

Marion County Instructional Evaluation System – Teacher Performance Rubrics

Domain 1: Planning and Preparation			
Component 1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of Content and Structure of Discipline, Prerequisite Relationships, and Content-Related Pedagogy</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -working understanding of how topics/concepts relate to one another and other disciplines -wide range of pedagogical approaches and anticipates student misconceptions 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -awareness of how topics/concepts relate to one another -wide range of pedagogical approaches 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -some awareness of prerequisite relationships among topics/concepts -limited range of pedagogical approaches 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -no awareness of prerequisite relationships among topics/concepts and content errors -no range of pedagogical approaches
Component 1b: Demonstrating Knowledge of Students <i>Knowledge of Child/Adolescent Development, Learning Process, Students' Skills and Knowledge, Language Proficiency, Interests, and Special Needs</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> - extensive-an understanding of developmental characteristics of individual students - extensive-an understanding of students' skills, knowledge, and language proficiency and applies knowledge to individual students, groups of students and the whole class - extensive-an understanding of students' special learning and medical needs, maintains records and utilizes information appropriately applying to individual students 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> - accurate-an understanding of developmental characteristics - accurate-an understanding of students' skills, knowledge and language proficiency and applies knowledge to groups of students as well as the whole class - accurate-an understanding of students' special learning and medical needs, maintains records and utilizes information appropriately 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> - a partial understanding of developmental characteristics - a partial understanding of students' skills, knowledge and/or language proficiency and applies knowledge to the class as a whole - a partial understanding of students' special learning and medical needs but may be inaccurate or incomplete 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> - no understanding of the developmental characteristics - no understanding of students' skills, knowledge and/or language proficiency -no understanding of students' special learning and medical needs

Component 1c: Setting Instructional Outcomes <i>Value, Sequence, Alignment, Clarity, Balance, and Suitability for Learners</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <p>-outcomes that represent high expectations and rigor, connected to a sequence of learning and written in the form of student learning both in the discipline and across disciplines</p> <p>-clearly identified, viable methods of assessment for all outcomes with use for future instruction</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-outcomes that represent high expectations connected to a sequence of learning and are written in the form of student learning</p> <p>-viable methods of assessment for most outcomes</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-outcomes that represent moderate expectations with some connection to a sequence of learning and/or inconsistently written in the form of student learning</p> <p>-only some outcomes that allow for viable inappropriate methods of assessment</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-outcomes that represent no or low expectations without a connection to a sequence of learning</p> <p>-no viable method of assessment</p>
Component 1d: Demonstrating Knowledge of Resources <i>Resources for Instruction and Student Use</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <p>- appropriate materials and resources that are designed to engage all students in meaningful learning support learning the standard and provide differentiated learning</p> <p>-evidence of appropriate use of available technology by students</p>	<p>Teacher's plans and practices display planning displays:</p> <p>- appropriate materials and resources that are designed to engage most students in meaningful learning to support learning the standard</p> <p>-evidence of appropriate use of available technology by teachers</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-inappropriate materials and resources that are designed to engage some students in meaningful to support learning the standard</p> <p>-limited use of available technology</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-no plan for materials and resources that do not engage students in meaningful to support learning the standard</p> <p>-little, no, or inappropriate use of available technology</p>
Component 1e: Designing Coherent Instruction <i>Learning Activities and Lesson and Unit Structure</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <p>-learning activities that represent high cognitive challenge with differentiation for individual students</p> <p>-a highly coherent structure and progression of detailed lesson and/or unit plan with appropriate structure and progression</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-learning activities that represent cognitive challenge with differentiation for groups of student</p> <p>-a defined structure and progression of the lesson and/or unit plan with appropriate structure and progression</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-some learning activities that represent a cognitive challenge, but with little or no differentiation for groups of students</p> <p>-lesson or unit plan with some structure and/or uneven progression</p>	<p>Teacher's plans and practices display planning displays:</p> <p>-learning activities that are not suitable for learning outcomes</p> <p>-lesson or unit plan has no clearly defined structure</p>

