

PAWNEE CUSD #11
Formal Observation Conference Summary
(This form should be completed before conducting the pre-conference)

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____ **Time:** _____ **Date:** _____

Class Profile:

1. How many students will be observed?

_____ Total number of students in class

_____ Male _____ Female

2. Indicate the number of students with any disabilities

3. Is there anything outside your classroom management plan that needs to be noted?

_____ No

_____ Yes (please explain)

CC: Personnel File
Evaluator
Staff Member

PAWNEE CUSD #11
(4a) Reflection Record

(This form should be completed before conducting the post-conference)

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____ **Time:** _____ **Date:** _____

1. Reflect on the lesson. To what extent were the students productively engaged?

2. Did the students learn what was intended? What was the evidence of their learning?

3. Were the goals or the instructional plan altered as the lesson was taught? Why?

PAWNEE CUSD #11
Formal Observation Conference Summary
(This form should be completed before conducting the post-conference)

Staff Member: _____ **Assignment:** _____

Grade Level: _____ **Subject:** _____

Evaluator/Title: _____

Time: _____ **Date:** _____ **Observation** **1** **2**

Activities Observed:

Evidence:

Artifact	Reviewed	Current/ Complete	Comments
Lesson Plans			
Parent Contact Log			
Grade Book			
Independent Practice			
Guided Practice			
Assessment			
Professional Goals			

Strengths:

Areas for Growth:

Additional Comments: (optional)

Staff Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signatures indicate only that a conference was held.

**Cc: Personnel File
Evaluator
Staff Member**

**PAWNEE CUSD #11
Summative Evaluation Record**

Staff Member: _____ **Assignment:** _____

Evaluator/Title: _____

Employment Status:

____ Non-Tenured ____ Tenured ____ Years of service in the district

Evaluation Sequence:

_____ _____ Pre-Evaluation Conference date

_____ _____ Formal Observation date

_____ _____ Post-Evaluation Conference date

Attendance:

_____ Number of days absent in current school year

_____ Number of days absent in prior school year

Punctuality:

The staff member is regularly prompt for work, all duties, and all meetings.

____yes ____no

The employee attends required meetings and school activities. ____yes ____no

Professional Practice Domain Scoring

1. In Domain One and Domain Four each teacher rating in each component will count single.
 - a. For example unsatisfactory will count as one point, Needs Improvement will count as two points, Proficient will count as three points and Excellent will count as four points.
2. In Domain Two and Domain Three each teacher rating in each component will count double.
 - a. For example unsatisfactory will count as two points, Needs Improvement will count as four points, Proficient will count as six points and Excellent will count as eight points.

Professional Practice Rating: 70%

To Receive a Performance Rating of Excellent	239-272
To Receive a Performance Rating of Proficient	171-238
To Receive a Performance Rating of Needs Improvement	102-170
To Receive a Performance Rating of Unsatisfactory	68-101

Student Growth Rating: Type II 15%

To Receive a Performance Rating of Excellent 90%-100% of the Students Met the Indicated Growth Target(s)	58
To Receive a Performance Rating of Proficient 80%-89.4% of Students Met the Indicated Growth Target(s)	51
To Receive a Performance Rating of Needs Improvement 70%-79.4% of the Students Met the Indicated Growth Target(s)	36
To Receive a Performance Rating of Unsatisfactory Less than 69.5% of Students Met the Indicated Growth Target(s)	24

Student Growth Rating: Type III(SLO) 15%

To Receive a Performance Rating of Excellent 76%-100% of the Students Met the Indicated Growth Target(s)	58
To Receive a Performance Rating of Proficient 51%-75.4% of Students Met the Indicated Growth Target(s)	51
To Receive a Performance Rating of Needs Improvement 25%-50.4% Students Met the Indicated Growth Target(s)	36
To Receive a Performance Rating of Unsatisfactory Less than 24.5% of Students Met the Indicated Growth Target(s)	24

Evaluation Instrument Rating: Professional Practice(70%) + Student Growth(30%)

To Receive a Performance Rating of Excellent	344-388= .89%-100%
To Receive a Performance Rating of Proficient	247-343= .64%-.88%
To Receive a Performance Rating of Needs Improvement	150-246= .39%-.63%
To Receive a Performance Rating of Unsatisfactory	149 & Below= <38.5%

Professional Development Plan/Remediation for Tenured Staff

1. If a tenured teacher receives an overall score of Needs Improvement, a professional development plan will be created.
2. If a tenured teacher receives an overall score of Unsatisfactory a remediation plan will be developed.

Overall Performance Rating:

_____Excellent _____Proficient _____Needs Improvement _____Unsatisfactory

_____**Evaluator's Signature** _____**Date**

_____**Staff Member's Signature** _____**Date**

(The staff member's signature indicates that a conference was held.)

