The classroom environment is chaotic, with no apparent standards of conduct.<br>• The teacher does not monitor student behavior.<br>• Some students violate classroom rules, without apparent teacher awareness.<br>• When the teacher notices student misbehavior, s/he appears helpless to do anything about it. | • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are inconsistent.<br>• Teacher attempts to keep track of student behavior, but with no apparent system.<br>• The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.<br>• Teacher tends to remain in one area of the classroom.<br>• Teacher acknowledges good behavior | • Standards of conduct appear to have been established.<br>• Student behavior is generally appropriate.<br>• The teacher frequently monitors student behavior by moving about.<br>• Teacher's response to student misbehavior is effective.<br>• Teacher acknowledges good behavior in multiple ways, tailoring the acknowledgement to the student.<br>• Classroom discipline plan is consistent with team/school discipline plan. | In addition to the characteristics of "proficient,"<br>• Student behavior is entirely appropriate; no evidence of student misbehavior.<br>• The teacher monitors student behavior without speaking – just moving about.<br>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. |

Draft

4-17-2012

# Domain 2: The Classroom Environment

## Organizing Physical Space

|  | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *2e: Organizes physical space* | • The physical environment is unsafe, or many students don't have access to learning.<br>• There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities. | • The classroom is safe, and essential learning is accessible to most students,<br>• The teacher's use of physical resources, including technology, is moderately effective.<br>• Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | • The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Teacher makes effective use of physical resources, including technology. | • The classroom is safe, and learning is accessible to all students including those with special needs.<br>• Teacher makes effective use of physical resources, including technology.<br>• The teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Students contribute to the use or adaptation of the physical environment to advance learning. |
| *Critical Attributes* | • There are physical hazards in the classroom, endangering student safety.<br>• Many students can't see or hear the teacher or the board.<br>• Available technology is not being used, even if available and its use would enhance the lesson. | • The physical environment is safe, and most students can see and hear.<br>• The physical environment is not an impediment to learning, but does not enhance it.<br>• The teacher makes limited use of available technology and other resources. | • The classroom is safe, and all students are able to see and hear.<br>• The classroom is arranged to support the instructional goals and learning activities.<br>• The teacher makes appropriate use of available technology. | In addition to the characteristics of "proficient,"<br>• Modifications are made to the physical environment to accommodate students with special needs.<br>• There is total alignment between the goals of the lesson and the physical environment.<br>• Students take the initiative to adjust the physical environment.<br>• Teachers and students make extensive and imaginative use of available technology |

4-17-2012

# Domain 3: Instruction

## Communicating With Students

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *3a. Communicates with student* | • The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.<br>• Teacher's explanation of the content contains major errors.<br>• The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | • Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.<br>• Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.<br>• Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.<br>• Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds | • The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.<br>• Teacher's explanation of content is scaffold, clear and sequential, and connects with students' knowledge and experience.<br>• During the explanation of content, the teacher invites student intellectual engagement.<br>• Teacher's spoken and written language is clear and correct.<br>• Vocabulary is appropriate to the students" ages and interests. | • The teacher links the instructional purpose of the lesson to student interests.<br>• The directions and procedures are clear and sequential, anticipating possible student misunderstandings.<br>• Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting the students interest.<br>• Students contribute to extending the content and explaining concepts to their classmates.<br>• Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. |
| *Critical Attributes* | • At no time during the lesson does the teacher convey to the students what they will be learning.<br>• Students indicate through their questions that they are confused as to the learning task.<br>• The teacher makes a serious content error that will affect students' understanding of the lesson.<br>• Students indicate through body language or questions that they don't understand the content being presented.<br>• Teacher's communications include errors of vocabulary or usage.<br>• Vocabulary is inappropriate to the age or culture of the students. | • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.<br>• Teacher must clarify the learning task so students can complete it.<br>• The teacher makes no serious content errors, although may make a minor error.<br>• The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.<br>• Vocabulary and usage are correct but unimaginative.<br>• Vocabulary is too advanced or juvenile for the students. | • The teacher states clearly, at some point during the lesson, what the students will be learning.<br>• If appropriate, the teacher models the process to be followed in the task.<br>• Students engage with the learning task, indicating that they understand what they are to do.<br>• The teacher makes no content errors.<br>• Teacher's explanation of content is clear, and invites student participation and thinking.<br>• Vocabulary and usage are correct and completely suited to the lesson.<br>• Vocabulary is appropriate to the students' ages and levels of development. | In addition to the characteristics of "proficient,"<br>• The teacher points out possible areas for misunderstanding.<br>• Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.<br>• All students seem to understand the presentation.<br>• The teacher invites students to explain the content to the class, or to classmates.<br>• Teacher uses rich language, offering brief vocabulary lessons were appropriate. |

