

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> ● Content Standards Within and Across Grade Levels ● Disciplinary Literacy ● Prerequisite Relationships ● Content-Related Pedagogy 	<p>Teacher’s plans demonstrate insufficient knowledge of the relevant content standards within and/or across grade levels. Teacher’s plans demonstrate limited knowledge of reading, writing and thinking within the subject area. Teacher’s plans do not reflect understanding of prerequisite relationships among topics and concepts important to student learning of the content. Teacher’s plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate knowledge of the relevant content standards within the grade level, but display lack of awareness of how these concepts relate to one another and build across grade levels. Teacher’s plans demonstrate some knowledge of reading, writing, and thinking within the subject area. Teacher’s plans reflect some understanding of prerequisite relationships among topics and concepts although such knowledge may be inaccurate. Teacher’s plans reflect a limited range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate solid knowledge of the relevant content standards, both within a grade level and across grade levels. Teacher’s plans demonstrate knowledge of reading, writing, and thinking within the subject area. Teacher’s plans reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans reflect a wide range of effective pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans demonstrate extensive knowledge of the relevant content standards and how these relate both to one another and to other disciplines, both within a grade level and across grade levels. Teacher’s plans demonstrate extensive knowledge of reading, writing, and thinking within the subject area. Teacher’s plans reflect an understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students. Teacher’s plans include a wide range of effective pedagogical approaches in the discipline and anticipate student misconceptions.</p>
<p>1b: Demonstrating Knowledge of Students</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> ● Child and Adolescent Development ● The Learning Process ● Students’ Individual Skills, Knowledge, and Language Proficiency ● Students’ Interests and Cultural Heritage ● Students’ Special Needs and Appropriate Accommodations/ Modifications 	<p>Teacher demonstrates little understanding of the levels of childhood/adolescent development. Teacher demonstrates little understanding of how students learn. Teacher demonstrates little knowledge of students’ backgrounds, interests, cultures, skills, language proficiencies, special needs, and does not seek such understanding.</p>	<p>Teacher demonstrates some understanding of levels of childhood /adolescent development. Teacher indicates some understanding of how students learn. Teacher demonstrates some knowledge of students’ backgrounds, cultures, skills, language proficiencies, interests, and special needs. Teacher attains this knowledge for the class as a whole or groups but not for individual students.</p>	<p>Teacher demonstrates knowledge of the levels of childhood /adolescent development. Teacher indicates an understanding of the active nature of student learning. Teacher purposefully gathers information from several sources about individual students’ backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>	<p>Teacher demonstrates extensive knowledge of childhood /adolescent development and actively seeks new knowledge. Teacher indicates an understanding of the active nature of student learning, learning styles, and modalities, and incorporates that knowledge in planning for instruction. Teacher continually and purposefully gathers information from several sources about individual students’ backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.</p>

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<p>1c: Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> ● Sequence and Alignment ● Clarity ● Balance 	<p>Teacher uses non-standards-based learning objectives to drive instruction or does not use objectives at all. Learning objectives are either unclear or stated as activities, rather than as student learning, preventing effective assessment. Teacher does not sequence and align learning objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect only one type of learning and/or only one discipline.</p>	<p>Teacher regularly uses some standards-based learning objectives to drive instruction. Learning objectives are not always clear, written in the form of student learning, or aligned to methods of assessment. Teacher attempts to sequence and align some standards-based objectives to build student understanding, with limited depth or intentionality. Learning objectives reflect several types of learning, but teacher has made minimal attempts at coordination or integration of the disciplines.</p>	<p>Most of the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for the needs of groups of students and are all clear, written in the form of student learning, and aligned to methods of assessment. Teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines.</p>	<p>All the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for individual students' needs, written in the form of student learning, and aligned to multiple methods of assessment. Teacher skillfully sequences and aligns standards-based objectives in the discipline and in related disciplines to build towards deep understanding, mastery of the standards, and meaningful real-world application. Learning objectives reflect several different types of learning and provide multiple opportunities for both coordination and integration within and across the disciplines.</p>
<p>1d: Designing Coherent Instruction</p> <ul style="list-style-type: none"> ● Unit/Lesson Design that Incorporates Knowledge of Students and Their Needs ● Unit/Lesson Alignment of Standards-Based Objectives, Performance Assessments, and Learning Tasks ● Use of a Variety of Complex Texts, Materials, and Resources, Including Available Technology ● Instructional Groups ● Access for Diverse Learners 	<p>Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning activities are not aligned to standards-based learning objectives and/or are not designed to engage students in cognitive activities. The progression of activities is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and other materials or represent a cognitive challenge. There is no evidence of differentiation for students. The lesson or unit does not have a recognizable structure and makes no use of instructional groups to support the learning objectives.</p>	<p>Teacher coordinates knowledge of some content, students, and resources to design units and lessons. Learning activities are partially aligned to standards-based learning objectives and are suitable to engage the class as a whole in cognitive activities. The progression of activities in units and lessons is uneven, with mostly reasonable time allocations. Units and lessons include grade-appropriate levels of texts and other materials and represent a moderate cognitive challenge. There is some evidence of differentiation for students. The lesson or unit has a recognizable structure with some evidence of instructional groups that partially support the learning objectives.</p>	<p>Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning activities are aligned to standards-based learning objectives and are suitable to engage groups of students in cognitive activities. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, and differentiation so most students can access the content. The lesson or unit has a clear structure with intentional and structured use of instructional groups that support the learning objectives.</p>	<p>Teacher coordinates in-depth knowledge of content, students' various needs, and available resources (including technology), to design units and lessons. Learning activities are fully aligned to standards-based learning objectives and are designed to engage students in high-level cognitive activities suitable for every student. The units and lessons are paced appropriately and are differentiated, as appropriate, for individual learners. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, so every student can access the content. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways aligned with diverse student needs, and uses instructional groups intentionally.</p>

