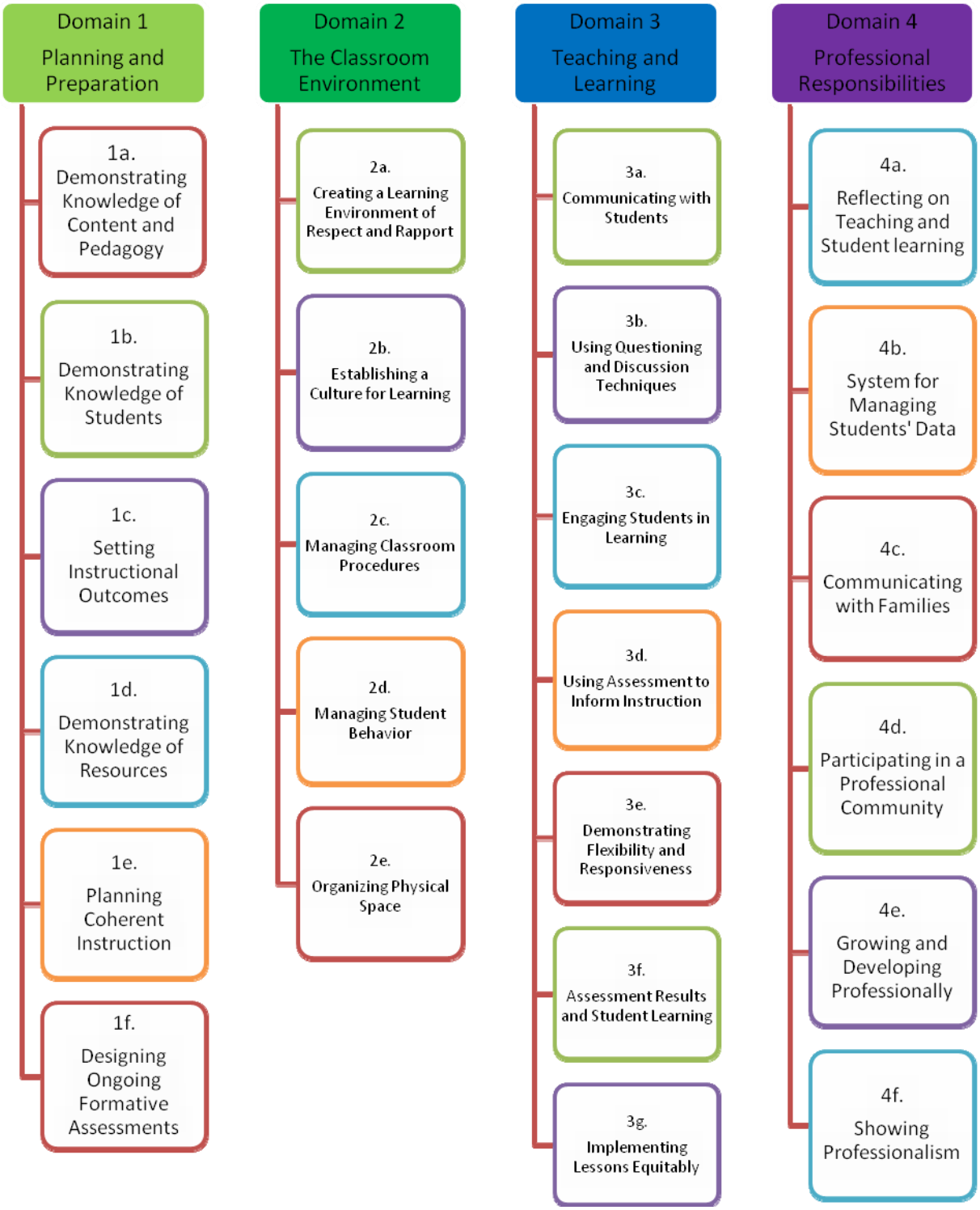
The Four Domains and the 24 Components of RISE



Teacher Name: *Date:*

Pittsburgh RISE: Research-based, Inclusive System of Evaluation Version 6 (10-5-09)

Pittsburgh Standards of Effective Teaching

In Pittsburgh Public Schools, effective Prek-12 teachers are professional educators who hold high expectations for all students and the belief that effort creates ability. They know their students, content and the curriculum thoroughly and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. They are flexible given their students' learning needs and the dynamics of the classroom and use formative assessment to adapt instruction to maximize learning opportunities for all students. Effective teachers have established rituals and routines that foster a safe learning environment where effort is privileged allowing students to fully engage in instructional activities, ask questions and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students while acting as a resource for others in their professional learning community.