Draft

4-17-2012

# Domain 3: Instruction

## Using Questioning/Prompts and Discussion

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *3b: Using questioning and discussion techniques to promote higher level thinking* | • Teacher's questions are not higher level, only requiring single correct responses, and don't allow adequate time for students to respond.<br>• Interaction between teacher and students is predominantly recitation with the teacher mediating all questions and answers.<br>• A few students dominate the discussion and/or lack of student participation. | • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.<br>• Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. | • While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.<br>• Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.<br>• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.<br>• Students formulate many questions, initiate topics and make unsolicited contributions.<br>• Students themselves ensure that all voices are heard in the discussion. |
| *Critical Attributes* | • Questions are rapid-fire (insufficient response time/wait time), and convergent, with a single correct answer.<br>• Questions do not invite student thinking.<br>• All discussion is between teacher and students; students are not invited to speak directly to one another.<br>• A few students dominate the discussion. | • Teacher frames some questions designed to promote student thinking, but only a few students are involved.<br>• The teacher invites students to respond directly to one another's ideas, but few students respond.<br>• Teacher calls on many students, but only a small number actually participate in the discussion. | • Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.<br>• The teacher makes effective use of wait time.<br>• The teacher builds on uses student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher.<br>• The teacher calls on most students, even those who don't initially volunteer.<br>• Many students actively engage in the discussion. | In addition to the characteristics of<br>• "proficient,"<br>• Students initiate higher-order questions.<br>• Students extend the discussion, enriching it.<br>• Students invite comments from their classmates during a discussion. |

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# Domain 3: Instruction

## Engaging Students in Learning

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *3c:*<br>*Engages*<br>*students in*<br>*meaningful*<br>*learning* | • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.<br>• The pace of the lesson is too slow or rushed.  Few students are intellectually engaged or interested.<br>• Grouping of students is inappropriate for the instructional outcomes.<br>• Teacher does not provide resources, materials, and technology used and/or is used inappropriately. | • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.<br>• The pacing of the lesson may not provide students the time needed to be intellectually engaged.<br>• Grouping of students are partially appropriate for meeting instructionally outcomes.<br>• Resources, materials, and technology are partially appropriate for the lesson. | • The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.<br>• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.<br>• Students are grouped purposefully to meet instructional outcomes.<br>• The resources, materials, and technology enhance student learning. | • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher.<br>• Learning tasks and activities are fully aligned with the instructional out outcomes.  In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.<br>• The pacing of the lesson provides student the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.<br>• Students may have some choice in how they complete tasks and may serve as resources for one another.<br>• Students participate in the purposeful grouping to meet the instructional outcomes.<br>• Students choose which materials, resources, and technology that would enhance learning. |
| *Critical Attributes* | • Few students are intellectually engaged in the lesson.<br>• Learning tasks require only recall or have a single correct response or method.<br>• The materials used ask students only to perform rote tasks.<br>• Only one type of instructional group is used (whole group, small groups_ when variety would better serve the instructional purpose.<br>• Instructional materials used are | • Some students are intellectually engaged in the lesson.<br>• Learning tasks are a mix of those requiring thinking and recall.<br>• Student engagement with the content is largely passive, learning primarily facts or procedures.<br>• Students have no choice in how they complete tasks.<br>• The teacher uses different instructional groupings:  these are partially successful in achieving | • Most students are intellectually engaged in the lesson.<br>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.<br>• Students have some choice in how they complete the learning tasks.<br>• There is a mix of different types of groupings, suitable to the lesson objectives.<br>• Materials and resources support he | In addition to the characteristics of "proficient,"<br>• Virtually all students are highly engaged in the lesson.<br>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.<br>• Students suggest modifications to the grouping patterns used.<br>• Students have extensive choice in how they complete the tasks. |

