

Standards of Effective Instruction: Domains & Rubrics Essential Standards—School Year 2012-2013



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

The MPS Standards of Effective Instruction are separated into four Domains. Each Domain has a set of rubrics that further illustrates accomplished teaching for that Domain. The rubric has four descriptors used with each domain defining levels of effectiveness: *Requires Attention, Developing, Proficient, or Exemplary* – and to help the teacher better understand the development of their practice.

DOMAIN 1: PLANNING AND PREPARATION

Indicator A: Learning targets aligned with standards and student data inform planning

- i. Plans units and lessons effectively*
- ii. Selects learning targets and activities*
- iii. Applies content knowledge and knowledge of how students learn*
- iv. Uses student data to inform planning*

Indicator B: Uses content, resources and student knowledge to design coherent instruction

- i. Designs coherent instruction*
- ii. Creates interdisciplinary and extended learning experiences*
- iii. Uses available resources and technology*
- iv. Designs culturally relevant instructional strategies*

Indicator C: Plans for assessment and differentiation

- i. Plans formative and summative assessments*
- ii. Plans for differentiation*

DOMAIN 2: CLASSROOM ENVIRONMENT

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations

- i. Creates a safe learning environment*
- ii. Establishes a culture of learning*
- iii. Creates a culture of persistence*

Indicator B: Establishes and maintains clear expectations for classroom and behavior management

- i. Establishes and maintains classroom routines and procedures*
- ii. Monitors and provides feedback on student behavior*

DOMAIN 3: CLASSROOM INSTRUCTION

Indicator A: Communicates learning targets and content effectively

- i. Uses content to promote learning*
- ii. Communicates learning targets and content*

Indicator B: Facilitates activities and discussions that promote high cognitive engagement

- i. Uses instructional strategies to engage students*
- ii. Uses questioning and discussion techniques*
- iii. Groups strategically*
- iv. Uses appropriate pacing and structure*

Indicator C: Uses varied assessment techniques to advance student learning

- i. Uses formative assessments to inform instruction*
- ii. Provides feedback to advance learning*
- iii. Promotes student self-assessment*

Domain 4: PROFESSIONAL RESPONSIBILITIES

Indicator A: Uses reflection, self-assessment, and feedback to improve instruction

- i. Uses self reflection to improve instruction*
- ii. Uses feedback to improve instruction*

Indicator B: Engages in professional development and collaboration with colleagues to promote a productive learning environment

- i. Participates in professional development*
- ii. Collaborates with colleagues*
- iii. Contributes to school and district culture for learning*

Indicator C: Maintains responsibilities and communication with families

- i. Ethical conduct*
- ii. Record keeping*
- iii. Organization and timeliness*
- iv. Communicates with families*
- v. Multi-cultural, cultural and linguistic understanding*

Rubrics: Levels of Effectiveness

- I. **Requires Attention** – Teacher relies on *ongoing* assistance and support to complete daily responsibilities. Teacher has difficulty internalizing effective teaching practices.
- II. **Developing** – Teacher is moving toward self-direction and independence. The teacher understands effective teaching practices and is beginning to directly apply knowledge and skill to planning, instruction and/or assessment.
- III. **Proficient** – Teacher is able to teach independently, internalizes feedback and easily applies what she/he is learning about teaching. The teacher is beginning to move beyond the classroom in developing teaching skill, forming collegial relationships and may be seen as an instructional leader among peers. The teacher plans and delivers lessons that involve the students in constructing their own learning and engages them in thinking and 21st century skills.
- IV. **Exemplary** – Teacher consistently and effectively excels in areas of teaching, professional growth, reflection, action research and pedagogical skills. The teacher at this level continually engages families and the broader community in the learning process. The teacher is often seen as an instructional leader among peers. **The teacher engages students in an active role in the design and implementation of classroom system, rituals, and routines.**

MPS Framework Vocabulary

Domains



Domain 1: Planning and Preparation

Indicators



Indicator 1A: Knowledge of Content

Elements



- i. Teacher content knowledge and knowledge of how students learn that content
- ii. Creating interdisciplinary and extended learning experiences
- iii. Knowledge of resources
- iv. Designing coherent instruction

With rubrics

Domain 1: Planning and Preparation

The teacher develops a comprehensive instructional sequence.

INDICATOR 1A: What will you teach?

