

CLASSROOM TEACHER

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Content, Standards & Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of State & District Standards	Instructional goals are minimally aligned with state or district standards. Goals are not communicated to students.	Instructional goals are partially aligned with state and district standards. Goals may be inconsistently communicated to students.	Instructional goals are aligned with state and district standards; they are stated in terms of learning. Goals are communicated to students.	Instructional goals are clearly aligned with state and district standards. Goals are clearly communicated to students.
Knowledge of Subject Area Content	Teacher makes content errors or does not correct student content errors.	Teacher displays basic content knowledge but does not articulate connections within the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections within the discipline and other disciplines.	Teacher displays extensive content knowledge, and skillfully makes connections within the discipline and other disciplines.
Knowledge of Content Related Pedagogy	Teacher displays little understanding of suitable pedagogical approaches.	Teacher displays a limited understanding of the range of suitable pedagogical approaches.	Teacher displays a solid understanding of the range of suitable pedagogical approaches.	Teacher displays an extensive understanding of best practices and anticipates student misconceptions.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1b: Demonstrates Knowledge of Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Developmental Characteristics of Age Group	Teacher displays minimal knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of age group, as well as exceptions to general patterns.	Teacher displays thorough understanding of developmental characteristics of age group and exceptions to the general patterns. Teacher also displays knowledge of the extent to which individual students follow the pattern.
Knowledge of Students' Skills, Knowledge & Language Proficiency	Teacher displays minimal knowledge of student's skills, knowledge, and language proficiency.	Teacher displays basic knowledge of student's skills, knowledge, and language proficiency.	Teacher displays substantial knowledge of student's skills, knowledge, and language proficiency.	Teacher displays extensive and specific knowledge of student's skills, knowledge, and language proficiency.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays minimal knowledge of students' interests or cultural heritage.	Teacher displays basic knowledge of students' interests or cultural heritage.	Teacher displays substantial knowledge of students' interests or cultural heritage.	Teacher displays extensive and specific knowledge of students' interests or cultural heritage.
Knowledge of Students' Special Needs	Teacher displays minimal understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher is aware of students' special learning and medical needs, collecting such information from a variety of valid sources.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1c: Selects Instructional Goals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Goals Represent Appropriate Expectations	Goals represent low expectations and lack of rigor.	Some goals represent high expectations and rigor.	Goals represent high expectations, rigor, and important learning in the discipline.	Goals represent high expectations, rigor, and important learning in the discipline. They are connected to a broad sequence of learning.
Goals are Clearly Stated and Measurable	Goals are not clear or measurable.	Goals are only moderately clear or may not all be measurable.	Goals are clear and measurable.	Goals are clear, measurable and inform instruction.
Suitability for Diverse Learners	Goals are not suitable or based on appropriate assessment of student needs.	Goals are suitable for most of the students and based on general assessment of student needs.	Goals are suitable for all students and are based on evidence of student proficiency.	Goals are based on a comprehensive assessment of student learning and accommodate the varying needs of individual students or groups.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1d: Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for Classroom Use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources for classroom use available through the school or district.	Teacher displays awareness of resources for classroom use available through the school or district and some familiarity with resources external to the school.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community.
Resources for Students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school.	Teacher's knowledge of resources for students is extensive, including those available through the school district, and community.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1e: Designs Coherent Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning Activities	Learning activities do not follow an organized progression and do not reflect best practices.	Most of the learning activities are suitable and sequenced appropriately. Most activities reflect best practices.	Activities are suitable, well sequenced and clearly aligned with instructional goals. Activities reflect best practices.	Learning activities are highly relevant to students, instructional goals and long range plans. They produce a unified whole and reflect best practices.
Materials and Resources	Materials and resources do not support the instructional goals.	Some of the materials and resources support the instructional goals.	All materials and resources support the instructional goals.	Materials and resources support the instructional goals. Students may participate in selecting or adapting materials.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1f: Designs Student Assessments

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with Instructional Goals	Assessment procedures are not congruent with instructional goals.	Some of the instructional goals are assessed appropriately, but others are not.	All the instructional goals are assessed appropriately.	All the instructional goals are assessed appropriately. Assessment methodologies have been adapted for individual students, as needed.
Criteria and Standards	Assessment criteria are not clear or related to standards.	Assessment criteria and standards are developed, but some may not be clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear and multi-dimensional.
Formative Assessments	Teacher does not incorporate formative assessment in the lesson or unit.	Teacher designs and implements formative assessments for the class as a whole.	Teacher designs and implements formative assessments for the class as a whole and uses them to appropriately design future instruction.	Teacher designs and implements formative assessments for the class as a whole and uses them to appropriately differentiate future instruction for individual students.

