

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Element	Unsatisfactory	Basic	Proficient	Outstanding
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of the lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an 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 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 suggestions 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.	The teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

Element	Unsatisfactory	Basic	Proficient	Outstanding
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 in place for all students.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students have the opportunity to monitor their own work.	Teacher's system for maintaining information on student completion of assignments is fully effective. Most students participate in the monitoring of their work.
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 for maintaining information on student progress in learning is effective. Evidence of teacher/student interaction on the interpretation of the records exists.
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 accurate.	Teacher's records for non-instructional activities are completed accurately and in a timely fashion.	Teacher's system for maintaining information on non-instructional activities is highly effective (accurate, timely and consistent).

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Component 4c: Communicating with Families

Element	Unsatisfactory	Basic	Proficient	Outstanding
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, i.e. homework, newsletters.
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 is 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 successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

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Component 4d: Contributing to the School and District				
Element	Unsatisfactory	Basic	Proficient	Outstanding
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 at major school or district project.

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Component 4e: Growing and Developing Professionally

Element	Unsatisfactory	Basic	Proficient	Outstanding
Enhancement of Content Knowledge and Teaching Skills	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 teaching skills.	Teacher seeks out opportunities for professional development and makes a systematic attempt to utilize ideas learned from professional development 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.

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Component 4f: Demonstrates Professionalism				
Element	Unsatisfactory	Basic	Proficient	Outstanding
Service to Students	Teacher is not alert to students' needs.	Teacher attempts to serve students are inconsistent.	Teacher is moderately 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 ill served and not able to succeed.	Teacher does not knowingly contribute to some students being ill served and not able to succeed.	Teacher works within the context of a particular team or department 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.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
Component 4g: Supports Building/District School Improvement Initiatives				
Element	Unsatisfactory	Basic	Proficient	Outstanding
Supports Building School Improvement Plan	Teacher does not become involved in school improvement initiatives.	Teacher becomes involved in school improvement initiatives on a limited basis.	Teacher is actively engaged in school improvement initiatives.	Teacher takes a leadership role by being actively engaged and supportive in the school improvement initiative, or is a mentor to other teachers in applying school improvement initiatives.
Supports District Initiatives	Teacher does not become involved in District improvement initiatives.	Teacher becomes involved in District improvement initiatives but only does what is required.	Teacher becomes involved in District improvement initiatives.	Teacher takes a leadership role by being actively engaged and supportive in District improvement initiatives.