

Elkhart Teacher Effectiveness Rubrics

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher's lesson plans display little knowledge of the content-or the instructional strategies specific to that discipline.	The teacher's lesson plans reflect some awareness of the important concepts in the discipline. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The teacher's lesson plans reflect solid knowledge of the content and the instructional strategies specific to that discipline.	The teacher's lesson plans reflect recent standards and extensive knowledge of the content. The teacher's lesson plans demonstrate awareness of student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
Evidence/Examples			
- Lesson plans are based on current best practice. - The teacher can identify important concepts within the discipline and their relationships to one another. - The teacher consistently provides clear explanations of the content. - The teacher seeks out content-related professional development. - Instructional strategies in unit and lesson plans are entirely suitable to the content. - Research is referenced to support the instructional design of unit and lesson plans. - In the case of specialists, reports include a root cause analysis along with recommended interventions. - The school librarian draws on professional resources to demonstrate an understanding of literature and current trends in information technology.			

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher takes no responsibility to learn about child development characteristics or varied ability levels among students in the class.	The teacher rarely draws on children's different interests, cultural backgrounds, skills, language proficiency, interests, and special needs. The teacher seldom differentiates material to accommodate student differences.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and incorporates this knowledge in lesson planning.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources to maximize the instructional impact.
Evidence/Examples			
• The teacher uses inventories, surveys or other communications with families to gather information about students. • The teacher uses school records as a primary source of knowledge of students as well as secondary sources such as conversations with other staff. • The teacher cites developmental theory and integrates it into lesson planning. • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher applies an awareness of the different ability levels and range of interests of the students in the class into instructional design. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson planning. • The teacher/specialist utilizes a system to track student progress toward IEP goals in the general education curriculum and/or home environments. • The teacher applies a thorough knowledge of student backgrounds, experiences, culture, special needs to advocate on their behalf. • The school librarian takes a leadership role within the school and district to articulate the needs of students within the school's academic program.			

Domain 1: Planning and Preparation
1c Setting Instructional Outcomes

Ineffective	Improvement Necessary	Effective	Highly Effective
Instructional outcomes are absent or and do not align with grade level curriculum.	Instructional outcomes exhibit moderate rigor and somewhat align with grade level curriculum.	Instructional outcomes are challenging and aligned to grade level standards.	Instructional outcomes can be assessed, reflecting alignment with grade level standards. They represent different types of content, offer opportunities for interdisciplinary integration, and take into account the needs of individual students.
Evidence/Examples			
• Outcomes represent high expectations and rigor. • Outcomes are related to the big ideas of the discipline. • Outcomes are written in terms of skills and knowledge students will learn rather than work students will complete. • Outcomes are aligned to frameworks to ensure accurate sequencing within the district's guaranteed curriculum. • Outcomes connect previous and future learning. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are written in an authentic context and include interdisciplinary connections. • Outcomes are differentiated to encourage individual students to take educational risks. • Outcomes for the school library program are based on appropriate goals set by the school librarian in collaboration with administration, students, and colleagues.			

Domain 1: Planning and Preparation
1d Demonstrating Knowledge of Resources

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher demonstrates no familiarity with resources to enhance their own knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or to provide differentiation for students who need them.	The teacher is aware of the resources available through the school or district to enhance their own knowledge and to apply in instruction. The teacher participates in optional professional development.	The teacher possesses extensive knowledge of available resources and seeks out additional resources in professional organizations, on the Internet, and in the community. The teacher strives to access resources to enhance own knowledge and to improve instruction to better meet individual student needs. The teacher shares these resources with others.
Evidence/Examples			
• Material is provided to address varied student levels. • Texts are supplemented by guest speakers and field experiences. • Resources are multidisciplinary. • The teacher expands knowledge with professional learning groups and organizations. • The teacher leverages digital resources. • The teacher provides outside resources for students. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher facilitates student contact with resources outside the classroom. • The teacher regularly offers resources to other staff members authentically and through the PLC process. • The specialist provides strategies/resources to the MTSS team, teachers, school staff, and parents for students who will not be formally evaluated. • The school librarian is fully aware of resources available to students and teachers and actively seeks out, shares, and instructs students and teachers on new resources in a wide range of formats.			