Learning targets aligned with standards and student data inform planning

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Plans units and lessons effectively	<i>There is no evidence of planning daily, weekly and/or unit instruction.</i>	<i>Daily, weekly and/or unit planning is inconsistent.</i>	<i>Daily, weekly and/or unit planning is consistent and builds on students' prior knowledge and experience.</i>	<i>Daily, weekly and unit planning is consistent, thorough and builds on students' prior knowledge and experience.</i>
ii. Selects learning targets and activities	<i>Learning targets* are unconnected to content and MN standards, or are stated as activities.</i> <i>Learning activities are not aligned with learning targets.</i>	<i>Learning targets* are connected to learning activities and MN standards.</i> <i>Learning activities are aligned with learning targets. Learning activities include limited opportunities for students to engage.</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i> <i>Learning activities are aligned with learning targets. Learning activities include multiple opportunities for students to engage.</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning. Learning targets and activities reflect different types of learning.</i> <i>Learning activities are aligned with learning targets. Learning activities include a variety of opportunities for students to engage.</i>
iii. Applies content knowledge and knowledge of how students learn	<i>Teacher's knowledge of content is limited, which is demonstrated by content errors.</i>	<i>Teacher's knowledge of content and how students learn the content is generally accurate, but limits teacher's ability to anticipate common student misconceptions.</i>	<i>Teacher's knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.</i>	<i>Teacher's extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions.</i> <i>Teacher plans ways for students to assume responsibility for their own learning.</i>
iv. Uses student data to inform planning	<i>There is no evidence that the lesson design or learning targets have been informed by previous student data/work.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.</i>	<i>The learning targets and lesson design have been informed by an extensive analysis of classroom/grade and individual student data/work.</i>

*Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.

INDICATOR 1B: How will you teach the lesson?

Uses content, resources and student knowledge to design coherent instruction

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Designs coherent instruction	<p>Teaching strategies and/or learning activities are unsupportive of the learning targets.</p> <p>Instructional groups do not support the learning target(s).</p>	<p>Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence.</p> <p>Instructional groups partially support the learning target(s).</p>	<p>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</p> <p>Instructional groups support the learning target(s) and are planned to increase cognition.</p>	<p>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</p> <p>Instructional groups support the learning targets, are planned to increase cognition and give students ownership of learning.</p>
ii. Creates interdisciplinary and extended learning experiences	<p>No attempt to create connections to other content areas or disciplines.</p> <p>When homework is assigned, it is unsupportive of and/or not related to the intended learning targets</p>	<p>Limited connections are made to other content areas/disciplines.</p> <p>When homework is assigned, it emphasizes task completion or compliance and lacks clear connections to the intended learning targets</p>	<p>Connections with other content/areas disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.</p> <p>When homework is assigned, it expands students' understanding of the content and helps them reach mastery of one or more learning targets</p>	<p>Connections with other content areas/disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum. Opportunities to extend learning that connect to other content areas/disciplines and community life are provided.</p> <p>When homework is assigned it is relevant, expands understanding of the content, helps students master intended learning targets, and includes choices for students.</p>
iii. Uses available resources and technology	<p>Teacher does not utilize available resources.</p> <p>There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.</p>	<p>Teacher makes use of relevant resources within the school, district and/or community.</p> <p>Teacher uses technology to present information to students, but does not use technology to promote deeper engagement. Resources beyond core resources are minimally accessed.</p>	<p>Teacher makes use of relevant resources within the school, district and/or community.</p> <p>Use of technology and other resources promotes increased cognitive engagement, deeper conceptual understanding.</p>	<p>Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources for learning.</p> <p>Use of technology and other resources promotes increased cognitive engagement, deeper conceptual understanding. In addition, students have opportunity to use and adapt technology to enrich their understanding of the content.</p>
iv. Designs culturally relevant* instructional strategies	<p>Learning activities and/or instructional strategies demonstrate a misunderstanding/ misapplication of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</p>	<p>Learning activities and instructional strategies are informed by some of the following: knowledge of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</p>	<p>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</p>	<p>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</p> <p>Plans indicate opportunities for students and/or family input.</p>

*See page 9

INDICATOR 1C: How will you know if students learned what you taught?