Our mission is to grow and develop our students by continuously advancing the professional practice of our teachers. With that in mind, the administrators and teachers within the Pittsburgh Public Schools adopt this draft of RISE standards, which effectively captures the complexity of teaching and learning through research-based best practices.

Teacher Self-Assessment Rubric

Teacher's Name: _____

Check the box that applies as you complete and submit.

☐ Teacher Self-assessment of practice Date:

☐ Teacher Self-assessment of a lesson Date:

Teacher Name: *Date:*

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
1a: Demonstrating knowledge of content and pedagogy	*Plans and practices reflect little to no knowledge of the content and little to no evidence of understanding the core/managed curricula or the principles of learning. Does not build on knowledge of students and misconceptions when describing instruction or seeking causes for student misunderstanding.*	*Plans and practices reflect some knowledge of content and a basic understanding of the core/managed curricula and with limited reflection of the principles of learning.* *Attempts with little success to build on knowledge of prerequisites and misconceptions when describing instruction and/or seeking causes for student misunderstanding.*	*Plans and practices reflect solid knowledge of content and an understanding of the core/managed curricula, which is mostly informed by the principles of learning. Strives to build on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.*	*Plans and practices clearly and consistently reflect extensive knowledge of content through a rich understanding of the core/managed curricula, which is informed by the principles of learning. Consistently builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.*
1b: Demonstrating knowledge of students	*Demonstrates little or no evidence of ability to infuse knowledge of students' backgrounds, cultures, performance data, language proficiency, interests, and special needs from a variety of sources, in the design and delivery of differentiated instruction.*	*Sometimes demonstrates an ability to infuse knowledge of students' backgrounds, cultures, performance data, language proficiency, interests, and special needs from a variety of sources, in the design and delivery of differentiated instruction.*	*Often demonstrates an ability to infuse knowledge of students' backgrounds, cultures, performance data, language proficiency, interests, and special needs from a variety of sources, in the design and delivery of differentiated instruction.*	*Demonstrates in a consistent and reliable manner the ability to infuse* *knowledge of students' backgrounds, cultures, performance data, language proficiency, interests, and special needs from a variety of sources, in the design and delivery of differentiated instruction.*
1c: Setting instructional outcomes	*Instructional outcomes are unclear, not rigorous, and/or represent low expectations. Activities are planned without learning goals. District curriculum and/or assessments are not implemented properly. Outcomes are not measureable.*	*Instructional outcomes are partially clear, demonstrating limited rigor and reflect moderate expectations. Activities are planned with some relationship to learning goals. District curriculum and/or assessments are implemented at a minimal level. Some outcomes are measureable.*	*Instructional outcomes are clear, reflecting rigorous learning and curriculum standards. They are suitable for the students in the class, represent different styles of learning, and are capable of assessment. Activities align with learning goals. District curriculum and assessments are implemented at an appropriate level. Most outcomes are measurable.*	*Instructional outcomes are clearly stated as goals that are assessed, reflecting high expectations, rigorous learning, and curriculum standards. They represent different styles of learning, offer opportunities for connecting learning in multiple content areas, and take into account cultural and learning styles of students. Activities align and enhance learning goals. Curriculum and assessment are implemented at a high level. All outcomes are measurable in diverse ways.*
1d: Demonstrating knowledge of resources	*Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them.*	*Demonstrates some familiarity with resources available through the curriculum, school, or district to enhance own knowledge, to use in teaching, or for students who need them.*	*Demonstrates full awareness of the resources available through the curriculum, school, or district to enhance own knowledge, to use in teaching, or for students who need them.*	*Seeks out resources in and beyond the curriculum, school, or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.*
1e: Planning coherent instruction	*Does not use or rarely uses the District's approved curricula and poorly aligns lessons to the District's instructional outcomes. The lesson engages few to no students and does not have a coherent structure.*	*Inconsistently uses some of the District's approved curricula to design a series of differentiated learning experiences which are partially aligned to the District's instructional outcomes. The lesson has a recognizable structure, is suitable to the needs of some students. The lesson engages some learners.*	*Consistently uses the District's approved curricula and resources to plan a series of differentiated learning experiences aligned to the District's instructional outcomes and ability levels of students. The lesson structure is clear and engages most learners.*	*Consistently and effectively uses the District's approved curricula and resources to plan a series of differentiated learning experiences aligned to the District's instructional outcomes, differentiated when appropriate to make them suitable to all learners. Designs and implements instruction which engages all learners.*