Domain 1: Planning and Preparation

1e Designing Coherent Instruction

Ineffective	Improvement Necessary	Effective	Highly Effective
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent lesson.	The series of learning experiences demonstrates some alignment with instructional outcomes.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources in designing a series of learning experiences aligned to instructional outcomes. The units are differentiated where appropriate to make them suitably rigorous to all students and likely to engage them all in significant learning.
Evidence/Examples			
• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Instructional student groups are organized thoughtfully and maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging materials and resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs. • The teacher/specialist supports integrating UDL (Universal Design for Learning) and other differentiated learning experiences for students. • The school librarian develops a comprehensive plan that includes continuous scheduled library programming, collaborative work with teachers, and effective management of resources.			

Domain 1: Planning and Preparation

1f Designing Student Assessments

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcome.	The teacher's plan for student assessment is partially aligned with the instructional outcomes but is not fully developed. The assessments may be missing clear criteria.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria and standards. The teacher intends to use assessment results to plan for future instruction for students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards. Assessment methodologies are adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence/Examples			
- Assessment types match the learning expectations. - Plans indicate modified assessments for some students as needed. - Assessment criteria are clearly written for meaningful feedback and analysis. - Plans include formative assessments to use during instruction. - Lesson plans indicate possible adjustments based on formative assessment data. - Measurable methods of assessment are communicated up front. - Assessments provide opportunities for student choice. - Students participate in designing assessments for their own work. - Teacher-designed assessments are authentic with real-world application, as appropriate. - Students develop rubrics according to teacher specified learning objectives. - Students are actively involved in collecting information from formative assessments and providing input. - The specialists selects, administers, and interprets assessments to support effective instruction. - The teacher uses a variety of evidence sources, multiple methodologies, and clear criteria for assessing outcomes to ensure effectiveness for diverse student groups. - The school librarian develops an evaluation plan for library programming and services that provides reflective data with relevant sources of evidence and a clear path toward improving the program on an ongoing basis.			

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport – Supportive relationships and interactions between teacher and students and among students

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher is ineffective at creating a classroom culture of respect and collaboration. There is unresolved conflict.	Teacher needs improvement at creating a classroom culture of respect and collaboration. The teacher attempts to resolve conflict.	Teacher is effective at creating a classroom culture of respect and collaboration. The teacher resolves conflict.	Teacher is highly effective at creating a classroom culture of respect and collaboration. The teacher resolves conflict consistently and supports other staff.
Evidence/Examples			
• Talk between teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • The teacher makes connections with individual students. • The teacher demonstrates appreciation for each child as an individual. • The teacher provides opportunities for students to get to know and accept each other. • Students exhibit respect for the teacher. • The teacher's response to a student's incorrect response respects the student's dignity. • When necessary, students correct one another to improve conduct between classmates. • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • The teacher and students respect and encourage students' efforts. • Community circles occur with the class periodically through the school year to build a collaborative environment of respect. • The teacher interacts in a highly respectful, positive and appropriate manner with all ages, cultures and levels of students and families.			

Domain 2: Classroom Environment

2b Establishing a Culture for Learning – The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

Ineffective	Improvement Necessary	Effective	Highly Effective
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to learning and low expectations for student achievement.	There is little teacher commitment to the subject and minimal expectations for student achievement. Teacher needs improvement at setting high expectations for academic success.	The classroom culture is characterized by high expectations for students. There is a genuine commitment to the subject by both teacher and students.	Teacher is highly effective at setting high expectations for academic success for all students. The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).
Evidence/Examples			
• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher insists on precise use of language by students. • The teacher demonstrates a high regard for student abilities. • The teacher conveys an expectation of high levels of student effort. • Student work is honored and displayed. • Students are engaged in completing relevant work of high quality. • Students express excitement and commitment to important work. • The teacher communicates a genuine passion for the subject. • Students engage in difficult attempts without teacher prompting. • The teacher and students model a deep understanding of complex content through featuring/ displaying exemplars. • Students take initiative in assessing and improving the quality of their own and each other's work. • Students extend and share their products outside of the classroom community. • The teacher fosters a culture of commitment and high expectations. • The school librarian displays and encourages energy and excitement to create a dynamic culture of readers and information-seekers.			

Domain 2: Classroom Environment

2c Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time.