I have added additional comments. _____ (Staff Member's Initials)

Tenured Staff
Professional Development Plan

_____Date Initiated
_____Expected Completion Date
_____Date Completed

Tenured Staff
Remediation Plan

_____Date Initiated
_____Expected Completion Date
_____Date Completed

CC: Personnel File, Evaluator, Staff Member

PAWNEE CUSD #11
Regular Education Teacher Evaluation Rubric

Domain 1: Planning and Preparation

COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND INSTRUCTIONAL METHODS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Knowledge of content and relationships within a discipline</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's display little understanding of relationships important to student learning of the content.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of relationships important to student learning of the content.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher reflects accurate understanding of relationships among topics and concepts.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher reflects understanding of relationships among topics and concepts.
<i>Evidence</i>				
<i>1a: Knowledge of instructional methods</i>	Teacher displays little or no understanding of the range of instructional methods approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of instructional methods approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective instructional methods approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective instructional methods approaches in the discipline, anticipating student misconceptions.
<i>Evidence</i>				
COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1b: Knowledge of the learning process.</i>	Teacher sees no value in knowledge how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive understanding of how students learn and applies this knowledge to individual students.
<i>Evidence</i>				
<i>1b: Knowledge of diverse learners</i>	Teacher displays little or no knowledge of students' skills, interests, cultural heritage, or special needs.	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for the class as a whole.	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for groups of students	Teacher recognizes the value of students' skills, interests, cultural heritage, or special needs for individual students
<i>Evidence</i>				

COMPONENT 1C: SETTING INSTRUCTIONAL GOALS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1c: Teacher's goals represent awareness of diverse learning</i>	Goals represent low expectations for students and do not reflect a connection to learning. Goals are not based on any assessment of student needs.	Some goals represent moderately high expectations for students and reflect a connection to learning. Goals are based on classroom assessment of student learning.	Most goals represent high expectations for students and reflect a consistent connection to learning. Goals are based on groups of students.	All goals represent high expectations for students and reflect a connection to related disciplines. Goals are based on individual student's needs.
<i>Evidence</i>				
COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1d: Resources for instruction</i>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources for available for classroom use through the school or district and sometimes uses resources available.	Teacher displays awareness of resources available for classroom use through the school or district and moderately uses the resources available.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet with regularity.
<i>Evidence</i>				
<i>1d: Resources for students.</i>	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 and sometimes has students use resources available.	Teacher displays awareness of resources for students available through the school or district and often has students use resources available.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet and frequently has students use resources available.
<i>Evidence</i>				
COMPONENT 1E: DESIGNING COHERENT INSTRUCTION				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1e: Learning activities</i>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<i>Evidence:</i>				
<i>1e: Instructional materials and resources</i>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

<i>Evidence</i>				
<i>1e: Lesson and unit structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
<i>Evidence</i>				
COMPONENT 1F: DESIGNING STUDENT ASSESSMENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1f: Congruence with instructional goals</i>	Assessment procedures are not congruent with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	All the instructional goals are assessed through the approach to assessment.	Proposed approach to assessment is fully aligned with the instructional goals in content and process as well as state standards.
<i>Evidence</i>				
<i>1f: Design of assessments and planning</i>	Teacher has no plans to incorporate assessments in the lesson or unit.	Teacher uses some assessment results to plan for future instruction for the class.	Teacher has a well-developed strategy for using assessments in future instruction for groups of students.	Approach to using assessments is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students
<i>Evidence:</i>				

Domain 1 Rating: ____U ____NI ____P ____E

Domain 2: The Classroom Environment

COMPONENT 2A: Creating an Environment of Respect and Rapport				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Teacher interaction with students.</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students, exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information
<i>Evidence:</i>				
<i>2a: Student interactions with other students</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate respect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
<i>Evidence:</i>				
COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2b: Expectations for learning and achievement</i>	Instructional goals, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional goals, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement	Instructional goals, activities and assignments, and classroom interactions convey high expectations for most students	Instructional goals, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Evidence:</i>				
COMPONENT 2C: MANAGING CLASSROOM PROCEDURES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2c: Management of instructional groups</i>	Students not working with the teacher are not productively engaged in learning..	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<i>Evidence:</i>				
<i>2c: Management of transitions, materials, and supplies</i>	Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

<i>Evidence:</i>				
<i>2c: Performance of non instructional duties.</i>	Considerable instruction time is lost in performing non-instructional duties	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<i>Evidence:</i>				
<i>2c: Supervision of volunteers and paraprofessionals</i>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
<i>Evidence:</i>				
COMPONENT 2D: MANAGING STUDENT BEHAVIOR				
Component	Unsatisfactory	Needs improvement	Proficient	Excellent
<i>2d: Expectations.</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Evidence:</i>				
<i>2d: Monitoring of student behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and they peers' behavior, correcting one another respectfully.
<i>Evidence:</i>				
<i>2d: Response to student misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<i>Evidence:</i>				

