

Domain 4:	Professional Responsibilities
4a: Reflecting on Teaching	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a are:</p> <ul style="list-style-type: none"> • Accuracy <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i> • Use in future teaching <i>In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	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.	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 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 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.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. • Teacher’s suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teachers says, “My students did great on that lesson!” • The teacher says: “That was awful; I wish I knew what to do!” 	<ul style="list-style-type: none"> • At the end of the lesson the teacher says, “I guess that went okay.” • The teacher says: “I guess I’ll try x next time.” 	<ul style="list-style-type: none"> • The teacher says: “I wasn’t pleased with the level of engagement of the students.” • The teacher’s journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> • The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” • In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

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4b: Maintaining Accurate Records	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.</i> • Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.</i> • Non-instructional records <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records 			
	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records	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.	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, student progress in learning, and non-instructional records, is fully effective.	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.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	<ul style="list-style-type: none"> • 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. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. 	<ul style="list-style-type: none"> • A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • 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 spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

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<p>4c: <i>Communicating with Families</i></p>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>Elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>Frequent information is provided to families, as appropriate, about the instructional program</i> • Information about individual students <i>Frequent information is provided to families, as appropriate, about students’ individual progress</i> • Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

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4c: Communicating with 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.	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 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’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 efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.
Possible Examples	<ul style="list-style-type: none"> A parent says, “I’d like to know what my kid is working on at school!” A parent says, “I wish I knew something about my child’s progress before the report card comes out.” A parent says, “I wonder why we never see any school work come home.” 	<ul style="list-style-type: none"> A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> 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 teacher sends home a project that asks students to interview a family member about growing up during the 1950’s. 	<ul style="list-style-type: none"> Students-create materials for “Back to School” night that outline the approach for learning science. Student daily reflection log describes learning and go home each week for a response from a parent or guardian. Students-design a project on charting family use of plastics.

<p>Domain 4:</p> <p>4d: Participating in a Professional Community</p>	<p>Professional Responsibilities</p> <p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice</i> • Service to the school <i>Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives 			
<p>4d: Participating in a Professional Community</p>	<p style="text-align: center;">Unsatisfactory</p> <p>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.</p>	<p style="text-align: center;">Basic</p> <p>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.</p>	<p style="text-align: center;">Proficient</p> <p>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.</p>	<p style="text-align: center;">Distinguished</p> <p>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.</p>

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher’s relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has pleasant relationship with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related 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 and community projects.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, “I work from 8:30 to 3:30 and not a minute more – I won’t serve on any district committee unless they get me a substitute to cover my class.” 	<ul style="list-style-type: none"> • The teacher is polite, but never shares any instructional materials with his grade partners. • The teacher only attends PLC meetings when reminded by her supervisor. • The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.” • The teacher only contributes to the district Literacy committee when requested by the principal. 	<ul style="list-style-type: none"> • The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team. 	<ul style="list-style-type: none"> • The teacher leads the “mentor” teacher group at school, devoted to supporting new teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school’s annual “Olympics” day, involving all students and faculty in athletic events. • The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.

<p>Domain 4: <i>4e: Growing and Developing Professionally</i></p>	<p>Professional Responsibilities</p> <p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> • Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry 			
<p><i>4e: Growing and Developing Professionally</i></p>	<p>Unsatisfactory</p> <p>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.</p>	<p>Basic</p> <p>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</p>	<p>Proficient</p> <p>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</p>	<p>Distinguished</p> <p>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.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>The teacher ignores invitations to join professional organizations or attending conferences.</i> 	<ul style="list-style-type: none"> • <i>The teacher participates in professional activities when required or when provided by the school district.</i> • <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>The teacher contributes in a limited fashion to educational professional organizations.</i> 	<ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development.</i> • <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> • <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>The teacher actively seeks feedback from supervisors and colleagues.</i> • <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> • <i>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</i> • <i>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</i> 	<ul style="list-style-type: none"> • <i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i> • <i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i> • <i>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</i> 	<ul style="list-style-type: none"> • <i>The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</i> • <i>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</i> • <i>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.</i> 	<ul style="list-style-type: none"> • <i>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</i> • <i>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.</i> • <i>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i>
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Domain 4:	Professional Responsibilities
4f: Showing Professionalism	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty</i> • Service to students <i>Teachers put students first in all considerations of their practice</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i> • Decision-making <i>Teachers solve problems with students' needs as a priority</i> • Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	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	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does 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 high standards of honesty, integrity, and confidentiality 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 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.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher complies with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision-making.</i> • <i>Teacher complies completely with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</i> • <i>The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</i> • <i>The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i> • <i>When one 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.</i> • <i>The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</i> 	<ul style="list-style-type: none"> • <i>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."</i> • <i>The teacher considers staying late to help some of her students in after-school daycare, but realizes it conflicts with her gym class so she decides against it.</i> • <i>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</i> • <i>When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</i> • <i>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</i> 	<ul style="list-style-type: none"> • <i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i> • <i>Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</i> • <i>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.</i> • <i>The English department chair says, "I appreciate when attends our after school meetings – he always contributes something meaningful to the discussion."</i> • <i>The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</i> 	<ul style="list-style-type: none"> • <i>When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</i> • <i>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.</i> • <i>The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</i> • <i>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</i> • <i>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.</i>