Ineffective	Improvement Necessary	Effective	Highly Effective
Significant instructional time is lost due to inefficient classroom routines and procedures.	Some instructional time is lost due to ineffective classroom routines and procedures. Students only follow established routines with repeated prompting.	There is little loss of instructional time due to effective classroom routines and procedures. Students follow established classroom routines with minimal guidance and prompting.	Instructional time is maximized due to efficient classroom routines and procedures. Students are consistently engaged in well established routines that include student choice.
Evidence/Examples			
- Students work productively in small group or independent settings. - The teacher has established time-saving routines and procedures for non-instructional activities. - Transitions between activities are smooth. - Routines for distribution and collection of materials and supplies work efficiently. - Routines and procedures ensure the smooth operation of the classroom. - Procedures are communicated to students and families. - The classroom operates effectively and meaningfully in the presence of a substitute teacher. - Volunteers and paraprofessionals have clearly defined roles. - Students are encouraged to take the initiative with their classmates to ensure that their time is used productively. - Students are encouraged to effectively use time-saving routines and procedures for non-instructional activities. - Students are encouraged to ensure that transitions and routines are accomplished smoothly. - Students are encouraged to take initiative in distributing and collecting materials efficiently. - Students are encouraged to take initiative to offer strategies for better classroom management. - The school librarian establishes routines and procedures for the library and its resources that are well-defined, easily understood, and fully functional.			

Domain 2: Classroom Environment

2d Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

Ineffective	Improvement Necessary	Effective	Highly Effective
There is little or no evidence that standards of conduct have been established or there is little or no monitoring of student behavior. The teacher relies on punitive responses to misconduct. The teacher demonstrates little or no evidence of following individual behavior plans for students who have these in place.	Students show little regard for classroom standards of conduct. The teacher attempts to monitor student behavior and respond to student misbehavior, but with inconsistent results. The teacher demonstrates inconsistent evidence of following individual behavior plans for students who have these in place.	Students demonstrate an understanding of clearly established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate, and respectful to all students. The teacher demonstrates evidence of following individual behavior plans for students who have these in place.	Students help establish standards of conduct, manage and monitor their own behavior and that of classmates. The teacher monitors student behavior in a subtle and preventive fashion and is sensitive to individual student needs when dealing with misbehavior. The teacher contributes to developing and delivering effective and comprehensive individual behavior plans.
Evidence/Examples			
- Standards of conduct are posted. - Student behavior is appropriate. - Standards of conduct have been clearly established and implemented successfully. - Students have an understanding of the PRIDE rubric. - The teacher's response to student behavior is consistent, effective, and respectful. - Preventive and intervening strategies are applied. - The teacher facilitates class meetings to establish and maintain an orderly and productive learning environment. - The PRIDE rubric and the Governor's Work Ethic Certificate can be explained by students. - Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. - The teacher quietly and subtly monitors and responds to student behavior choices. - Student misbehavior is minor and handled swiftly, yet respectfully. - Students intervene respectfully as appropriate with classmates to ensure orderly processes. - Students facilitate class meetings to establish and maintain an orderly and productive learning environment. - The school librarian establishes and communicates clear standards of conduct that encourage exploration and collaboration and uses subtle and preventive techniques to respond to misbehavior.			

Domain 2: Classroom Environment

2e Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities.

Ineffective	Improvement Necessary	Effective	Highly Effective
The classroom is unsafe, materials are not accessible, appropriate or well organized.	The classroom meets basic safety and APA standards. Occasionally materials are accessible and well organized. The use and arrangement of physical resources, including technology, is workable and occasionally effective.	The classroom is safe and learning is accessible to all students. The teacher arranges physical spaces appropriate to the learning activities. The teacher makes effective use of physical resources including the integration of technology and the provision of flexible space for collaboration. The classroom space is organized and functional.	In addition to the classroom being safe, the classroom is arranged to optimize flexibility. Student and teacher efficiency is optimized because of the classroom organization. The classroom space is highly organized and exceptionally adaptable and accessible.
Evidence/Examples			
• The classroom is safe with clearly posted directions for emergencies and easy access to exits. • The classroom is free from items between workspaces to provide good traffic flow. • The classroom arrangement allows all students access to learning, including visual and auditory access to the teacher, content and activities. • The classroom is organized to support the instructional goals and learning activities. • There are designated spaces in the room for particular purposes. Spaces for reading, quiet and noisy activities are provided. • Materials are accessible, appropriate, and well-organized. • The teacher makes appropriate integrated use of available technology. • The teacher and students make(s) extensive and imaginative use of available resources and technology. • The school librarian makes effective use of the physical environment with innovative organization strategies, user-friendly signage, inviting displays, and adequate, flexible, and student-centered spaces for creative and technology-infused activities.			