Component 1f: Designing Student Assessments <i>Congruence with Instructional Outcomes, Criteria and Standards, Design of formative Assessments</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -an assessment approach that fully aligns with instructional outcomes in both content and process -assessment criteria and standards that are clear to students and align with instructional outcomes -a well-developed plan for use of formative assessment which includes instructional outcomes that is utilized by both students and the teacher 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -an assessment approach that aligns with most instructional outcomes -assessment criteria and standards that are clear and align with instructional outcomes -a well-developed plan for use of formative assessment which includes instructional outcomes by the teacher to drive instruction 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -an assessment approach that does not fully aligns with some instructional outcomes -assessment criteria and standards that have been developed, but are not clear -a rudimentary plan for use of formative assessment which includes only some instructional outcomes 	<p>Teacher's plans and practices display planning displays:</p> <ul style="list-style-type: none"> -an assessment approach that does not align with instructional outcomes -a lack of assessment criteria and standards -no plan to incorporate formative assessment in the lesson or unit
Domain 2: The Classroom Environment			
Component 2a: Creating an Environment of Respect and Rapport <i>Teacher Interaction with Students and Student with Student Interactions</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Interactions display:</p> <ul style="list-style-type: none"> -teacher interactions with students that reflect genuine caring and respect are respectful and caring -student respect and trust for the teacher by the students -respect, genuine caring and politeness between among students 	<p>Interactions display:</p> <ul style="list-style-type: none"> -teacher interactions with students that are friendly and demonstrate respectful -respect for the teacher by the students -respect between among students 	<p>Interactions display:</p> <ul style="list-style-type: none"> -teacher interactions with students that are appropriate but may reflect occasional inconsistencies -only minimal respect for the teacher by the students -minimal respect between among students 	<p>Interactions display:</p> <ul style="list-style-type: none"> -negative, sarcastic or inappropriate interaction between the teacher and one or more students -a lack of respect for the teacher by the students -qualities of disrespect such as sarcasm, conflict and put downs between among students

Component 2b: Establishing a Culture for Learning <i>Importance of Content, Expectations for Learning and Achievement, and Student Pride in Work</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices:</p> <ul style="list-style-type: none"> - inspire the active participation, <u>and</u> curiosity <u>and initiative</u> of the students toward the content -result in the internalization of high expectations by students - result in students' attention to detail, <u>pride in their work and a desire to continually improve with students taking pride in their work</u> 	<p>Teacher's practices:</p> <ul style="list-style-type: none"> - reflect enthusiasm toward the content -display high expectations for students - result in students' acceptance of the teacher's insistence of high quality work <u>with students demonstrating pride in that work</u> 	<p>Teacher's practices:</p> <ul style="list-style-type: none"> - reflect little conviction toward the content -display moderate expectations for students - result in minimal commitment by students to do quality work 	<p>Teacher's practices:</p> <ul style="list-style-type: none"> - reflect a negative attitude toward the content -display low expectations for some students - result in no commitment by students to do quality work
Component 2c: Managing Classroom Procedures <i>Management of Instructional Groups, Transitions, Materials/Supplies, Non-Instructional Duties, and Supervision of Paraprofessionals and Volunteer</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -students <u>engaged productively -involved</u> in learning during independent or group work with students taking responsibility for productivity -students assuming responsibility for efficient transitions -students assuming some responsibility for the efficient handling of materials/supplies with no loss of instructional time - students assuming some responsibility for performing non-instructional duties with no loss of instructional time -volunteers/paraprofessionals making a substantial contribution to the instructional environment 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -<u>most</u> students productively <u>engaged-involved</u> in learning during independent or group work -transitions that are smooth with no loss of instructional time -efficient handling of materials/supplies with little or no loss of instructional time - efficient systems for performing non-instructional duties with little or no loss of instructional time -volunteers/paraprofessionals productively and independently engaged during the entire class 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -some students productively <u>engaged-involved</u> in learning during independent or group work -some loss of instructional time during transitions -inconsistent handling of materials/supplies with some loss of instructional time - some loss of instructional time performing non-instructional duties -volunteers/paraprofessionals with poorly defined duties 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -students not productively <u>engaged-involved</u> in learning during independent or group work -chaotic transitions with significant loss of instructional time -inefficient handling of materials/supplies with significant loss of instructional time -considerable loss of instructional time performing non-instructional duties -volunteers/paraprofessionals with no clearly defined duties

