



**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4A: REFLECTING ON TEACHING**

ELEMENT	LEVEL OF PERFORMANCE
Accuracy	<b>UNSATISFACTORY:</b> Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.
	<b>BASIC:</b> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.
	<b>PROFICIENT:</b> 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.
	<b>DISTINGUISHED:</b> 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	<b>UNSATISFACTORY:</b> Teacher has no suggestions for how a lesson may be improved another time
	<b>BASIC:</b> Teacher makes general suggestions about how a lesson may be improved
	<b>PROFICIENT:</b> Teacher makes a few specific suggestions of what he may try another time.
	<b>DISTINGUISHED:</b> Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4B: MAINTAINING ACCURATE RECORDS**

ELEMENT	LEVEL OF PERFORMANCE
Student Completion of Assignments	<b>UNSATISFACTORY:</b> Teacher's system for maintaining information on student completion of assignments in disarray.
	<b>BASIC:</b> Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.
	<b>PROFICIENT:</b> Teacher's system for maintaining information on student completion of assignments is fully effective.
	<b>DISTINGUISHED:</b> Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	<b>UNSATISFACTORY:</b> Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
	<b>BASIC:</b> Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective
	<b>PROFICIENT:</b> Teacher's system for maintaining information on student progress in learning is effective.
	<b>DISTINGUISHED:</b> Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records	<b>UNSATISFACTORY:</b> Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.
	<b>BASIC:</b> Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.
	<b>PROFICIENT:</b> Teacher's system for maintaining information on noninstructional activities is fully effective.
	<b>DISTINGUISHED:</b> Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4C: COMMUNICATING WITH FAMILIES**

ELEMENT	LEVEL OF PERFORMANCE
Information About the Instructional Program	<b>UNSATISFACTORY:</b> Teacher provides little information about the instructional program to families
	<b>BASIC:</b> Teacher participates in the school's activities for parent communication but offers little additional information.
	<b>PROFICIENT:</b> Teacher provides frequent information to parents, as appropriate, about the instructional program.
	<b>DISTINGUISHED:</b> Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	<b>UNSATISFACTORY:</b> Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.
	<b>BASIC:</b> Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.
	<b>PROFICIENT:</b> Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
	<b>DISTINGUISHED:</b> 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	<b>UNSATISFACTORY:</b> Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
	<b>BASIC:</b> Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
	<b>PROFICIENT:</b> Teacher's efforts to engage families in the instructional program are frequent and successful.
	<b>DISTINGUISHED:</b> 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.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT**

ELEMENT	LEVEL OF PERFORMANCE
Relationship with Colleagues	<b>UNSATISFACTORY:</b> Teacher's relationships with colleagues are negative or self-serving.
	<b>BASIC:</b> Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.
	<b>PROFICIENT:</b> Support and cooperation characterize relationships with colleagues.
	<b>DISTINGUISHED:</b> Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	<b>UNSATISFACTORY:</b> Teacher avoids becoming involved in school events.
	<b>BASIC:</b> Teacher participates in school events when specifically asked.
	<b>PROFICIENT:</b> Teacher volunteers to participate in school events, making a substantial contribution.
	<b>DISTINGUISHED:</b> 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	<b>UNSATISFACTORY:</b> Teacher avoids becoming involved in school and district projects.
	<b>BASIC:</b> Teacher participates in school and district projects when specifically asked.
	<b>PROFICIENT:</b> Teacher volunteers to participate in school and district projects, making a substantial contribution.
	<b>DISTINGUISHED:</b> 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.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY**

ELEMENT	LEVEL OF PERFORMANCE
Enhancement of Content Knowledge and Pedagogical Skill	<b>UNSATISFACTORY:</b> Teacher engages in no professional development activities to enhance knowledge or skill.
	<b>BASIC:</b> Teacher participates in professional activities to a limited extent when they are convenient.
	<b>PROFICIENT:</b> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
	<b>DISTINGUISHED:</b> Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	<b>UNSATISFACTORY:</b> Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	<b>BASIC:</b> Teacher finds limited ways to contribute to the profession.
	<b>PROFICIENT:</b> Teacher participates actively in assisting other educators.
	<b>DISTINGUISHED:</b> Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM**

ELEMENT	LEVEL OF PERFORMANCE
Service to Students	<b>UNSATISFACTORY:</b> Teacher is not alert to students' needs.
	<b>BASIC:</b> Teacher's attempts to serve students are inconsistent.
	<b>PROFICIENT:</b> Teacher is moderately active in serving students.
	<b>DISTINGUISHED:</b> Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	<b>UNSATISFACTORY:</b> Teacher contributes to school practices that result in some students being ill served by the school.
	<b>BASIC:</b> Teacher does not knowingly contribute to some students being ill served by the school.
	<b>PROFICIENT:</b> Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.
	<b>DISTINGUISHED:</b> 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	<b>UNSATISFACTORY:</b> Teacher makes decisions based on self-serving interests.
	<b>BASIC:</b> Teacher's decisions are based on limited though genuinely professional considerations.
	<b>PROFICIENT:</b> Teacher maintains an open mind and participates in team or departmental decision making.
	<b>DISTINGUISHED:</b> Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.