Domain 3: Instruction

3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

Ineffective	Improvement Necessary	Effective	Highly Effective
Expected learning outcomes, directions, procedures and explanations of content are confusing or misunderstood by students. The teacher's spoken language contains errors and/or is inappropriate for students' ages, cultures, or interests.	Expected learning outcomes, directions, procedures and explanations of content require clarification. The teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages, cultures, or interests.	Expected learning outcomes, directions, procedures and explanations of content are clearly communicated to students. The teacher's spoken, written and visual communication is clear and correct. Vocabulary is appropriate to the students' ages, cultures, and interests.	Expected learning outcomes, directions, procedures and explanations of content are clearly accessible in a number of mediums in response to student preferences. Possible student misconceptions are anticipated and proactively addressed. The teacher's spoken and written language is expressive and engaging. The teacher finds opportunities to extend students' vocabulary.
Evidence/Examples			
• The teacher states clearly what the students are learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher models the process to be followed with clarification and elaboration as needed. • Students are engaged with the learning task, indicating that they understand what they are to do. • Vocabulary is appropriate to the students' ages and levels of development, cultures, and interests. • The teacher points out possible areas of misunderstanding while clearly articulating what students are learning. • The teacher explains content clearly, using metaphors and analogies to bring content to life. • The teacher invites students to explain the content or model the process to classmates. • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • The teacher restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. • The school librarian's oral and written communications with students and staff are proactive, ongoing, positive, informative, and clear.			

Domain 3: Instruction

3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or previously held views.

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher's questions are not open-ended and teachers are not taking opportunities to ask higher-level questions, provide little or no time for students to formulate responses, and expect a single correct answer. There is limited student participation. Teacher talk or recitation dominates with limited opportunity for students to speak directly to one another on the lesson topics.	The teacher's questions are rarely open-ended and the discussion is limited, teachers take few opportunities to ask higher-level questions. All students are not given sufficient time or opportunity to formulate responses or explore the topics with each other. Discussions engage some students cognitively with varying levels of success.	The teacher's questions are often open-ended and higher-level with multiple possible answers. The questions provide all students sufficient time to formulate thoughtful responses. Discussions engage all students cognitively with higher levels of thinking and discourse. The teacher promotes student-led discussions.	The teacher facilitates high level discussions that encourages students to take on considerable responsibility for generating questions and answers themselves. Discussions challenge students' previously held assumptions and promote metacognitive processes. Teacher includes all students in discussions.
Evidence/Examples			
• The teacher invites students to think and/or offer multiple possible answers. • The teacher probes to seek clarification. • The teacher makes effective use of wait time to encourage student thinking. • The teacher stays on topic as appropriate. • All students actively engage in the discussion. • Both the teachers and the students ask questions frequently. • Discussions enable students to talk to one another, without continual mediation by the teacher. • Students initiate higher-order questions and extend the discussion. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Virtually all students are engaged in the discussion. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • The teacher uses a method like the "Socratic Seminar" to assure a deeper experience for students. • Essential questions are posted and referenced by teacher and students throughout lesson. • The teacher/specialist creates a picture board that allows a student to participate meaningfully with classmates. • The school librarian initiates collaboration with classroom teachers in the design of instructional lessons and units and assists in locating additional resources in a wide variety of formats.			

Domain 3: Instruction

3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking.

Ineffective	Improvement Necessary	Effective	Highly Effective
Learning activities, materials, resources, technology, pacing and instructional grouping are poorly aligned to the students' capacity to engage.	Learning activities, materials, resources, technology, and instructional grouping only partially result in students being engaged with the content. The pacing of the lessons may not provide students the time needed to fully engage with their learning.	Learning activities, materials, resources, technology, and instructional grouping result in students being actively engaged with important and challenging content. Lessons have appropriate pacing, providing students the time needed to intellectually engage with their learning and explore new knowledge.	Lessons and learning activities, materials, resources, technology, and instructional grouping are seamlessly complementary, resulting in active intellectual engagement by every student.
Evidence/Examples			
• There is a productive mix of different types of groupings, suitable to the lesson activities and objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • Students explain their thinking as part of completing tasks. • Instructional artifacts of student work evidence student engagement in high-level processes. • The pacing of the lesson provides students the time needed to be intellectually engaged, reflect on their experience and synthesize their learning. • The materials used are meaningfully relevant to the cultures of all of the students. • There is evidence that the teacher understands and applies the 5E's model (Engage, Explore, Explain, Extend, and Evaluate) • Students have been provided a choice in how they complete high-level thinking tasks. • The materials provide opportunities for all students to find meaningful relevance and cultural connections to their cultures. • IEP goals are written to include appropriately challenging and authentic outcomes in the context of the general setting to the extent possible. • The school librarian promotes a love of literature and knowledge among students and staff and provides opportunities for engagement and sharing with others.			