Teacher Name: *Date:*

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
1f: Designing ongoing formative assessments	*Plan for student assessment is not aligned with District's curricula and standards; does not communicate criteria to students; is not appropriate to meet the needs of students; and/or does not take into account the racial and cultural diversity of students. Has shown no or little evidence that s/he uses assessment results to plan differentiated instruction.*	*Plan for student assessment is partially aligned with District's curricula and standards; communicates criteria to students; is somewhat appropriate to the needs of students; and somewhat acknowledges the racial and cultural diversity of students. Inconsistently uses assessment results to plan for differentiated instruction.*	*Plan for student assessment is aligned with District's curricula and standards; communicates clear criteria to students; is appropriate to the needs of students; and takes into account the racial and cultural diversity of students. Consistently uses assessment results to plan for differentiated instruction.*	*Plan for student assessment is designed and co-constructed with students, where appropriate. Student assessment is aligned with District's curricula and standards; communicates clear criteria to students; is appropriate to the needs of students; and takes into account the racial and cultural diversity of students. Consistently and effectively uses assessment results to plan for differentiated instruction.*
Domain 1 Evidence:				

Teacher Name: *Date:*

Domain 2: The Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
2a: Creating a learning environment of respect and rapport	*Classroom interactions among teacher and students demonstrate negativity, inappropriateness or insensitivity to students' cultures, race and/or levels of development. Little to no attempt is made to encourage students to treat each other with civility.*	*Classroom interactions among teacher and students demonstrate little regard and respect for one another, reflecting limited amounts of warmth and caring; acknowledgement of students' cultures, race and levels of development may not be present. Inconsistent attempts are made to encourage students to treat each other with civility.*	*Classroom interactions among teacher and students demonstrate a general regard and respect for one another, reflecting warmth and caring with acknowledgement of students' cultures, race, and levels of development. Consistently attempts to encourage students to treat each other with civility.*	*Classroom interactions among teacher and students demonstrate a high regard and respect for one another, consistently reflecting genuine warmth and caring with sensitivity to students' cultures, race, and levels of development. Students ensure high levels of civility among members of the class. Consistently and effectively encourages students to treat each other with civility.*
2b: Establishing a culture for learning	*Fails to create a culture for learning characterized by low expectations and low rigor. Students do not believe in the importance of the subject and show little or no pride in their work.*	*Creates and maintains a culture of modest expectations and rigor for learning, in which some students share a belief in the importance of the subject. Some students demonstrate an understanding that important outcomes can be achieved only by hard work and exhibit pride in their work.*	*Creates and maintains a culture of high expectations and rigorous learning in which most students share a belief in the importance of the subject. Most students demonstrate an understanding that important outcomes can be achieved only by hard work and exhibit pride in their work.*	*Creates and maintains a culture of high expectations for rigorous learning in which all students share a belief in the importance of the subject. All students demonstrate an understanding that important outcomes can be achieved only by persistent hard work and exhibit pride in their work and the work of the learning community.*
2c: Managing classroom procedures	*Evidence of ineffective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties which result in the significant loss of instructional time. There is no evidence that students are involved in the operation of the classroom. The learning environment does not support the students' use of self-management strategies.*	*Evidence of partially effective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties which result in the loss of some instructional time. Some students are involved in the operation of the classroom. The learning environment partially supports students' use of self-management strategies.*	*Evidence of effective classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties that ensure little instructional time is lost. Students contribute to the operation of the classroom. The learning environment supports most students' use of self-management strategies.*	*Evidence of highly effective classroom routines, procedures for transitions, handling of supplies, and performance of non-instructional duties that ensure maximum instructional time. Students facilitate the seamless operation of the classroom. The learning environment supports all students' use of self-management strategies.*
2d: Managing student behavior	*There is little or no evidence that standards of conduct have been established. There is little or no teacher monitoring of student behavior. Response to student misbehavior is reactive, disrespectful, culturally insensitive, or inconsistent in attempting to hold students accountable to the learning community.*	*There is some evidence that the teacher has made an effort to establish standards of conduct for students. Inconsistently monitors student behavior and responds to student misbehavior in an attempt to hold students accountable to the learning community.*	*There is consistent evidence that standards of conduct are evident and clear to the students. The teacher monitors student behavior against those standards. Response to misbehavior is consistent, respectful, and culturally sensitive to the student's dignity, and holds students accountable to the learning community.*	*Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and proactive. Response to student misbehavior is culturally sensitive, respectful, and highly consistent to individual student needs. Students monitor their own and their peers' behavior, correcting one another respectfully, ensuring accountability to the learning community.*
2e: Organizing physical space	*The classroom is unsafe or is not conducive to learning. There is poor alignment between the physical environment and the lesson activities. There is no access to or little use of learning materials.*	*The classroom is safe. The space is partially conducive to learning. The teacher may attempt to modify the physical arrangement to suit learning activities. There is limited access to or some use of learning materials.*	*The classroom is safe and conducive to learning. The teacher consistently ensures that the physical arrangement is appropriate to learning activities. Students regularly have access to and use learning materials.*	*The classroom is safe, conducive to learning, and student-centered. The teacher consistently and thoroughly ensures that the physical arrangement is designed to maximize learning activities. Students participate in the effective organization of the classroom. Students easily have access to and demonstrate effective use of materials.*