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# Domain 3: Instruction

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| | unsuitable to the lesson and/or the students.<br>• The lesson drags, or is rushed. | the lesson objectives.<br>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.<br>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. | learning goals and require intellectual engagement, as appropriate.<br>• The pacing of the lesson provides students the time needed to be intellectually engaged. | • Students suggest modifications or additions to the materials being used.<br>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

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# Domain 3: Instruction

## Using Assessment in Instruction

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *3d: Uses assessment in Instruction* | • There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality.<br>• Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | • Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.<br>• Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work.<br>• Questions/prompts/ assessments are rarely used to diagnose evidence of learning | • Teachers use assessment data to make adjustments to instruction.<br>• Teachers monitor student learning and progress through formative and summative assessments.<br>• Teacher provides purposeful, frequent, and timely feedback.<br>• Students appear to be aware of the assessment criteria; some of them engage in self-assessment.<br>• Questions/prompts / assessments are used to diagnose evidence of learning. | • Assessments are fully integrated into instruction.<br>• Students are aware of, contribute to and utilize the assessment criteria.<br>• Students self-assess and monitor their progress.<br>• A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning.<br>• Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students. |
| *Critical Attributes* | • The teacher gives no indication of what high quality work looks like.<br>• The teacher makes no effort to determine whether students understand the lesson.<br>• Feedback is only global.<br>• The teacher does not ask students to evaluate their own or classmates' work. | • There is little evidence that the students understand how their work will be evaluated.<br>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students<br>• Teacher requests global indications of student understanding.<br>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.<br>• The teacher makes only minor attempts to engage students in self- or peer- assessment. | • Students indicate that they clearly understand the characteristics of high-quality work.<br>• The teacher elicits evidence of student understanding during the lesson.<br>• Students are invited to assess their own work and make improvements.<br>• Feedback includes specific and timely guidance for at least groups of student.<br>• The teacher attempts to engage students in self- or peer-assessment. | In addition to the characteristics of "proficient,"<br>• There is evidence that students have helped establish the evaluation criteria.<br>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.<br>• Teacher makes frequent use of strategies to elicit information about individual student understanding.<br>• Feedback to students is specific and timely, and is provided from many sources, including other students.<br>• Students monitor their own understanding either on t heir own initiative or as a result of tasks set by the teacher. |

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# Domain 3: Instruction

## Demonstrating Flexibility and Responsiveness

| | Unsatisfactory | Developing | Proficient | Exemplary |
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| *3e: Demonstrates flexibility and responsiveness.* | • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students" lack of interest.<br>• Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.<br>• Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.<br>• The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests.<br>• Teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.<br>• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. |
| *Critical Attributes* | • Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions.<br>• Teacher makes no attempt to incorporate student interests into the lesson.<br>• The teacher conveys to students that when they have difficulty learning, it is their fault.<br>• In reflecting on practice, the teacher does not indicate that it is important to reach all students. | • Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.<br>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.<br>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. | • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson.<br>• The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.<br>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. | In addition to the characteristics of "proficient,"<br>• The teacher's adjustments to the lesson are designed to assist individual students.<br>• Teacher seizes on a teachable moment to enhance a lesson.<br>• The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.<br>• In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students. |

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# Domain 4:  Professional Responsibilities

## Reflecting on Teaching

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *4a: Reflects on teaching and lesson effectiveness* | • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.<br>• Teacher has no suggestions for how a lesson could be improved. | • Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.<br>• Teacher makes general suggestions about how a lesson could be improved. | • 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.<br>• Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | • 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.<br>• Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| *Critical Attributes* | • The teacher considers the lesson but draws incorrect conclusions about its effectiveness.<br>• The teacher makes no suggestions for improvement. | • The teacher has a general sense of whether or not instructional practices were effective.<br>• The teacher offers general modifications for future instruction. | • The teacher accurately assesses the effectiveness of instructional activities used.<br>• The teacher identifies specific ways in which a lesson might be improved.<br>• Teacher consults colleagues for suggestions on lesson effectiveness. | In addition to the characteristics of "proficient,"<br>• Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness<br>• Teacher's suggestions for improvement draw on an extensive repertoire.<br>• The teacher uses collaboration with colleagues for improving lessons. |

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# Domain 4:  Professional Responsibilities