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<p>1e: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Standards-Based Learning Objectives • Levels of Performance and Standards • Design of Formative Assessments • Use for planning 	<p>Teacher’s student assessment procedures are not aligned with the standards-based learning objectives identified for the unit and lesson. Assessments contain few criteria or descriptors aligned to student expectations for each level of performance. Teacher selects or designs formative/summative assessments that do not measure student learning and/or growth. Teacher rarely uses prior assessment results to design units and lessons.</p>	<p>Some of the teacher’s plans for student assessment are aligned with the standards-based learning objectives identified for the unit and lesson but others are not. Assessments have been developed but do not clearly identify and/or describe student expectations. Some levels of performance contain descriptors. Teacher’s approach to the use of formative/summative assessment is rudimentary, only partially measuring student learning or growth. Teacher uses some prior assessment results to design units and lessons that target students’ individual needs.</p>	<p>Teacher’s plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson; assessment methodologies may have been adapted for groups of students. Assessments align with described expectations and reinforce established descriptors for each level of performance. Teacher selects and designs formative/summative assessments that measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the standards-based learning objectives, with clear criteria; assessment methodologies have been adapted for individual students as needed. Assessment criteria are thorough, align with described high expectations, reinforce established descriptors for each level of performance. Teacher’s formative/summative assessment is complex and well designed, effectively measuring varying degrees of student learning and growth. Teacher uses assessment results to design units and lessons that intentionally and effectively meet the diverse needs of every student.</p>

Domain 2: The Classroom Environment

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<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher Interaction with Students, Including both Words and Actions • Student Interactions with Other Students, Including both Words and Actions 	<p>Patterns of classroom interactions between the teacher and students, and/or among students, appear to be negative and disrespectful. Such interactions are insensitive to the ages and development of the students. Interactions are characterized by negativity such as sarcasm, put-downs, or conflict. Teacher does not address disrespectful behavior. The net result of interactions has a negative impact on students and/or student learning.</p>	<p>Patterns of classroom interactions, between the teacher and students and/or among students, are generally appropriate but may reflect occasional inconsistencies or incidences of disrespect. Such interactions are generally appropriate to the ages and development of the students. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Such interactions are appropriate to the ages and development of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Such interactions are sensitive to students as individuals. 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.</p>
<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of Learning • Expectations for Learning and Achievement • Student Ownership of Learning 	<p>The classroom culture reflects a lack of teacher and/or student commitment to learning, with low expectations for students. The teacher is not consistently observed to convey that practice and perseverance is expected. Medium to low expectations for student learning are the norm with high expectations reserved for only a few students. There is little or no investment of student energy observed regarding the task at hand.</p>	<p>The classroom culture reflects some teacher and/or student commitment to learning but lacks high expectations for students. The teacher conveys that student success is the result of natural ability rather than practice and perseverance. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. There is some investment of student energy observed regarding the task at hand.</p>	<p>The classroom culture reflects the importance of teacher and student commitment to learning and high expectations. The teacher consistently conveys that, with practice and perseverance, students can reach desired goals. Some Students take some responsibility for their learning by indicating that they want to understand the content rather than simply complete a task. Teacher is observed to be encouraging and supporting student ownership of work quality and learning. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high learning expectations for all students and insists on practice and perseverance. Teacher is consistently observed encouraging and supporting student ownership of work quality and learning. Most students assume responsibility for high-quality work by persevering, initiating improvements, making revisions, adding detail and/or helping peers ... The teacher has established a classroom culture that encourages lifelong learning.</p>