Plans for assessment and differentiation

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Plans formative and summative assessments	<p>Planning indicates teacher has limited understanding of the role and use of formative assessment* to adapt instruction to student needs.</p> <p>Assessments are primarily summative and used for grading purposes.</p>	<p>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and/or activities.</p> <p>Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.</p>	<p>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities. Formative assessments are designed to help the teacher make immediate instructional adjustments.</p> <p>Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.</p>	<p>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities. Formative assessments are designed to help the teacher make immediate and future instructional adjustments.</p> <p>Plans indicate frequent opportunities for students to assess themselves and their peers against clearly established exemplars and/or performance criteria. Plans indicated opportunities for student involvement in the development of assessment criteria.</p>
ii. Plans for differentiation	<p>No evidence of differentiation** of learning experiences, content or product based on student data or otherwise documented student needs</p>	<p>Limited evidence of differentiation** of learning experiences, content or product based on student data or otherwise documented student needs</p>	<p>Planning of differentiation** is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences, content or product.</p>	<p>Planning of differentiation** is based on student data and takes into consideration the learning experience, content and product.</p>

*Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.

**Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

Domain 2: Classroom Environment

The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

INDICATOR 2A: How does your classroom promote a culture of learning?

Creates a respectful classroom culture of trust, safety and high expectations

Element	Requires Attention	Developing	Proficient	Exemplary
i. Creates a safe learning environment	Teacher creates a physical environment and/or classroom culture that is not safe and/or does not support the development of positive social and personal skills.	Teacher creates a physical environment and/or classroom culture that partially supports the development of positive social and personal skills. Teacher and students build positive relationships.	Teacher creates a physical environment and/or classroom culture that supports the development of positive social and personal skills. Teacher and students build positive relationships.	Teacher creates a physical environment and/or classroom culture that supports the development of positive social and personal skills. Teacher and students build positive relationships. Students assume the responsibility to create positive relationships that contribute to learning activities.
ii. Establishes a culture of learning	Teacher does not display or encourage enthusiasm or positive attitude for learning. Classroom instruction is characterized by low expectations and task completion.	Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students. Instructions and interactions convey only modest expectations for student learning and achievement.	The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students. Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.	Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge. Instructional outcomes and classroom interactions convey high expectations for all students. Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work.
iii. Creates a culture of persistence	No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success. No evidence that students are developing an ability to persevere through challenging or complex learning tasks.	Teacher takes responsibility for leading students to mastery of learning targets. There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.	Students and teacher take responsibility for achieving learning targets. Teacher provides support so that students persevere when challenged with complex learning activities.	Students and teacher take responsibility for achieving learning targets. Teacher provides support so that students persevere when challenged with complex learning activities. Students use problem solving and group skills to influence and guide others toward the learning target(s).

INDICATOR 2B: How do you manage your classroom?

Establishes and maintains clear expectations for classroom and behavior management

Elements	Requires Attention	Developing	Proficient	Exemplary
<p>i. Establishes and maintains classroom routines and procedures</p>	<p>Teacher does not clearly communicate directions and procedures.</p> <p>Students do not comply or are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.</p>	<p>Teacher establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time.</p> <p>Students comply minimally with procedures that are set and monitored by the teacher.</p>	<p>Teacher establishes clear expectations for classroom procedures. Transitions are organized and orderly. Most students adhere to procedures. Minimal instructional time is lost in handling non-instructional duties.</p>	<p>Teacher and students establish clear expectations for classroom procedures. Transitions are organized and orderly. Students assume responsibility for classroom routines and procedures that result in no loss of instructional time.</p>
<p>ii. Monitors and provides feedback on student behavior</p>	<p>Students receive behavior feedback that is neither constructive nor timely. Students receive little or no feedback on positive behavior.</p>	<p>Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.</p> <p>The teacher monitors student behavior but responses to behavior are not preventative.</p> <p>Students may be unclear about the behavior expectations. Instruction is disrupted by behavior incidents.</p>	<p>Students receive behavior feedback that is constructive and timely. Students receive frequent acknowledgement of positive behavior.</p> <p>The teacher monitors student behavior and responses to behavior are preventative and respectful.</p>	<p>Students receive behavior feedback that is constructive and timely. Students receive frequent acknowledgement of positive behavior.</p> <p>Student behavior is monitored and responses to behavior are preventative and respectful. Students assume responsibility for monitoring their behavior and the behavior of their peers.</p>

Domain 3: Classroom Instruction

The teacher engages students in learning and utilizes instructional strategies that help students understand content.