COMPONENT 2E: ORGANIZING PHYSICAL SPACE				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2e: Safety and accessibility.</i>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<i>Evidence:</i>				
<i>2e: Arrangement of furniture and use of physical resources</i>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
<i>Evidence:</i>				

Domain 2 Rating: ____U ____NI ____P ____E

Domain 3: Instruction

COMPONENT 3A: COMMUNICATIONS WITH STUDENTS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Expectations for learning</i>	Teacher's purpose in a lesson or unit is unclear to students	Teacher attempts to explain the instructional purpose.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student's interests.
<i>Evidence:</i>				
<i>3a: Directions and procedures</i>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipated possible student misunderstanding.
<i>Evidence:</i>				
<i>3a: Explanation of content</i>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Evidence:</i>				
COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3b: Quality of questions.</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality. Posed in rapid succession. Some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Evidence:</i>				
<i>3b: Discussion techniques and student participation.</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher makes some attempt to engage students in genuine discussion rather than recitation. Teacher attempts to engage all students in the discussion, but with only.	Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Evidence:</i>				

COMPONENT 3C: ENGAGING STUDENTS IN LEARNING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3c: Activities and assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not cognitively engaged.	Activities and assignments are appropriate to some students, but some are not cognitively engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects to enhance their understanding.
<i>Evidence:</i>				
<i>3c: Structure and pacing of instructional materials and resources</i>	The lesson has no clearly defined structure. The pace is inconsistent. Instructional materials and resources are unsuitable to the instructional purpose.	The lesson has a recognizable structure. Pacing of the lesson is consistent. Instructional materials and resources are partially suitable to the instructional purpose.	The lesson has a clearly defined structure around which the activities are organized. Instructional materials and resources are suitable to the instructional purpose.	The lesson's structure is highly coherent, allowing for reflection and closure. Instructional materials and resources are suitable to the instructional purpose. Students initiate the choice, adaptations, or creation of materials to enhance their learning.
<i>Evidence:</i>				
COMPONENT 3D: USING ASSESSMENT IN INSTRUCTION				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3d: Assessment criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standard by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students not only frequently assess and monitor the quality of their own work and make use of that information in their learning.
<i>Evidence</i>				
<i>3d: Monitoring of student learning and feedback</i>	Teacher does not monitor student learning and provides no feedback.	Teacher monitors the progress of the class and provides some feedback.	Teacher monitors the progress of students in the curriculum, making some use of diagnostic information and provides consistent feedback.	Teacher monitors progress of students and systematically elicits diagnostic information while providing high quality feedback. Students make use of the feedback in their learning.
<i>Evidence</i>				

COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3e: Lesson adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<i>Evidence:</i>				
<i>3e: Response to students</i>	Teacher ignores or brushes aside students' questions or interests	Teacher attempts to accommodate students; questions or interest, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests	Teacher seizes a major opportunity to enhance learning, building on student interest of a spontaneous event. Teacher persists in seeking effective approaches for students who need help.
<i>Evidence:</i>				

Domain 3 Rating: ____U ____NI ____P ____E

Domain 4: Professional Responsibilities

COMPONENT 4A: REFLECTING ON TEACHING				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Lesson effectiveness</i>	Teacher does not know whether a lesson was effective. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness. Teacher makes specific suggestions about how a lesson could be improved.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness. Teacher offers specific alternative actions, complete with the probable success of different course of action.
<i>Evidence</i>				
COMPONENT 4B: MAINTAINING ACCURATE RECORDS				
<i>4b: Students' completion of assignments and progress in learning</i>	Teacher has no system for maintaining information on student progress in learning.	Teacher's system for maintaining information on student completion of assignments and progress in learning is only partially effective.	Teacher's system for maintaining information on student completion of assignments and student progress is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students are encouraged to participate in maintaining and interpreting records.
<i>Evidence</i>				
COMPONENT 4C: COMMUNICATING WITH FAMILIES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4c: Information about the instructional program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families and contribute ideas for projects that could be enhanced by family participation.
<i>Evidence</i>				
<i>4c: Information about individual students</i>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<i>Evidence</i>				

COMPONENT 4D: PARTICIPATION IN A PROFESSIONAL COMMUNITY				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4d: Relationships with colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<i>Evidence</i>				
<i>4d: Service to the school</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events and district projects making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Evidence</i>				
COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4e: Enhancement of content knowledge and instructional methods</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher seeks out opportunities for professional development or enhances content knowledge and instructional methods.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research as well as initiating important activities to contribute to the profession.
<i>Evidence</i>				
<i>4e: Receptivity to feedback from colleagues</i>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<i>Evidence</i>				
COMPONENT 4F: SHOWING PROFESSIONALISM				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4f: Integrity and ethical conduct</i>	Teacher displays dishonesty 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, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<i>Evidence:</i>				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4f: Service to students and advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school. Teacher is highly proactive in serving students.
<i>Evidence</i>				

Domain 4 Rating: ____U ____NI ____P ____E