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Component 2d: Managing Student Behavior <i>Expectations, and Monitoring and Responding to Student Behavior</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -clearly established standards of conduct with students promoting peer compliance -preventative <u>proactive</u> monitoring of student behavior -student behavior is entirely appropriate or response to misbehavior that is <u>highly</u> appropriate and sensitive to individual students' needs; or student behavior is entirely appropriate 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -clearly established standards of conduct with consistent compliance -monitoring of student behavior at all times -student behavior is generally appropriate or response to misbehavior that is appropriate; or student behavior is generally appropriate 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -established standards of conduct with inconsistent compliance -some monitoring and awareness of student behavior, but some inappropriate student behavior is missed -response to misbehavior that is attempted but with uneven results 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -no standards of conduct -no monitoring or a lack of awareness of student behavior -no response or incorrect response to misbehavior
Component 2e: Organizing Physical Space <i>Safety, Accessibility and Use of Physical Space</i>			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> - classroom that is safe with students following procedures to ensure that learning is accessible to all students -both teacher and students effectively use furniture and <u>physical</u> space to advance learning 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> - classroom that is safe and accessible to all students - teacher effectively uses furniture and <u>physical</u> space to advance learning 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -classroom that is safe and accessible to most students -teacher makes adequate use of physical space, but the furniture is not purposefully arranged with a focus on student learning 	<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -classroom that is unsafe and not accessible to some students -furniture arrangements that inhibit student learning or the teacher makes poor use of physical space

Domain 3: Instruction

Component 3a: Communicating with Students

Use of Oral and Written Language for Expectations, Directions, Procedures, and Explanations of Content

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -clear purpose for lesson or unit, including where it is situated within broader learning and relevance-to <u>motivates the</u> student -clear directions and procedures to students that anticipate student misunderstanding -explanation of content connects with students' knowledge and experience and provides opportunities for students to explain to peers -spoken and written language that conforms to standard English and is <u>engaging motivating</u> to students -vocabulary that enriches the lesson and extends students' vocabulary 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -clear purpose for lesson or unit, including where situated within broader learning -clear directions and procedures to students <u>with clarification as needed</u> -explanation of content that connects with students' knowledge and experience -spoken and written language that conforms to standard English and is understood by the students -vocabulary is appropriate to students' ages and interests 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -attempts to explain purpose for lesson or unit with limited success -confusing directions and procedures that are clear to students after clarification -uneven explanation of content <u>with no connection to student knowledge and experience</u> -spoken and written language that conforms to standard English but may not be understood by students -vocabulary is not appropriate to students' ages and interests 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -unclear purpose for lesson or unit -confusing <u>no</u> directions and/or procedures -confusing explanation of content -written and spoken language that contains grammatical errors and/or is inaudible or illegible -vocabulary is not appropriate or is used inappropriately

Component 3b: Using Questioning and Discussion Techniques

Quality Questions, Engaging Discussion Techniques, Ensuring Student Participation

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
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<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -questions that are consistently high quality with balanced cognitive challenge, adequate response time and persistence in soliciting responses -discussion among all students focused on content with students formulating questions and initiating discussions 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -cognitively balanced questions with adequate response time -discussion among all students focused on content 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -questions that are of mixed quality with only low cognitive challenge and/or inadequate response time -discussion among students with uneven unfocused results 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -questions that are poor quality and/or of only low cognitive challenge with inadequate response time or no questions posed -no student discussion and/or allows off topic conversations
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Component 3c: Engaging Students in Learning
Activities, Assignments, Grouping of Students, Use of Instructional Materials and Resources, Structure and Pacing

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices display:</p> <ul style="list-style-type: none"> - activities and assignments that are appropriate and actively engaging to all allowing students to choose, initiate or adapt activities to enhance their understanding in learning -instructional groups (whole group, small group, individual, etc.) that are productive and appropriate to instructional purposes with students taking ownership of the group's learning -instructional materials and resources that enhance student learning and engagement -appropriate lesson structure and pacing allowing for student closure and reflection 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> - activities and assignments that are appropriate and engaging to all students in learning -instructional groups (whole group, small group, individual, etc.) that are productive and appropriate to instructional purposes -instructional materials and resources that are appropriate -appropriate lesson structure and pacing with closure 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -activities and assignments that are appropriate and engaging for some students in learning -instructional groups (whole group, small group, individual, etc.) that are partially appropriate or moderately successful to the instructional purposes -instructional materials and resources that are partially appropriate -inconsistent/inappropriate lesson structure and pacing with no closure 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -activities and/or assignments that are inappropriate and/or do not engaging students in learning -instructional groups (whole group, small group, individual, etc.) that are inappropriate or nonexistent to instructional purposes -Instructional materials and resources that are inappropriate or nonexistent -no defined lesson structure