Domain 3: Instruction

3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Ineffective	Improvement Necessary	Effective	Highly Effective
Formative assessment or monitoring of student learning is absent or minimal. Feedback to students is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria.	Formative assessment is occasionally used to support instruction with some monitoring by teacher and/or students. Feedback to students is inaccurate or unspecific. Students are only partially aware or engaged in the assessment criteria used to evaluate their work.	Formative assessment is regularly used during instruction. Monitoring of progress of learning by teacher and/or students results in accurate, specific feedback that advances learning. Students are fully aware of the assessment criteria used to evaluate their work. Instructional adjustments are made to address student misunderstandings.	A variety of formative assessments are fully integrated into instruction. Students self-assess and monitor their progress. There are opportunities provided for feedback by both teachers and peers. Instructional adjustments and differentiated approaches are incorporated frequently to address student misunderstandings.
Evidence/Examples			
● Feedback includes specific and timely guidance focused on improvement. ● Students are provided opportunities to assess their own work and make improvements. ● Assessments are used for more than grading. ● High-quality feedback comes from many sources, including other students. ● There is evidence that students have helped establish evaluation criteria. ● Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ● Teacher monitoring of student understanding is sophisticated and continuous. ● The teacher makes frequent use of strategies to elicit information about individual student understanding. ● The school librarian is proactive in collaborating with teachers to curate resources for differentiation, remediation and enrichment opportunities for students.			

Domain 3: Instruction

3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

Ineffective	Improvement Necessary	Effective	Highly Effective
The teacher adheres to the lesson in spite of evidence of poor student understanding or students' lack of interest. The teacher does not take ownership of student learning, and/or ignores student questions.	The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with limited success. The teacher deflects some responsibility for student performance.	The teacher promotes the successful learning of all students, making minor adjustments as needed to the lesson and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning.	The teacher ensures the success of all students by seizing opportunities to enhance learning, building on a spontaneous event or student interests, and successfully making major changes to lessons when needed and leveraging additional resources.
Evidence/Examples			
• The teacher seizes on teachable moments to enhance a lesson. • The teacher successfully modifies lessons as they are being delivered in response to students. • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students there are other approaches to try when the students experience difficulty. • Teacher possesses an extensive repertoire of strategies so that the students may not be aware that a change has occurred. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • The teacher successfully executes a major lesson readjustment to improve instructional outcomes. • The school librarian continually seeks ways to improve the library program and make progressive changes that benefit students.			

Domain 4: Professional Responsibilities

Directions: Mark one score per question, 1 being the lowest and 4 being the highest.

		1	2	3	4
1.	Certificated employee contacts and responds to parent(s) or guardian(s) in a professional, culturally responsive, and timely manner, using various modalities (phone, email, ParentSquare, etc.) to meet the needs of students.				
2.	Complies with rules, regulations, and directions.				
3.	Provides Substitutes with required materials.				
4.	Encourages respect for rights, opinions, property, and contributions of others.				
5.	Seeks out opportunities to grow professionally.				
6.	Responds to and initiates consultations with students and staff in a timely manner.				
7.	Ensures safety of students.				
8.	Grading practices are ethical, accurate, and follow district expectations. (Board Policy po5421)				
9.	Adheres to Elkhart Community Schools Board policies for maintaining confidentiality. (Board Policy po8350)				
10.	Implements district initiatives.				
11.	Administers all state and district assessments ethically, properly, and accurately.				
12.	Ensures implementation of all IEP's, ILP's 504 plans, safety plans, and behavior plans.				
13.	Completes student records as required by district policy				
14.	Meets deadlines for submitting meeting notes, reports, and records (PLC, grades).				
15.	Exhibits regular and timely attendance.				

16.	Attends, actively listens, and constructively contributes to meetings and required professional development.				
17.	Prepares for and participates in parent-teacher conferences.				
18.	Carries out all assigned supervision duties.				
19.	Accepts a share of responsibility for school-sponsored activities.				
20.	Dresses professionally to meet the needs of the current assignment.				
21.	Actively participates in PLC teams and other collaboration meetings.				
22.	Collaborates with all building staff to meet the needs of students.				
Professional Responsibilities (total) score		_____/88			

Professional Responsibilities Scoring: 0-22 = 1 Ineffective, 23-44 = 2 Needs Improvement, 45-66 = 3 Effective, 67-88 = 4 Highly Effective

Comments: