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DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content related pedagogy	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	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.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1b: : Demonstrating Knowledge of Students

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. Teacher is aware of students' special learning and medical needs.	Teacher displays partial knowledge of the developmental characteristics of the age group. Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no knowledge of the developmental characteristics of the age group Teacher sees no value in understanding how students learn and does not seek such information Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1c: : Setting Instructional Outcomes

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Value, sequence, and alignment Clarity Balance Suitability for diverse learners	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for the class or are not based on any assessment of student needs.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the internet. Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use available through the school or district. Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. Teacher is unaware of resources for students available through the school or district.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Learning Activities Instructional materials and resources Instructional groups Lesson and unit structure	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Instructional groups are varied as appropriate to the students and the different instructional outcomes. The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Instructional groups do not support the instructional outcomes and offer no variety. The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Designing Student Assessments

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. Assessment criteria and standards are clear; there is evidence that the students contributed to their development. Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. Teacher plans to use assessment results to plan for future instruction for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Assessment procedures are not congruent with instructional outcomes. Proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit. Teacher has no plans to use assessment results in designing future instruction.

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DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Teacher interaction with students Student interactions with other students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	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 the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs

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DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Importance of the content Expectations for learning and achievement Student pride in work	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. Systems for performing non- instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time. Systems for performing non- instructional duties are only fairly efficient, resulting in some loss of instructional time.	Students not working with the teacher are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing non- instructional duties

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DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Expectations Monitoring of student behavior Response to student misbehavior	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

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DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Safety and accessibility Arrangement of furniture and use of physical resources	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

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DOMAIN 3: INSTRUCTION
Component 3a: Communicating with Students

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Expectations for learning Directions and procedures Explanations of content Use of oral and written language	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's directions and procedures are clear to students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language. Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

DOMAIN 3: INSTRUCTION
Component 3b: Using Questioning and Discussion Techniques

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Quality of questions Discussion techniques Student participation	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

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DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Activities and assignments Grouping of students Instructional materials and resources Structure and pacing	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. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

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DOMAIN 3: INSTRUCTION
Component 3d: Using Assessment in Instruction

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Assessment criteria Monitoring of student learning Feedback to students Student self- assessment and monitoring of progress	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. Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self- assessment or monitoring of progress.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Lesson adjustment Response to students Persistence	Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Accuracy Use in future teaching	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, teacher offers specific alternative actions, complete with the probable success of different courses of action.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b Maintaining Accurate Records

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Student completion of assignments Student progress in learning Non-instructional records	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in the process. Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher's system for maintaining information on student progress in learning is fully effective. Teacher's system for maintaining information on non-instructional activities is fully effective.	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 progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments is in disarray. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c Communicating with Families

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Information about the instructional program Information about individual students Engagement of families in the instructional program	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family	Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher participates in the school's activities for family communication but offers little additional information. Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher provides little or no information about the instructional program to families. Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d Participating in a Professional Community

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. 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.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution. Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of inquiry when invited to do so. Teacher participates in school events when specifically asked. Teacher participates in school and district projects when specifically asked.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events. Teacher avoids becoming involved in school and district projects.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e Growing and developing Professionally

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f Showing Professionalism

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. 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	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students. Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school.	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school.

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