CLASSROOM TEACHER
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1g: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness of Students' family background and cultural heritage	Teacher displays minimal understanding of students' family background or why such knowledge is important.	Teacher displays some understanding of students' family background, but such knowledge may be incomplete or inaccurate.	Teacher has an understanding of students' family background.	Teacher has full understanding of students' family background, collecting such information from a variety of valid sources.
Learning activities reflect students' experiences and cultural backgrounds	Learning activities are not reflective of students' experiences and cultural backgrounds.	Some learning activities are reflective of students' experiences and cultural backgrounds.	Learning activities are reflective of students' experiences and cultural background.	Learning activities are highly reflective of students' experiences and cultural background.
Knowledge of ethnic and racial identity development	Teacher displays minimal knowledge of ethnic and racial identity development.	Teacher displays partial knowledge of ethnic and racial identity development.	Teacher displays accurate understanding of ethnic and racial identity development, as well as exceptions to the general pattern.	Teacher displays thorough understanding of ethnic and racial identity development, as well as exceptions to the general pattern. Teacher also displays knowledge of the extent to which individual students follow the pattern.
Knowledge of culturally-grounded systemic issues that contribute to achievement gaps	Teacher lacks a basic understanding of factors that contribute to achievement gaps.	Teacher has a basic understanding of factors that contribute to achievement gaps.	Teacher has a substantial understanding of factors that contribute to achievement gaps and actively addresses the systemic issues in the classroom.	Teacher has a substantial understanding of factors that contribute to achievement gaps, actively addresses the systemic issues in the classroom, and takes on a leadership role in the building to address issues at the building level.
Understanding of human diversity	Teacher displays minimal knowledge of human diversity	Teacher displays partial knowledge of human diversity	Teacher displays accurate understanding of human diversity.	Teacher displays thorough understanding of human diversity and the complexities of cultural diversity.

CLASSROOM TEACHER

DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2a: Creates an Environment of Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Classroom Interactions	Classroom interactions are often negative and/or disrespectful.	Classroom interactions are generally appropriate but may be occasionally negative or disrespectful.	Classroom interactions are appropriate and respectful.	Teacher fosters an environment in which classroom interactions demonstrate genuine caring and respect for all individuals.

CLASSROOM TEACHER

DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2b: A Culture for Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the Content	Teacher conveys a negative attitude toward the content.	Teacher communicates importance of the content but with little conviction.	Teacher conveys genuine enthusiasm for the content, and students demonstrate interest.	Students demonstrate through their active participation, curiosity and initiative that they value the importance of the content.
Expectations for Learning	Instructional outcomes, assignments, and interactions convey low expectations .	Instructional outcomes, assignments, and interactions convey modest expectations.	Instructional outcomes, assignments, and interactions convey high expectations for most students.	Instructional outcomes, assignments, and interactions convey high expectations for all most students.
Student Pride in Work	Students demonstrate little or no pride in their work.	Students demonstrate some responsibility for their work but invest little energy into its quality.	Students accept the teacher's insistence on high quality work and show pride in that work.	Students take obvious pride in their work and initiate improvements in it.

CLASSROOM TEACHER
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2c: Manages Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Manages Student Learning Activities	Students are not productively engaged in learning.	Procedures for student work are only partially organized, resulting in some off-task behavior.	Procedures for student work are well organized and are managed so students are engaged in learning.	Students are highly engaged in learning and demonstrate independence.
Manages Transitions & Procedures	Transitions and procedures are inefficient.	Transitions and procedures are sporadically efficient, resulting in loss of instructional time.	Transitions and procedures occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Manages Volunteers &/or Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties.	Volunteers and paraprofessionals are productively when directed.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to student learning.