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<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties • Direction of Volunteers and Paraprofessionals • Collaboration with Paraprofessionals and other colleagues, when applicable. 	<p>Inefficient classroom routines and procedures lead to loss of much instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not appear to give volunteers and/or paraprofessionals clearly defined duties to work with students or support teacher’s instruction.</p>	<p>Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher appears to assign duties to volunteers and/or paraprofessionals during instructional time and provides little supervision of volunteers.</p>	<p>Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher productively engages volunteers and/or paraprofessionals with clearly defined duties to support individuals or groups of students, or perform other instructional activities, with little supervision.</p>	<p>Efficient classroom routines and procedures maximize instructional time. Teacher orchestrates the environment so that students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies without disruption of learning. Routines are well understood and may be initiated by students. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to the classroom environment.</p>
<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations and Norms • Monitoring of Student Behavior • Fostering Positive Student Behavior • Response to Student Behavior 	<p>Teacher has no established standards of conduct. Students are unaware of classroom expectations. Teacher does not model and reinforce appropriate behavior or redirect inappropriate student behavior. The teacher engages in minimal monitoring of student behavior. Teacher is not observed responding to students’ inappropriate behavior, or the response is negative, repressive, and disrespectful of student dignity.</p>	<p>Teacher standards of conduct is observed but there appears to be inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently models and reinforces appropriate behavior and redirects inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher’s response to students’ inappropriate behavior is inconsistent and/or sometimes disrespectful.</p>	<p>Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher’s response to inappropriate behavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Teacher and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher’s monitoring of student behavior is subtle and preventative. Teacher and students use positive framing to model behavior. Teacher’s response to students’ inappropriate behavior is sensitive to individual student needs and respects students’ dignity.</p>

Domain 3: Instruction

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<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> Standards-Based Learning Objectives Directions for Activities Content Delivery and Clarity Use of Oral and Written Language 	<p>Teacher neither clearly communicates standards-based learning objectives to students nor addresses any relevance within learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is not clear or accurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrectly used, or inappropriate for the students' ages and interests, leaving students confused.</p>	<p>Teacher attempts to explain the standards-based learning objective to students but without addressing its relevance within learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors: some portions are clear while other portions are difficult to follow. Explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or interests.</p>	<p>Teacher clearly communicates standards-based learning objectives to students, addressing the relevance to their learning. Teacher clearly explains directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and interests.</p>	<p>Teacher clearly communicates standards-based learning objectives, guiding students to make connections with the relevance to their learning. Teacher's directions and procedures are clearly explained, anticipating possible student misunderstanding, or are student-led. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience. Teacher's spoken and written language is clear, correct and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' age and interests, and teacher finds opportunities to extend students' vocabularies.</p>
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Use of Low- and High-Level Questioning Discussion Techniques Student Participation and Explanation of Thinking 	<p>Teacher's questions are low-level, not text- or task-dependent, require only short, specific, right or wrong answers, and are asked in rapid succession. There are no authentic text-based investigations. The questioning is not at the level of complexity appropriate to the students' age or grade or the content under study. Interactions between teacher and student are predominantly in the form of recitations, with the teacher mediating all questions and answers. Few students are listening and responding to questions and answers from either the teacher or peers.</p>	<p>Teacher's questions are low-level but are text- or task-dependent. The questions are asked with limited "wait time." They lead students through only a single path of inquiry, with answers seemingly determined in advance. Teacher's discussion techniques sometimes result in authentic text-based investigations and the questioning is partially appropriate to the students' age or grade or the content under study. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and answers from their teacher or peers.</p>	<p>Teacher's questions are low- and high-level, open-ended, text- or task-dependent and promote student thinking and understanding. The questions are asked with appropriate "wait time." Teacher's discussion techniques result in authentic text-based investigations and the questioning is at the level of complexity appropriate to the students' age or grade or the content under study. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.</p>	<p>Teacher uses a variety of low- and high-level open-ended, text- and task-dependent questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher's discussion techniques enable students to engage each other in authentic and rich text- based investigations or complex dialogue of the content under study. Teacher provides structures for students to initiate questions and respond to one another with evidence of their thinking, using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.</p>