INDICATOR 3A: How do you communicate content to students?

Communicates learning targets and content clearly and effectively

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Uses content language to promote learning	<p>Teacher's use of content-specific vocabulary contains content errors showing a lack of content knowledge, which impedes learning. Explanation of content is not culturally relevant*.</p> <p>Students do not use content-specific vocabulary or are not encouraged to use content-specific vocabulary by the teacher.</p>	<p>Teacher uses content-specific vocabulary that is accurate; however, the use of culturally relevant* content explanations are limited/ inconsistent.</p> <p>Students inconsistently use the content-specific vocabulary or are minimally encouraged to use content vocabulary by the teacher.</p>	<p>Teacher uses accurate, culturally relevant* content-specific vocabulary to increase student understanding and cognitive engagement.</p> <p>Students use content-specific vocabulary during class conversations and/or are encouraged to use content vocabulary by the teacher.</p>	<p>Teacher's accurate use of content-specific language contributes to student use and acquisition of content and vocabulary while enriching the lesson.</p> <p>Students have internalized the content-specific language and use it in dialogue. Students promote cultural relevance* by explaining language and cultural nuances/context to their peers.</p>
ii. Communicates learning targets and content	<p>Learning targets and/or explanations of the content are unclear, inappropriate, or missing; expectations or directions are unclear.</p>	<p>Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.</p>	<p>Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail.</p> <p>Students can articulate the learning targets and understand directions.</p>	<p>Teacher's explanation of content is creative and connected to students' knowledge and experience. Students contribute by explaining content to their peers.</p> <p>Students understand directions; students may develop directions and procedures when appropriate to the activity.</p>

* Culturally relevant strategies provide education within the framework of culture (rather than culture in the framework of education) by considering the applicability of teaching materials, methods or programs to students' ethnicity, social status, gender, religion, home and community environment, and/or personal experiences, so that we create learning environments that build upon the language, experiences, learning styles and strengths of students.

**INDICATOR 3B: What strategies do you use to engage students and promote their ownership of learning?
Facilitates activities and discussions that promote high cognitive engagement**

Elements	Requires Attention	Developing	Proficient	Exemplary
<p>i. Uses instructional strategies* to engage students in learning</p>	<p>Students are minimally engaged or disengaged in the lesson.</p> <p>Students do not have opportunities to practice, apply or demonstrate that they are learning.</p>	<p>Students may be behaviorally engaged, but are inconsistently engaged in rigorous and relevant learning experiences.</p> <p>Higher order thinking demand is infrequent in instruction and discussion. Instructional strategies* are not aligned with learning targets and/or do not promote learning for some students. Differentiation is based on students' level of understanding.</p> <p>Students have limited opportunities to practice, apply and demonstrate that they are learning.</p>	<p>Students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline.</p> <p>Instructional strategies* are aligned with learning targets and promote learning for all students. Differentiation of instruction is based on each student's level of understanding.</p> <p>Students have opportunities to meaningfully practice, apply and demonstrate that they are learning.</p>	<p>All students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline.</p> <p>Students initiate experiences to increase relevance and cognition. In addition to differentiated and aligned instructional strategies* and group work, the lesson provides appropriate options for student initiative and choice.</p> <p>Students have opportunities to meaningfully practice, apply and demonstrate that they are learning.</p>
<p>ii. Uses questioning and discussion techniques</p>	<p>Classroom questioning techniques result in student recitation with low cognitive challenge. A few students dominate the conversations.</p>	<p>Students receive a mixture of low and high cognitively challenging questions irrespective of current and desired level of understanding.</p> <p>Student discussions provide limited evidence of cognitive engagement.</p> <p>Student mistakes and misconceptions are addressed.</p> <p>Teacher attempts to engage all students.</p>	<p>Students receive low and high cognitively challenging questions, deliberately posed by the teacher based on current and desired level of understanding.</p> <p>Student discussions provide evidence of cognitive engagement.</p> <p>Student mistakes and misconceptions are addressed.</p> <p>All students are held accountable to answer questions. Volunteers and non-volunteers are called on.</p>	<p>Students receive low and high cognitively challenging questions, deliberately posed by the teacher based on current and desired level of understanding. Students also formulate questions.</p> <p>Student discussions provide evidence of cognitive engagement. Students initiate, participate and lead academic discussions. All students are engaged in learning through conversations.</p> <p>All students are held accountable to answer questions. Volunteers and non-volunteers are called on.</p>