CLASSROOM TEACHER
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2d: Manages Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Establishes Behavioral Expectations	Standards of conduct have not been established or are unclear.	Standards of conduct have been established, and are clear to most students	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and are supported by students.
Monitors Student Behavior	The teacher is unaware of student behavior.	Teacher is aware of most student behavior but may miss the activities of some students.	Teacher actively monitors student behavior at all times.	Teacher monitors and anticipates student behavior and encourages self-management.
Responds to Student Misbehavior	Teacher response to misbehavior is lacking or ineffective.	Teacher response to student misbehavior yields inconsistent results.	Teacher response to student misbehavior is appropriate and effective.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

CLASSROOM TEACHER
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2e: Organizes Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and Accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe and learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe and welcoming with learning easily accessible to all students.
Use of Physical Resources	The teacher makes poor use of physical resources.	Teacher uses physical resources adequately.	Teacher uses physical resources skillfully.	Teacher uses physical resources skillfully and adjusts as needed to meet student needs.

CLASSROOM TEACHER
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Embraces a culture of diversity	Teacher lacks basic understanding of the diversity of students in the classroom.	Teacher has a basic understanding of the diversity of students in the classroom.	Teacher has advanced understanding of the diversity of students in the classroom.	Teacher has advanced understanding of the diversity of students in the classroom and actively promotes this understanding with students and staff.
Establishes an inclusive classroom environment	Classroom environment is not inclusive of students.	Classroom environment is inclusive of some students.	Classroom environment is inclusive of all students.	Classroom environment is welcoming and inclusive of all students.
Aware of and responsive to interactions and seating to optimize student learning	Teacher is unaware of interactions and allows students to seat themselves regardless of student learning.	Teacher is sometimes aware of interactions and seats students with limited impact on student learning.	Teacher is aware of interactions and seats students to optimize student learning.	Teacher is consistently aware of interactions and seats students to optimize student learning for all students.
Teacher equitably addresses student behavior for all students	Teacher targets and addresses the behaviors of a few students or groups of students	Teacher equitably addresses the behaviors of most students	Teacher equitably addresses the behaviors of all students and occasionally uses data to self-monitor.	Teacher equitably addresses the behaviors of all students and regularly uses data to self-monitor.

CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION AND ASSESSMENT
 Component 3a: Communicates Clearly and Accurately

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for Learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher explains the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear.	Teacher's purpose for the lesson or unit is clear and explicitly linked to student interests.
Directions and Procedures	Teacher directions and procedures are frequently confusing.	Teacher directions and procedures are occasionally confusing but clarified adequately.	Teacher directions and procedures are clear to most students.	Teacher directions and procedures are clear and scaffolded to prevent possible student misunderstanding.
Explanation of Content	Teacher's explanation of the content is frequently unclear.	Teacher's explanation of the content is occasionally unclear.	Teacher's explanation of the content is clear to most students.	Teacher's explanation of content is clear, imaginative and connects with students' knowledge and experience.

CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION AND ASSESSMENT
 Component 3b: Uses Questioning and Discussion Techniques

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of Questions	Teacher questions do not facilitate student learning.	Teacher questions facilitate learning for some students.	Teacher questions facilitate learning for all students with adequate response time.	Teacher questions maximize learning for all students. Differentiation for individual students is evident.
Discussion Techniques & Student Participation	Teacher uses recitation style allowing a few students to dominate the discussion.	Teacher attempts to engage all students in a discussion with limited success.	Teacher engages most students in a genuine discussion, sharing facilitation with students as appropriate.	Teacher engages all students in a genuine discussion and encourages students to assume responsibility for facilitation.

CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION & ASSESSMENT
 Component 3c: Engages Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and Assignments	Activities and assignments are often inappropriate for students.	Many activities and assignments are appropriate and engage students.	Most activities and assignments are appropriate and engage most students.	All students are engaged in quality activities and assignments differentiated to meet student needs.
Grouping of Students	Instructional groups are often ineffective.	Instructional groups are usually effective.	Instructional groups are consistently effective.	Instructional groups are highly effective with students sharing a variety of roles.
Instructional Materials and Resources	Instructional materials and resources are often unsuitable to the instructional goals.	Instructional materials and resources are usually suitable to the instructional goals.	Instructional materials and resources are consistently suitable to the instructional goals.	Instructional materials and resources are suitable to the instructional goals, and may involve students in choice, adaptation, or creation of materials.
Structure and Pacing	Lessons lack structure with ineffective pacing.	Structure of the lesson is evident with inconsistent pacing.	The lesson has a clearly defined structure with effective pacing.	The lesson's structure is coherent. Pacing allows for reflection and closure.

CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION AND ASSESSMENT
 Component 3d: Assesses Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment Criteria	Assessment criteria are inappropriate or students do not understand them.	Assessment criteria are sometimes inappropriate with inconsistent student understanding of them.	Assessment criteria are appropriate with consistent student understanding of them.	Assessment criteria are rigorous, differentiated and clearly understood by all students.
Monitoring of Student Learning	Teacher monitors student learning ineffectively.	Teacher monitors the class as a whole but gains little diagnostic information for individuals.	Teacher monitors the class as a whole gaining adequate diagnostic information for individuals.	Teacher monitors individual student learning effectively, gaining relevant diagnostic information.
Provides Feedback to Students	Quality feedback is not provided in a timely manner.	Quality feedback is provided inconsistently.	High quality feedback is consistently provided in a timely manner.	Students make regular use of the teacher's high quality, timely feedback.
Student Self-	Students do not engage in self-	Students occasionally engage in	Students frequently engage in	Students consistently engage in self-

assessment	assessment.	self-assessment.	self-assessment.	assessment and use the information to improve.
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CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION AND ASSESSMENT
Component 3e: Demonstrates Flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Adjusts Lessons	Teacher adheres to an instructional plan, even when a change is clearly needed.	Teacher adjusts a lesson with mixed results.	Teacher makes minor adjustments to a lesson with positive results.	Teacher makes minor or major adjustments to a lesson to maximize student learning.
Responds to Students	Teacher minimally addresses student questions or interests.	Teacher occasionally allows student questions or interests to disrupt the flow of the lesson.	Teacher successfully addresses students' questions or interests.	Teacher seizes an opportunity to use students' questions and interests to enhance learning.

CLASSROOM TEACHER
DOMAIN 3: INSTRUCTION & ASSESSMENT
Component 3f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness and mitigation of cultural bias in assessment design	Teacher demonstrates little awareness of the potential for cultural bias in assessments.	Teacher demonstrates basic awareness of the potential for cultural bias in assessments.	Teacher demonstrates awareness of the potential for cultural bias in assessments and adjusts assessments to meet the needs of students.	Teacher demonstrates advanced awareness of the potential for cultural bias in assessments and varies assessments to meet the needs of students.
Engages students and takes into account cultural background of students	Teacher does not present instructional materials that are reflective of students' cultural backgrounds.	Teacher presents some instructional materials that are reflective of students' cultural backgrounds.	Teacher presents instructional materials that are reflective of students' cultural backgrounds and encourages student engagement.	Teacher presents instructional materials that are reflective of students' cultural backgrounds and seeks ways to engage students.
Adjusts lessons and demonstrates flexibility related to the cultural background of students	Teacher adheres to an instructional plan that is not reflective of or engaging for students from diverse backgrounds.	Teacher adjusts an instructional plan that is occasionally reflective of or engaging for students from diverse backgrounds.	Teacher adjusts an instructional plan that is reflective of and engaging for students from diverse backgrounds.	Teacher adjusts an instructional plan that is reflective of and engaging for students from diverse backgrounds, and may involve students in choice, adaptation, or creation of materials.

CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
 Component 4a: Reflects on Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy of Reflection	Teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness.	Teacher accurately assesses a lesson's effectiveness and can cite reasons for its effectiveness.	Teacher insightfully assesses a lesson's effectiveness citing many specific examples.
Use in Future Teaching	Teacher has few suggestions for how a lesson may be improved.	Teacher makes general suggestions for how a lesson may be improved.	Teacher makes specific suggestions for how a lesson may be improved.	Teacher offers specific alternative actions, weighing the merits of each.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
 Component 4b: Maintains Accurate Records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Instructional and Non-Instructional Records	Teacher's record keeping system is ineffective.	Teacher's record keeping system is adequate and accurately updated periodically.	Teacher's record keeping system is effective and accurately updated and reported regularly.	Teacher's record keeping system is thorough, frequently updated and reported regularly.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
 Component 4c: Communicates with Families

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Communicates about Instructional Program	Teacher provides little information about the instructional program to families.	Teacher provides occasional information about the instructional program to families.	Teacher provides frequent information to parents about the instructional program to families.	Teacher provides frequent information to families in a variety of ways.
Communicates about Individuals	Teacher provides minimal information to families and does not respond in a timely manner to concerns.	Teacher provides information to occasionally families and usually responds in a timely manner to concerns.	Teacher provides information regularly to families and routinely responds in a timely manner to concerns.	Teacher provides information to families frequently. Timely response to parent concerns is handled with sensitivity.

CLASSROOM TEACHER

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

Component 4d: Contributing to the School and District

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with Colleagues	Teacher's relationships with colleagues are frequently negative.	Teacher maintains cordial relationships with colleagues.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher exhibits exemplary teamwork.
Service to the School Community	Teacher is uninvolved in school events and district projects.	Teacher participates in school events and district projects when specifically asked.	Teacher willingly participates in school events and district projects, making a substantial contribution.	Teacher participates in school events and district projects, making a substantial contribution, and assumes a leadership role.

CLASSROOM TEACHER

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

Component 4e: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Enhancing Knowledge and Skills	Teacher engages only in required professional development.	Teacher participates in professional development to a limited extent.	Teacher seeks out relevant opportunities for professional development.	Teacher seeks out opportunities for professional development, applies them in the classroom and shares with colleagues.
Service to the Profession	Teacher rarely contributes to the profession.	Teacher occasionally contributes to the profession.	Teacher frequently contributes to the profession.	Teacher initiates important activities that contribute to the profession.

CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
Component 4f: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Complies with School & District Policies & Procedures	Teacher does not comply with school and district regulations.	Teacher usually complies with school and district regulations.	Teacher fully complies with school and district regulations.	Teacher acts as a role model, leader, and/or helps develop policies and procedures.
Professional Judgment and Confidentiality	Teacher lacks sound professional judgment or breaches confidentiality.	Teacher's usually uses sound professional judgment and maintains confidentiality.	Teacher uses sound professional judgment and maintains confidentiality.	Teacher holds the highest standards of professional judgment and confidentiality.
Integrity and Ethical Conduct	Teacher is dishonest in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty and integrity in interactions with colleagues, students, and the public.	Teacher models the highest standards of honesty and integrity in all situations.

CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
 Component 4g: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Participates in professional growth activities related to diverse needs	Teacher engages only in required professional development	Teacher participates in professional development related to meeting the needs of diverse students and/or families to a limited extent.	Teacher seeks out professional development related to meeting the needs of diverse students and/or families and applies knowledge in the classroom.	Teacher seeks out professional development related to meeting the needs of diverse students and/or families, applies them in the classroom and shares information with colleagues
Facilitates appropriate communication with students and families with diverse linguistic needs	Teacher provides information in formats or language inaccessible by students and families.	Teacher provides some information in formats or language accessible by students and families.	Teacher regularly communicates in formats and language accessible by students and families.	Teacher frequently communicates in formats and language accessible by students and families and seeks out various methods of communicating with families.
Promotes district harassment and bullying policies and initiatives	Teacher does not promote district harassment and bullying policies and initiatives.	Teacher usually promotes district harassment and bullying policies and initiatives.	Teacher fully promotes district harassment and bullying policies and initiatives	Teacher acts as a role model, leader, and/or helps develop harassment and bullying policies and initiatives