## Maintaining Accurate Records

| | Unsatisfactory | Developing | Proficient | Exemplary |
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| *4b: Maintains accurate records* | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.<br>• Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.<br>• Does not align with SCPS grading policy. | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.<br>• Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.<br>• Partially aligns with SCPS grading policy. | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.<br>• Alignment with SCPS grading policy meeting minimum requirements. | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.<br>• Students contribute information and participate in maintaining the records.<br>• Alignment with SCPS grading policy meeting and exceeding minimum requirements. |
| *Critical Attributes* | • Absence of a system for either instructional or non-instructional records.<br>• Record-keeping systems that are in disarray so as to provide incorrect or confusing information.<br>• Not completing non-Instructional activities/information such as attendance, substitute plans, etc. | • The teacher has process for recording student work completion.  However, it may be out-of-date or does not permit students to access the information.<br>• The teacher's process for tracking student progress is cumbersome to use.<br>• The teacher has a process for tracking some non-instructional information/activities, but not all, or it may contain some errors. (Attendance, substitute plans, etc.) | • The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.<br>• The teacher ahs an efficient and effective process for recording student attainment of learning goals; students are able to see how they are progressing.<br>• The teacher process for recording non-instructional information/activities is both efficient and effective. (Attendance, substitute plans, etc.) | In addition to the characteristics of "proficient,"<br>• Students contribute to and maintain records indicating completed and outstanding work assignments.<br>• Students contribute to and maintain data files indicating their own progress in learning.<br>• Students contribute to maintain non-instructional records for the class such as journals, work logs, portfolios, etc.<br>• The teacher completely tracks non-instructional activities/information. (Attendance, substitute plans, etc.) |

# Domain 4:  Professional Responsibilities

## Communicating with Families

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *4c: Communicates with families* | • Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.<br>• Teacher makes no attempt to engage families in the instructional program. | • Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.<br>• Communications are one-way and not always appropriate to the cultural norms of those families. | • Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.<br>• Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in culturally appropriate manner. | • Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.<br>• Response to family concerns is handled with professional and cultural sensitivity.<br>• Teacher's efforts to engage families in the instructional program are frequent and successful.<br>• Provides information about individual student progress on a regular basis.<br>• Using a variety of communication tools to inform and engage families. |
| *Critical Attributes* | • Little or no information regarding instructional program available to parents.<br>• Families are unaware of their children's progress.<br>• Lack of family engagement activities.<br>• Culturally inappropriate communications | • School or district-created materials about the instructional program are sent home.<br>• Infrequent or incomplete information sent home by teachers about the instructional program.<br>• Teacher maintains school-required grade book but does little else to inform families about student progress.<br>• Teacher communications are sometimes inappropriate to families' cultural norms. | • Information about the instructional program is available on a regular basis.<br>• The teacher sends information about student progress home on a regular basis.<br>• Teacher develops activities designed to successfully engage families in their children's learning as appropriate. | In addition, to the characteristics of "proficient, "<br>• On a regular basis, students develop materials to inform their families about the instructional program.<br>• Students maintain accurate records about their individual learning progress and frequently share this information with families.<br>• Students contribute to regular and ongoing projects designed to engage families in the learning process. |

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# Domain 4: Professional Responsibilities

## Participating in a Professional Community

| 4d: Participating in a Professional Community | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| | • Teacher's relationships with colleagues are negative or self-serving.<br>• Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.<br>• Teacher avoids becoming involved in school events or school and district projects.<br>• Teacher does not have a relationship with community stakeholders. | • Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.<br>• Teacher becomes involved in the school's culture of professional inquiry when invited to do so.<br>• Teacher participates in school events and school and district projects when specifically asked.<br>• Minimal participation with community related activities, projects, organizations, etc. | • Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.<br>• Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.<br>• Contributes to the achievement of School Improvement Goals and system wide initiatives.<br>• Participates and achieves community support with related activities, projects, organizations, etc. | • Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.<br>• Teacher takes a leadership role in promoting a culture of professional inquiry. (School Improvement Team, Committees, etc.) 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.<br>• Full Community Outreach and provides leadership in community support with related activities, projects, organizations, etc. |
| *Critical Attributes* | • The teacher's relationship with colleagues is characterized by negativity or combativeness.<br>• The teacher purposefully avoids contributing to activities promoting professional inquiry.<br>• The teacher avoids involvement in school activities and school district and community projects. | • The teacher has pleasant relationship with colleagues.<br>• When invited, the teacher participates in activities related to professional inquiry.<br>• When asked, the teacher participates in school activities, and school district and community project. | • The teacher has supportive and collaborative relationships with colleagues.<br>• The teacher regularly participates in activities related to professional inquiry.<br>• The teacher frequently volunteers to participate in school events and school district and community projects. | • In addition to the characteristics of "proficient,"<br>• The teacher takes a leadership role in promoting activities related to professional inquiry.<br>• The teacher regularly contributes to and leads events that positively impact school life.<br>• The teacher regularly contributes to and leads significant school district and community projects. |