Elements	Requires Attention	Developing	Proficient	Exemplary
iii. Groups strategically	<p>Student grouping does not advance progress toward learning targets.</p> <p>Students do not receive guidance around group norms, routines and rules.</p> <p>Students do not use peers as resources and do not have success working together to achieve learning targets.</p>	<p>Student groupings promote limited positive engagement and minimally advance progress toward learning targets.</p> <p>Students are unclear of group norms, routines and rules.</p> <p>Students rarely use peers as resources and have mixed success working together to achieve learning targets.</p>	<p>Student groupings support cognitive engagement and instructional outcomes of lesson.</p> <p>Students understand group norms, routines and rules. Student adherence to group norms, routines and rules is monitored by the teacher.</p> <p>Students use peers as resources and work together to achieve learning targets.</p>	<p>Student groupings support cognitive engagement and instructional outcomes of lesson.</p> <p>Students understand group norms, routines and rules. Students self-monitor and adjust norms to ensure learning.</p> <p>Students use peers as resources and work together to achieve learning targets.</p>
iv. Uses appropriate pacing and structure	<p>The lesson has no evidence of a structure.</p> <p>Pacing of the lesson is too slow, too rushed or both. As a result, pacing hinders active engagement.</p>	<p>Lesson has a recognizable structure, however may be missing some components and is not taught using the gradual release of responsibility**.</p> <p>Students are limited in their opportunities to engage and reflect during the lesson.</p> <p>Pacing is generally appropriate for the class as a whole. Students who progress at different learning rates have limited opportunities for success within lesson structure.</p>	<p>Lesson has a coherent structure that includes all lesson components and is taught based on the gradual release of responsibility**.</p> <p>Students have opportunities for engagement and reflection during the lesson.</p> <p>Pacing is appropriate. Students who progress at different learning rates have opportunities for success within lesson structure.</p>	<p>Lesson has a coherent structure that includes all lesson components and includes the gradual release of responsibility**.</p> <p>Students have multiple opportunities for cognitive engagement and reflection during the lesson.</p> <p>Pacing is appropriate. Students who progress at different learning rates are provided many opportunities for success within lesson structure.</p>

*Instructional strategies can include the use of resources and/ or technology.

**For example "I do, we do, you do", "model, shared, guided, independent" or "Launch, Explore, Summary"

INDICATOR 3C: How do you utilize student data to advance each student's learning?

Uses varied assessment techniques to advance student learning

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Uses formative assessments to inform instruction	Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.	Teacher uses some formative assessment techniques to monitor student progress and adjusts instruction to help students master the learning targets.	Teacher uses formative assessment practices to monitor and adjust instruction. Teacher shows persistence with individual students and uses a repertoire of strategies to meet learning targets and the needs of all students.	Teacher and students use formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students. Teacher and students are persistent in applying a repertoire of learning strategies to attain the learning targets.
ii. Provides feedback to advance learning	Students receive nonspecific feedback that does not guide learning. Students receive feedback that is not timely .	Students receive specific feedback, but emphasis is on procedures, compliance or grades . Timeliness of feedback is inconsistent .	Students receive specific feedback that promotes cognition . Feedback is provided in a timely manner to all students.	Students receive specific feedback that promotes cognition. Students provide feedback to each other that promotes learning. Feedback is provided in a timely manner to all students.
iii. Promotes student self-assessment	Students do not engage in self-assessment. Expectations for student learning and assessment criteria are not provided .	Students are generally aware of their own level of achievement against established expectations for student learning and established assessment criteria.	Students frequently assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.	Students frequently assess and monitor the quality of their own work and the work of their peers against established expectations for student learning and assessment criteria. Students continually revise their work and set goals to meet the expectations for learning.

Domain 4: Professional Responsibilities

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

INDICATOR 4A: How do you reflect on your teaching?