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<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Standards-Based Objectives and Task Complexity Access to Suitable and Engaging Texts Structure, Pacing and Grouping 	<p>Teacher does not select or design activities and tasks that are aligned with standards-based learning objectives. Teacher selects tasks, text, and materials that require only rote responses and result in little to no active engagement and do not challenge student thinking. Teacher does not scaffold instruction to ensure student access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are too slow or rushed and are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are only partially aligned with standards-based learning objectives. Teacher selects tasks, test, and materials that require little active engagement and minimally challenge student thinking and result in active engagement by some students while allowing others to be passive or compliant. Teacher occasionally scaffolds instruction, allowing some students to access complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate, but are not sequenced to build students' depth of understanding. The teacher's grouping of students does not lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that align with standards-based learning objectives. Teacher selects tasks, text, and materials that are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds instruction to ensure most students access complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced to build students' depth of understanding. The teacher's various techniques of grouping students are designed to lead to student mastery of the content.</p>	<p>Teacher selects or designs tasks and activities that are fully aligned with standards-based learning objectives and tailored so all students are intellectually engaged in challenging content. Teacher selects tasks, text, and materials that are complex and promote student engagement and initiation of inquiry and choice. Students contribute to the exploration of content. Teacher skillfully scaffolds instruction to ensure all students' access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced so that students reflect upon their learning. Students may also help one another build depth of understanding and complete tasks. Students flexibly group themselves during the lesson to achieve mastery of the content as appropriate.</p>
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment Performance Levels Monitoring of Student Learning with Checks for Understanding Student Self- Assessment and Monitoring of Progress 	<p>Teacher uses formative assessment infrequently to monitor student progress and check for understanding of student learning. Teacher rarely uses questions/prompts/ assessments to evaluate evidence of learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-assessment. Teacher's feedback is absent or of poor quality.</p>	<p>Teacher sometimes uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teacher occasionally uses questions/prompts/assessments to evaluate evidence of learning. Students can partially explain criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback to students is general and doesn't advance specific learning.</p>	<p>Teacher regularly uses formative assessment during instruction to monitor student progress and to check for understanding of student learning. Teacher uses questions/prompts/ assessments for evidence of learning. Students can explain the criteria by which their work will be assessed; some of them engage in self-assessment. Teacher provides accurate and specific feedback to individual students that advance learning.</p>	<p>Formative assessment is fully integrated into instruction, to monitor student progress, and to check for understanding of student learning. Teacher uses questions/prompts/assessments to evaluate evidence of learning. Teacher supports the development of metacognition in students as appropriate. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self-assess and monitor their progress. Teacher and peers provide individual students a variety of feedback that is accurate, specific, and advances learning.</p>

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<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson Adjustment • Response to Student Needs • Persistence • Interventions and Enrichment 	<p>Teacher adheres to the instructional plan in spite of evidence of little student understanding or interest. Teacher does not provide differentiated instructional approaches for students nor does teacher provide intervention or enrichment as needed.</p>	<p>Teacher makes minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher successfully makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. Teacher persists in differentiating instructional approaches for students, drawing on a varied repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.</p>

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4a: Reflecting on Teaching and Learning</p> <ul style="list-style-type: none"> • Effectiveness • Use in Future Teaching • Awareness • Analyze Instruction • Modifying instruction • Revision 	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The 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. The teacher makes specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The 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. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-instructional Records 	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent, in disarray, or confusing. The teacher’s records for non-instructional activities (such as permission slips, attendance, cumulative files, etc.) are in disarray, the result being errors and confusion.</p>	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient.</p>	<p>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in managing classroom activities/records, as appropriate.</p>
<p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • Information and Updates about Grade Level Expectations and Student Progress • Engagement of Families and Guardians as Partners in the Instructional Program • Response to Families • Cultural appropriateness 	<p>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal or untimely. The teacher does not respond, or responds in culturally insensitive ways, to parental concerns.</p>	<p>The teacher makes inconsistent or 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. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes regular attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and often successful.</p>

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<p>4d: Participating in the Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects 	<p>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry and resists opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects and makes a substantial contribution.</p>	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Collaboration and Professional Inquiry to Advance Student Learning • Participation in School Leadership Team and/or Teacher Team • Incorporation of Feedback 	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to use a cycle of inquiry in professional work. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important contributions/advancements to the profession.</p>

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<p>4f: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Commitment to District and Site Goals • Decision Making • Compliance with School and District Regulations and Ed Code • Maintaining Confidentiality 	<p>The teacher displays a lack of integrity in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher takes a leadership role with colleagues and complies fully with school and district regulations</p>