Domain 2 Evidence:

Teacher Name: *Date:*

Domain 3: Teaching and Learning

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3a: Communicating with students	*Expectations for learning, directions and procedures and explanations of content are unclear or confusing to students. The teacher uses language that is inconsistent or inappropriate to students' diverse cultures and/or levels of development.*	*Expectations for learning, directions and procedures and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate, relevant, or respectful to students' diverse cultures or levels of development.*	*Expectations for learning, directions and procedures and explanations of content are clear, equitable, and understood by all students. Communications are clear and expressive, relevant and respectful of students' diverse cultures and levels of development.*	*Expectations for learning, directions and procedures, and explanations of content are consistently clear, equitable, and understandable to all students. Teacher's oral and written communications are clear and expressive, relevant and respectful to students' diverse cultures and levels of development, and anticipates possible misconceptions and misunderstandings.*
3b: Using questioning and discussion techniques	*Questions reflect low expectations for some or all students and are disconnected to the students' cultures and prior knowledge. Students are minimally engaged in discussion. Rarely uses questioning techniques to encourage student-to-student discussions or move student thinking forward and rarely responds to student misconceptions.*	*Some questions reflect high expectations for students that require them to think, problem-solve, and defend conjectures and opinions.* *The teacher attempts to engage students in accountable talk. Some questions are connected to prior knowledge. Inconsistently uses questioning techniques to encourage student-to-student discussions and move student thinking forward and sometimes responds to student misconceptions.*	*Majority of questions reflect high expectations for students, requiring students to think, problem-solve, and defend conjectures and opinions.* *The teacher equitably engages students in discussion through connections to the students' cultures and prior knowledge and is generally successful in engaging student in accountable talk. Consistently uses a variety of questioning techniques to encourage student-to-student discussions and move student thinking forward and regularly responds to student misconceptions.*	*Questions clearly and consistently reflect high expectations for all students requiring students to think, problem-solve, defend conjectures and opinions, and be accountable to the learning community. Equitably engages all students in accountable talk through connections to the students' cultures and prior knowledge. Consistently and effectively uses wide variety of questioning techniques to encourage student-to-student discussions and move student thinking forward and regularly responds to student misconceptions with clarity and precision.*
3c: Engaging students in learning	*Little to none of the activities, assignments and student talk is rigorous or challenges all students equitably and actively to construct explanations and test their understanding of concepts through a variety of techniques. The lesson is not adapted to the needs, styles, and diversity of students and it does not provide opportunities for student reflection and closure.*	*Some activities, assignments and student talk are rigorous and challenge students to actively construct explanations and test their understanding of concepts through a variety of techniques.* *Some of the lesson is adapted to the needs, styles, and diversity of all students and provides some opportunities for student reflection and closure.*	*Most activities, assignments and student talk are rigorous and challenge all students equitably and actively to construct explanations and test their understanding of concepts through a variety of techniques. Most of the lesson is adapted to the needs, styles, and diversity of most students and provides opportunities for student reflection and closure.*	*All activities, assignments, and student talk are rigorous and challenge all students equitably and actively to construct explanations and test their understanding of concepts through a variety of techniques. The lesson is adapted to the needs, styles, and diversity of all students and provides opportunities for student reflection and closure.*

