	Highly Effective	Effective	Developing	Ineffective
4a Reflecting on 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.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly midjudges th4 success of a lesson. Teacher has no suggestions for how a lesson could be improved.
Critical Attributes	*In addition to the characteristics of "Proficient<"* • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness* • *Teacher's suggestions for improvement draw on an extensive repertoire of instructional approaches.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific says to which a lesson might be improved,*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.* • *The teacher recognizes the successes of a lesson but does not build on first successes.*	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.* • *The teacher does not reflect on the successes of the lesson.*
Possible Examples	• *The teacher says: "I think that lesson worked well, although some shifts in grouping will enhance student learning."* • *In conversation with colleagues, the teacher considers different strategies for improving or enhancing.* • *After attending a professional workshop. The teacher uses learned strategies to improve instruction.*	• *The teacher says: I wasn't pleased with the level of engagement of the students."* • *The teacher's reflections identify several possible lesson improvements/enhancements.*	• *At the end of the lesson the teacher says, "Guess that went okay."* • *The teacher says: "I guess I'll try x better next time," without having clear reasons.*	• *Despite evidence to the contrary. The teacher believes his students did great on the lesson.* • *The teacher says: "That was awful; I wish I knew what to do!"*

	Highly Effective	**Effective**	**Developing**	**Ineffective**
4b Maintaining Accurate records	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	Teachers' system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
Critical Attributes	*In addition to the characteristics of "proficient," The teacher creates a system so that:* • *Students can contribute to and maintain records indicating their own progress in learning.* • *Students can contribute to maintaining non-instructional records for the class.*	• *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* • *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.* • *The teacher's process for recording non-instructional information is both efficient and effective.*	• *The teacher has a process for recoding student work completion. However, it may be out-of-date or does not permit students to access the information.* • *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.* • *The teacher has a system for tracking student progress but it is not highly effective or efficient.*	• *Absence of a system for either instructional or non-instructional records.* • *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.* • • *.*
Possible Examples	• *The teacher provides a framework for students to track their own progress.* • *The teacher regularly provides information to student on their progress.* • *The teacher employs strategies learned at a professional workshop that effectively tracks student progress in a subject area.*	• *The teacher-creates a link on the class website which students can access to check on any missing assignments.* • *The teacher's grade book records student progress toward learning goals.* • *The teacher creates a system for tracking which students have turned in required forms such as lab safety sheets or field trip permission forms.* • *The teacher has a system to track missing assignments and is able to inform the students.* • *The teacher's records meet all the requirements for student support services.*	• *The teacher has notes about students, but does not use an organized recording system.* • *When a student asks for information on their grade, the teacher is unable to provide it in a timely manner.*	• *The teachers says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."* • *The teacher regularly misplaces student work or forms.*

	Highly Effective	**Effective**	**Developing**	**Ineffective**
4c: Communicating with Families	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication, Response to family concerns is handled with professional and cultural sensitivity. Teacher's effort to engage families in the instructional program are frequent and successful.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communication with families, about the instructional program. Or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
Critical Attributes	*In addition to the characteristics of "proficient."* • *On a regular basis the teacher provides avenues and encourages students to showcase their own work.* • *The teacher encourages students to contribute to ongoing projects designed to engage families in the learning process.*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	• *Only school or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norms.*	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*
Possible Examples	• *The teacher encourages her students to contribute ideas for a family newsletter.* • *The teacher regularly communicates with families outside the school day.* • *The teacher invites family members to share their experiences with a class in a field related to the curriculum.* • *The teacher provides multiple means of communication with families such as web-based tools.* • *Student work or activities are displayed on-line.* • *The teacher creates displays of student work such as bulletin boards or slide shows for Open House.* •	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* • *The teacher-created monthly progress report sent home for each student.* • *The sends home a project that asks students to interview a family member about growing up in the 1950's.* • *The teacher provides access for parents to content maps.* • *The teacher provides relevant information to families at Open House.*	• *In responding to a parent's requests, the teacher provides incomplete or vague information.* • *The teacher provides information to families but does not supply contact information for questions or concerns.*	• *The teacher does not respond to a family's request for information on student progress or the curriculum.* • *The teacher only provides information to families through a website.*

