

**Teaching Assessment Rubric – Domain 1
PLANNING AND PREPARATION**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and can articulate connections with other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Prior Knowledge	Teacher displays little understanding of prior knowledge important for student learning of the content.	Teacher indicates some awareness of prior learning, although such knowledge may be incomplete or inaccurate.	Teacher’s plans and practices reflect understanding of prior relationships among topics and concepts.	Teacher actively builds on knowledge of prior relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Instructional Strategies	Teacher displays little understanding of appropriate instructional strategies in student learning of the content.	Teacher displays basic understanding of appropriate instructional strategies in student learning of the content but does not anticipate student misconceptions.	Instructional practices reflect current research on best practices within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Component 1b: Demonstrating Knowledge of Students

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students’ Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences.”	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses knowledge of students’ varied approaches to learning in instructional planning such as learning styles, modalities, and different “intelligences.”
Knowledge of Students’ Skills and Formative Data	Teacher displays little knowledge of students’ skills and does not use formative data to design lessons.	Teacher recognizes the value of using formative data to understand students’ skills and knowledge but only as a whole group or class.	Teacher uses formative data to understand students’ skills and knowledge and groups students based on this data.	Teacher uses formative data to design lessons which reflects an understanding of students’ skills and knowledge for each student, including those with special needs.

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Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
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Component 1c: Setting Instructional Outcomes

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Value of Objective	Objectives are not valuable and represent low expectations or no conceptual understanding for students. Objectives do not reflect district curriculum.	Objectives are moderately valuable in either their expectations or conceptual understanding for students. Objectives do not consistently reflect district curriculum.	Objectives are valuable in their level of expectations, conceptual understanding, and importance of learning. Objectives consistently reflect district curriculum.	Not only are the objectives valuable, but the teacher clearly articulates how objectives establish high expectations and relate to district curriculum and standards.
Clarity of Objective	Objectives are either not clear or are stated as student activities. Objectives do not permit viable methods of assessment.	Objectives are only moderately clear or include a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	Most of the objectives are clear but may include a few activities. Most permit viable methods of assessment.	All the objectives are clearly written in the form of student learning and permit viable methods of assessment.
Objective Suitability for Diverse Students	Objectives are not suitable for the class.	Most of the objectives are suitable for most students in the class.	All the objectives are suitable for most students in the class.	Objectives take into account the varying learning needs of individual students or groups.
Unit Objective Balance	Unit objectives reflect only one type of learning and one discipline or strand.	Unit objectives reflect several types of learning but no effort at coordination or integration.	Unit objectives reflect several different types of learning and opportunities for integration.	Unit objectives reflect numerous types of learning from district curriculum. Opportunities for integration reflect student involvement.

Component 1d: Demonstrating Knowledge of Resources

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Component 1e: Designing Coherent Instruction

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional objectives. They do not follow an organized progression and do not reflect current professional development/research.	Only some of the learning activities are suitable to students or instructional objectives. Progression of activities in the unit is uneven, and only some activities reflect current professional development/research.	Most of the learning activities are suitable to students and instructional objectives. Progression of activities in the unit is fairly even, and most activities reflect current professional development/research.	Learning activities are highly relevant to students and instructional objectives. They progress coherently, producing a unified whole and reflecting current professional development/research.
Instructional Materials and Resources	Materials and resources do not support the instructional objectives or engage students in meaningful learning.	Some of the materials and resources support the instructional objectives and some engage students in meaningful learning.	All materials and resources support the instructional objectives and most engage students in meaningful learning.	All materials and resources support the instructional objectives engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups are not determined by formative data and do not support the instructional objectives and offer no variety.	Instructional groups, as determined by formative data, are inconsistent in suitability to the instructional objectives and offer minimal variety.	Instructional groups, as determined by formative data, are varied, as appropriate to the different instructional objectives.	Instructional groups are determined by formative data and conscience decision. Groups are varied and appropriate to the different instructional objectives. There is strong evidence of teacher reflection in establishing instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Component 1f: Designing Student Assessments

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Alignment with Instructional Objectives	There is no evidence of assessment or aligning objectives to assessment.	Some of the instructional objectives are aligned to assessment, but many are not.	All instructional objectives are assessed, but the assessment is more suitable to some objectives than to others.	All objectives are assessed and the assessment is completely aligned with the instructional objectives, both in content and process.
Assessment Design (criteria and format)	Assessment is not based on clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.

Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
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**Teaching Assessment Rubric – Domain 2
THE CLASSROOM ENVIRONMENT**

Component 2a: Creating an Environment of Respect and Rapport

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs and are ignored by the teacher.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students. Teachers teach, promote, and encourage positive interactions

Component 2b: Establishing a Culture for Learning

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Teacher engages students in the content through active student participation, by sparking student curiosity, and requiring attention to detail so they value the content’s importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work which is accepted by the teacher.	Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of their work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Teacher promotes, insists on, and displays high quality work, which students can be proud of through improvements, revision activities, and peer interactions.
Expectations for Learning and Achievement	Instructional objectives and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional objectives and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional objectives and activities, interactions, and classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Learner Support Staff	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment and student achievement.

Component 2d: Managing Student Behavior

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher appears unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Component 2e: Organizing Physical Space

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Classroom Safety and Arrangement	The classroom arrangement is unsafe, or is not suited to the lesson activities, or both.	The classroom arrangement is safe, and is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture available, but with limited effectiveness.	The classroom arrangement is safe and is a resource for learning activities.	The classroom arrangement is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

**Teaching Assessment Rubric – Domain 3
INSTRUCTION**

Component 3a: Communicating with Students

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages and interests.	Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher’s questions are virtually all low level and of poor quality, or teacher does not engage students with questions.	Teacher’s questions are a combination of low and high quality. Only some invite a response.	Most of teacher’s questions are of high quality. Adequate time is available for students to respond.	Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents topic related discussion. The teacher guides discussion as needed.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

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Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
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Component 3c: Engaging Students in Learning

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Presentation of Content	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content is appropriate and links well with students' knowledge and experience. Students are actively participating and contributing to presentation of content.
Activities and Assignments	Activities and assignments are inappropriate for individuals and groups of students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate for individuals and groups of students and engage them mentally, but others do not.	Most activities and assignments are appropriate for individuals and groups of students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional objective(s).	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional objective(s) of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional objective(s) of a lesson.	Instructional groups are productive and fully appropriate to the instructional objective(s) of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional objective(s) or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional objective(s), or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional objective(s) and engage students mentally.	Instructional materials and resources are suitable to the instructional objective(s) and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Using Assessment in Instruction

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.

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Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but the teacher does not monitor groups of students in order to take corrective action.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic information in order to take corrective action.	Teacher actively and systematically elicits diagnostic information from groups and individual students regarding their understanding and anticipates the need for corrective action.
Feedback to Students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student Self-Assessment and Monitoring of Progress	Teacher does not encourage students to engage in self-assessment or monitoring of progress.	The teacher occasionally encourages students to assess the quality of their own work against the assessment criteria and performance standards.	The teacher frequently encourages students to assess and monitor the quality of their own work against the assessment criteria and performance standards.	The teacher provides opportunities for students to frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and encourages students to make active use of that information in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the students' lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

**Teaching Assessment Rubric – Domain 4
PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy of Reflection	Teacher does not reflect on lesson and does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher reflects on lesson and has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met.	Teacher reflects on lesson and makes a specific, accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher reflects on lesson and makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestion for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher’s system for maintaining information on student completion of assignments is in disarray.	Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher’s system for maintaining information on student completion of assignments is fully effective.	Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of their own records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher’s system for maintaining information on student progress in learning is effective.	Teacher’s system of maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of their own records.
Non-Instructional Records	Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher’s system for maintaining information on non-instructional activities is fully effective.	Teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Component 4c: Communicating with Families

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school’s activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns in handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher’s efforts to engage families in the instructional program are frequent and often successful.	Teacher’s efforts to engage families in the instructional program are frequent and successful. Students are given opportunities to contribute ideas for projects that will be enhanced by family participation.

Component 4d: Participating in a Professional Community (during contract hours/time)

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	Teacher’s relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and attempts to implement new skills and researched-based practices in his/her classroom.	Teacher seeks out opportunities for professional development and implements new skills and researched-based practices in his/her classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Component 4f: Showing Professionalism

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public	Teacher is honest in interactions with colleagues, students, and the public	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Teacher holds the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being underserved by the school.	Teacher does not knowingly contribute to some students being underserved by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited, though genuinely professional, considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with School and District Regulations	Teacher does not comply with school and district regulations	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations taking a leadership role with colleagues.