Teacher Name: *Date:*

Domain 3: Teaching and Learning

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3d: Using assessment to inform instruction	*Little evidence that assessment is used during instruction, either through students' awareness of the assessment criteria, or in the systematic monitoring of progress by teacher or student. There is little to no reflection upon assessment data to inform re-teaching; rarely sets goals, self-assess or monitors student learning; rarely provides opportunity for self-remediation; rarely provides useful feedback to students either verbally or in writing.*	*Some evidence that assessment is used during instruction, with only some systematic monitoring of progress of learning by teacher and/or students. Students are aware of only some of the assessment criteria used to evaluate their work. Inconsistently reflects upon assessment data to inform re-teaching; inconsistently attempts to set goals, self-assess and monitors student learning; infrequently attempts opportunity for self-remediation; inconsistently provides useful written and/or verbal feedback that students make use of to enhance their learning.*	*Clear evidence that a variety of assessments are used regularly during instruction with systematic monitoring of progress. Students are aware of the assessment criteria used to evaluate their work. Provides opportunities for all students to self-assess learning against those criteria in order to reflect their growth as learners. Consistently reflects upon assessment data to adjust teaching, re-teaching and to provide enrichments. Consistently* assists students in setting rigorous goals, self-assess, monitor and know where they stand academically at all times; consistently analyzes data from a variety of sources and draws conclusions and shares them with students; frequently provides timely opportunity for self-remediation; consistently provides useful verbal and/or written feedback which students regularly make use of to enhance their learning.	*Clear and consistent evidence that a variety of assessments is regularly used during instruction. When appropriate, students are involved in establishing the criteria for proficient work. Students are highly knowledgeable about the assessment criteria. The teacher provides opportunities for all students to self-assess learning against the criteria in order to reflect their growth as learners.* Consistently and effectively reflects upon assessment data to adjust teaching, re-teaching and to provide enrichments; consistently and effectively assists students in setting rigorous goals, self-assess, monitor and takes responsibility for their progress; consistently and effectively uses charts to analyzes a variety of assessment data, draws accurate conclusions, and shares with students; provides highly informative written and/or verbal feedback which students consistently use to significantly enhance their learning.
3e: Demonstrating flexibility and responsiveness	*Rarely or never monitors or adjusts the lesson in response to formative assessment of student engagement and understanding to ensure learning. Rarely to never ensures the success of all students by rarely or never using an extensive repertoire of instruction strategies, or blames poor performance of students on home life, cultural differences, or community issues.*	*Inconsistently monitors or adjusts the lesson in response to formative assessment of student engagement and understanding to ensure learning. Inconsistently ensures the success of all students by utilizing a few instructional strategies, but does not significantly address the students' diverse differences in the classroom and explains poor performance of students on other circumstances.*	*Consistently monitors and/or adjusts the lesson in response to formative assessment of student engagement and understanding to ensure learning. Consistently ensures the success of all students by using an extensive repertoire of instructional strategies and incorporates practices that address the students' diverse differences in the classroom and accepts responsibility for student learning in most circumstances.*	*Consistently and effectively monitors and/or adjusts the lesson in response to formative assessment of student engagement and understanding to ensure learning. Consistently ensures the success of all students by using an extensive repertoire of instructional strategies and incorporates practices that address the students' diverse differences and accepts responsibility for student learning in all circumstances.*