	Highly Effective	**Effective**	**Developing**	**Ineffective**
4d: Participating in a Professional Community	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking 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 and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	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 and 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 professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
Critical Attributes	*In addition to the characteristics of "proficient,"* • *The teacher takes a leadership role in promoting activities relate to professional inquiry* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school district or community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher volunteers to participate in school events, or school district or community projects.*	• *The teacher has professional working relationships with colleagues.* • *The teacher occasionally participates in activities related to professional inquiry.*	• *The teacher consistently maintains unprofessional relationships with colleagues.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*
Possible Examples	• *The teacher mentors new teachers during their first years of teaching.* • *The teacher facilitates professional development for their colleagues.* • *After taking a free online course, attending a professional workshop or conference, the teacher shares his learning and materials with colleagues.* • *The teacher participates in professional networking outside the district.* • *The teacher serves as an advisor to a student club.* • *The teacher host a student teacher.*	• *The teacher represents the school during a district curriculum review and brings her substantial knowledge to the course writing team.* • *The teacher regularly engages and contributes to the PLC process.* • *The teacher takes advantage of district-provided activities to network with colleagues.*	• *The teacher is respectful of colleagues but never shares any instructional materials with his colleagues.* • *The teacher only attends required meetings when reminded by her supervisor.*	• *The teacher doesn't share test-taking strategies with his colleagues.* • *The teacher does not attend PLC meetings as required.* • *The teacher never attends required meetings.*

	Highly Effective	Effective	Developing	Ineffective
4e: Growing and Developing Professionally	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from booth supervisors and colleagues. Teacher initiates important activities to contribute to the p the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. 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.
Critical Attributes	*In addition to the characteristics of "proficient,"* • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*	• *The teacher seeks opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher participates in professional organizations designed to contribute to the profession.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher is not involved in any activity that might enhance knowledge or skills.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.*
Possible Examples	*The teacher initiates an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher found a local organization devoted to Literacy Education, lending to work on curriculum and instruction projects.* • *The teacher takes advantage of fellowships from outside organizations to enhance their professional development.* • *The teacher actively seeks and participates in professional development outside the district.*	• *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.* • *The teacher keeps up to date on advancements in their field.* • *The teacher has productive discussions with administrators and colleagues about their performance.* • *The teacher uses community resources to improve classroom instruction.*	• *The teacher attends district workshops and professional development days, but never makes use of the materials received.* • *The teacher listens to his principal's feedback after a lesson but is rarely open to suggestions.* • *The teacher is unaware of professional organizations that may benefit their performance.*	• *The teacher resists suggestions to improve professionally.* • *The teacher refuses to engage in discussions about their performance in the classroom.*

	Highly Effective	**Effective**	**Developing**	**Ineffective**
4f: Showing Professionalism	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 takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentially in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.
Critical Attributes	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision-making.* • *Teacher takes a leadership role regarding school district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision-making.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students.* • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*
Possible Examples	• *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* • *When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.* • *The teacher volunteers to lead required PLC or department meetings.* • *The teacher regularly seeks and initiates clarifications on properly meeting district requirements.* • *The teacher regularly assists new colleagues*	• *The teacher is trusted by his colleagues they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance, the teacher advises a dance club at her high school to meet the high interest level of students.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The teacher regularly participates and engages in required departmental*	• *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes it has been taken care of.* • *When her colleague goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.*	• *The teacher makes some errors when marking the last common assessment but correct the mistake.* • *The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* • *The teacher does not follow protocol in completing year-end activities.*

	in meeting district requirements. • *The teacher volunteers to lead development and implementation of district policies.* • *The teacher recognizes students' needs and interests, and actively connects them.*	*meetings.* • *The teacher works with colleagues to develop and share a required curriculum map.*		