# Domain 4:  Professional Responsibilities

## Growing and Developing Professionally

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *4e: Growing and Developing Professionally* | • Teacher engages in no professional development activities to enhance knowledge or skill.<br>• Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.<br>• Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | • Teacher participates in professional activities to a limited extent when they are convenient.<br>• Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.<br>• Teacher finds limited ways to contribute to the profession. | • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.<br>• Teacher welcomes feedback from colleagues and supervisors or when opportunities arise through professional collaboration.<br>• Teacher participates actively in assisting other educators. | • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.<br>• Teacher seeks out feedback on teaching from both supervisors and colleagues.<br>• Teacher initiates important activities to contribute to the profession. |
| *Critical Attributes* | • The teacher is not involved in any activity that might enhance knowledge or skill.<br>• The teacher purposefully resists discussing performance with supervisors or colleagues.<br>• The teacher ignores invitations to join professional organizations or attending conferences. | • The teacher participates in professional activities when required or when provided by the school district.<br>• The teacher reluctantly accepts feedback from supervisors and colleagues.<br>• The teacher contributes in a limited fashion to educational professional organizations. | • The teacher seeks regular opportunities for continued professional development.<br>• The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.<br>• The teacher actively participates in professional organizations designed to contribute to the profession. | In addition to the characteristics of "proficient,"<br>• The teacher seeks regular opportunities for continued professional development, including initiating action research.<br>• The teacher actively seeks feedback from supervisors and colleagues.<br>• The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. |

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# Domain 4:  Professional Responsibilities

## Growing and Developing Professionally

| | Unsatisfactory | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *4f: Showing Professionalism* | • Teacher displays dishonesty in interactions with colleagues, students, and the public.<br>• Teacher is not alert to students" needs and contributes to school practices that result in some students being ill served by the school.<br>• Teacher makes decisions and recommendations based on self-serving interests.<br>• Teacher does not comply with school and district regulations.<br>• Teacher does not comply with attendance expectations. Misses more than 20 sick/personal days that are not FMLA approved. | • Teacher is honest in interactions with colleagues, students, and the public.<br>• Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school.<br>• Teacher's decisions and recommendations are based on limited though genuinely professional considerations.<br>• Teacher complies minimally with school and district regulations, doing just enough to get by.<br>• Teacher misses a combination of 11-19 sick/personal days that are not FMLA approved. | • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.<br>• Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.<br>• Teacher maintains an open mind in team or departmental decision-making.<br>• Teacher complies fully with school and district regulations.<br>• Teacher misses a combination of 6-10 sick/personal days that are not FMLA approved. | • Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.<br>• Teacher is highly proactive in serving students, seeking out resources when needed.<br>• 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.<br>• Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.<br>• Teacher complies fully with school and district regulations, taking a leadership role with colleagues.<br>• Teacher misses no more than 5 sick/personal days that are not FMLA approved. |
| *Critical Attributes* | • Teacher is dishonest.<br>• Teacher does not notice the needs of students.<br>• The teacher engages in practices that are self-serving.<br>• The teacher willfully rejects school district regulations. | • Teacher is honest.<br>• Teacher notices the needs of students, but is inconsistent in addressing them.<br>• Teacher does not notice that some school practices result in poor conditions for students.<br>• Teacher makes decisions professionally, but on a limited basis.<br>• Teacher complies with school district regulations. | • Teacher is honest and known for having high standards of integrity.<br>• Teacher actively addresses student needs.<br>• Teacher actively works to provide opportunities for student success.<br>• Teacher willingly participates in team and departmental decisions-making.<br>• Teacher complies completely with school district regulations. | • Teacher is considered a leader in terms of honesty, integrity, and confidentially.<br>• Teacher is highly proactive in serving students.<br>• Teacher makes a concerted effort to ensure opportunities area available for all students to be successful.<br>• Teacher takes a leadership role in team and departmental decision-making.<br>• Teacher takes a leadership role regarding school district regulations. |

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