Reflects on teaching practice

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Uses self-reflection to improve instruction	Teacher does not effectively use reflection and self-assessment.	With guidance , teacher is able to use reflection and self-assessment to assess student learning. With guidance , teacher is able to describe how a lesson met goals and how adjustments could be made to meet the needs of most students in future lessons.	Teacher accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth.	Teacher accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth. Teacher models reflective practices for other educators, through peer coaching, sharing, facilitating or modeling in professional learning communities.
ii. Uses feedback to improve instruction	Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.	Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.	Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice. Uses reflection and self-assessment to thoughtfully assess instructional practices and student learning. Identifies alternative instructional approaches that will increase cognition and impact student learning.	Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice. This use of feedback changes practice that, in turn, enhances student learning. Consistently uses reflection and self-assessment accurately to thoughtfully assess instructional practices and student learning. Offers alternative instructional approaches, articulating probable success of different courses of action that will most impact student learning.

INDICATOR 4B: How do you continue to improve your practice?

Professional development

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Participation in professional development	Teacher does not contribute to or actively and consistently participate in professional learning activities or other activities designed to make the school a productive learning environment.	Teacher provides evidence of continual participation in professional learning activities. Participation results in implementation of practices from activities.	Teacher provides evidence of continual participation in relevant professional learning activities in varied formats. Implementation of practices from activities results in increased student learning.	Teacher creates and engages in meaningful professional growth activities for self; contributes and advocates to and for the learning of students, colleagues and the community
ii. Collaboration with colleagues	Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.	Teacher collaborates with colleagues to address student needs identified by data.	Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.	Teacher leads collaboration with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.
iii. Contributes to school and district culture of learning	Teacher does not support or acts as a negative force to the culture for professional learning at site and/or District.	Teacher occasionally contributes to development of a productive learning environment at the site and District levels.	Teacher contributes to development of a productive learning environment at the site and District level.	Teacher shows initiative, has made substantial contributions at the school and District levels, and serves as a positive role model.

INDICATOR 4C: How do you conduct yourself as a professional?

Professionalism

Elements	Requires Attention	Developing	Proficient	Exemplary
i. Ethical conduct	<i>There is documentation of violation of school and/or District policies and procedures.</i>	<i>Teacher complies with school and District policies and procedures and acts in a professional and ethical manner.</i>	<i>Teacher complies to school and District policies and procedures and models high standards of professional and ethical conduct.</i>	<i>Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.</i>
ii. Record keeping	<i>Records and reports are inaccurate and/or consistently late. Record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress or meet the system needs.</i>	<i>Record keeping is rudimentary and only partially effective in serving student and system needs. Routine school/district paperwork is completed in an inconsistent manner.</i>	<i>Record keeping is timely, complete and accurate. Has developed systems for recording and communicating individual student knowledge and skills.</i>	<i>Record keeping is timely, complete and accurate and involves student participation and interpretation as appropriate.</i>
iii. Organization and timeliness	<i>Teacher does not complete required and/or routine tasks /duties in a timely manner.</i>	<i>Teacher requires occasional reminders to complete required and/or routine tasks/duties.</i>	<i>Teacher completes required and/or routine tasks/duties in a well organized manner.</i>	<i>Teacher has developed systems for recording and communicating individual student knowledge, skills and learning goals. Completes required school/district paperwork in a well organized manner.</i>
iv. Communication with families	<i>Teacher has not established a pattern of communication with families of appropriate frequency and content. There is insufficient evidence of efforts to establish positive relationships with families.</i>	<i>Teacher responds appropriately to family requests for communications regarding student progress. Interacts appropriately with families.</i>	<i>Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families. Displays sensitivity for families and involves families in problem solving. At times, confers with families to provide specific feedback to inform them of their student's progress.</i>	<i>Teacher develops systems for ongoing appropriate two-way interactions. Interactions are appropriate in frequency and focus on creating positive relationships with families. Communication with families involves students, displays sensitivity for families and involves families in problem solving. Teacher frequently confers with families to provide specific feedback on student progress.</i>
v. Multi-cultural, cultural and linguistic understanding	<i>Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose her or him to students' home languages and cultures.</i>	<i>Teacher has some experiences with students' home languages and cultures and demonstrates some understanding of the importance of this knowledge. Teacher understands how this knowledge and experience informs instructional practice and student achievement.</i>	<i>Teacher seeks out experiences with and understanding of students' home languages and cultures. Adapts instructional practices based on this knowledge and experience.</i>	<i>Teacher leads opportunities for other educators that increase experiences with and understanding of students' home languages and cultures. Adapts instructional practices based on this knowledge and experience.</i>