Teacher Name: *Date:*

Domain 3: Teaching and Learning

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3f: Assessment results & student learning	*Rarely or never uses assessment results to inform, adjust instructional practices, diagnose, and monitor student learning. Does not or rarely implement intervention strategies. Shows minimal to no student growth academically or socially in the content area. Rarely or does not share data with students. Rarely and ineffectively uses multiple measures of student growth including both formative and summative data that may include student work artifacts, to demonstrate student learning. Student growth over time toward individual achievement goals, including academic, behavioral and/or social objectives, is not evident.*	*Inconsistently uses formative and summative assessment results with limited impact on instructional practices.* Reviews assessment data but inconsistently diagnoses and monitors students learning and implements some intervention strategies. Shows limited student growth academically and socially in the content area. Inconsistently shares data with students and inconsistently encourages student reflection. *Inconsistently uses multiple measures of student growth including both formative and summative data that may include student work artifacts to demonstrate student learning. Student growth over time towards individual achievement goals, including academic, behavioral and/or social objectives is inconsistent and/or random.*	*Consistently uses results from formative and summative assessments embedded in the curriculum to monitor student progress and differentiate instructional practices for groups of students. Consistently analyzes a variety of assessments to diagnose and monitor student learning and implements strategies to show growth academically and socially in the content area. Consistently shares data with students and encourages student reflection on results. Consistently uses multiple measures of student growth including both formative and summative data that may include student work artifacts to demonstrate student learning. Students consistently demonstrate growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.*	*Consistently and effectively uses a wide variety of formative and summative assessment results to differentiate instructional practices for individual students as well as groups of students. Progress is articulated and celebrated. Clearly and consistently analyzes a variety of assessments to diagnose, continuously monitor student learning and implement intervention strategies, to show growth academically and socially in the content area. Consistently and effectively shares data with students and encourages student reflection on results with students articulating accurately what is required for their improvement.* *Consistently uses to a high degree of multiple measures of student growth including both formative and summative data that may include student work artifacts to demonstrate significant student learning. Students consistently demonstrate significant growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.*
3g: Implementing lessons equitably	*Rarely or never implements culturally responsive instructional strategies to address racial and cultural achievement disparities among some students.*	*Inconsistently implements culturally responsive instructional strategies to address racial and cultural achievement disparities among students.*	*Consistently uses, culturally responsive instructional strategies to address racial and cultural achievement disparities among groups of students.*	*Consistently and effectively uses a wide array of culturally responsive instructional strategies to address racial and cultural achievement disparities among individual and groups of students.* *Students demonstrate a commitment to the culturally responsive learning community.*
Domain 3 Evidence:				

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on teaching and student learning	Rarely or never assesses the lesson's effectiveness, and the degree to which outcomes are met. Offers no suggestions for how a lesson could be improved.	Inconsistently assesses a lesson's effectiveness, and the degree to which outcomes are met. Offers some suggestions about how a lesson could be improved.	Consistently assesses the lesson's effectiveness, and the degree to which outcomes are met and can cite evidence to support the judgment. Offers adequate suggestions for lesson improvement.	Consistently and effectively assesses the lesson effectiveness and the degree to which outcomes are met, citing specific examples. Offers extensive suggestions for lesson improvement.
4b: System for managing students' data	Little to no evidence that the system of managing student data and monitoring student progress is in place.	Inconsistent evidence that the system of managing student data and monitoring student progress is in place.	Consistent evidence that the system of managing student data and monitoring student progress is effective.	Clear and consistent evidence that the system of managing student data and monitoring student progress is highly effective and students contribute to the discussion of its significance.
4c:Communicating with families	Fails to respond to the parent's/guardian's inquiries regarding the instructional program or the student and contacts are inappropriate in content and insensitive to cultural and/or race.	Responds to the parent's/guardian's inquiries in regard to the instructional program or student and contacts are culturally appropriate.	Initiates contact to inform the parent/guardian about the student and the instructional program and contacts are culturally appropriate.	Regularly contacts parent/guardian to inform them about the student and the instructional program and contacts are culturally appropriate.
4d: Participating in a professional community	Professional relationships with colleagues are negative or self-serving; teacher shows no evidence of and avoids participation in a culture of inquiry.	Professional relationships are appropriate and fulfill required school/district duties; little involvement in a culture of inquiry.	Professional relationships are evident. They are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry.	Professional relationships are evident and consistent. They are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry.
4e: Growing and developing professionally	Participates in few professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in some professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and contributions to the professional learning community are limited.	Actively participates in and/or pursues building, district, and other professional development opportunities, welcomes and incorporates feedback on performances Teachers participates actively in assisting other educators.	Actively and consistently pursues and/or participates in building, district and other professional development opportunities, welcomes and incorporates feedback. Teacher initiates important activities which contribute to the professional learning community.
4f: Showing professionalism	Professional interactions and practice are characterized by a lack of honesty, integrity, and awareness of student needs, and/or decisions that are self-serving, and/or do not comply with district initiatives. Does not dress appropriately.	Professional interactions and practice are characterized by honest, but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with district initiatives. Occasionally dresses inappropriately.	Professional interactions and practice are characterized by honesty, integrity, confidentiality and/or assurance that student needs are consistently met, participation in team or departmental decision-making, and contributes to a culture of continuous improvement in district initiatives. Consistently dresses professionally.	Professional interactions and practice display the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in encouraging a culture of continuous improvement in district initiatives. Always dresses professionally.
Domain 4 Evidence:				