Component 3d: Using Assessment in Instruction
Assessment Criteria, Monitoring of Student Learning, Feedback to Students, Student Self-Assessment and Monitoring of Progress

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
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<p>Teacher's practices result in:</p> <ul style="list-style-type: none"> -awareness by all students of criteria and performance standards by which work will be evaluated and where their own performance is in relation to the standard - students monitoring their own progress -students utilizing teacher feedback to enhance the quality of their work -students assessment assess of their progress and utilize use their data to enhance their learning 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -awareness by all<u>most</u> students of criteria and performance standards by which work will be evaluated - consistent monitoring of student progress <u>by the teacher</u> -consistent and timely feedback to students -consistent opportunities for student self-assessment 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -awareness by some students of criteria and performance standards by which work will be evaluated - inconsistent monitoring of student progress -inconsistent feedback to students -occasional or inconsistent opportunities for student self-assessment 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -a lack of student awareness of criteria and performance standards by which work will be evaluated -<u>no</u> evidence of monitoring student progress -no, poor <u>quality</u>, or untimely feedback to students -no opportunity for student self-assessment
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Component 3e: Demonstrating Flexibility and Responsiveness
Lesson Adjustment, Response to Students, and Persistence

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -lesson adjustment that occurs with no loss of instructional time or none is needed - accommodates students' questions or interests in a manner that enhances student learning -persistent differentiation using an extensive repertoire of instructional strategies 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -lesson adjustment that occurs or none is needed - accommodation of students' questions or interests -persistent differentiation using a variety of instructional strategies 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -attempt to adjust the lesson as needed with partial success - accommodation of students' questions or interests with some loss of instructional time - limited differentiation using a limited repertoire of instructional strategies 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -no evidence of lesson adjustment when a change is clearly needed -no attempt to accommodate or accommodates students' questions or interests with significant loss of instructional time -no differentiation

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Accuracy and Use in Future Teaching

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's reflections display:</p> <ul style="list-style-type: none"> - thoughtful and accurate assessment of a lesson's effectiveness in achieving instructional outcomes and can cite specific examples from the lesson to support his/her judgment - offers specific suggestions about how a lesson could be improved drawing on extensive repertoire of skills 	<p>Teacher's reflections display:</p> <ul style="list-style-type: none"> - accurate assessment of a lesson's effectiveness in achieving instructional outcomes - makes a few specific general suggestions about how a lesson could be improved 	<p>Teacher's reflections display:</p> <ul style="list-style-type: none"> - inconsistent impression of a lesson's effectiveness in achieving instructional outcomes - makes general inaccurate suggestions about how a lesson could be improved 	<p>Teacher's reflections display:</p> <ul style="list-style-type: none"> - a lack of understanding of whether or not a lesson was effective in achieving instructional outcomes -no suggestions about how a lesson could be improved

Component 4b: Maintaining Accurate Records
Student Completion of Assignments and Progress in Learning, and Non-Instructional Records

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher's practices display:</p> <ul style="list-style-type: none"> -effective system for maintaining information on student completion of assignments including a system where students take responsibility for their assignments -system for maintaining information on student progress in learning is fully effective and allows for independent monitoring by students - effective system for maintaining information on non-instructional records and students contribute to its maintenance 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> - effective system for maintaining information on student completion of assignments -effective system for maintaining information on student progress in learning - effective system for maintaining non-instructional records 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> - rudimentary and/or partially effective system for maintaining information on student completion of assignments -rudimentary and/or partially effective system for maintaining information on student progress in learning -rudimentary and/or partially effective system for maintaining non-instructional records 	<p>Teacher's practices display:</p> <ul style="list-style-type: none"> - ineffective system for maintaining information on student completion of assignments -no system ineffective system for maintaining information on student progress in learning or the system is in disarray - ineffective system for maintaining non-instructional records resulting in errors and/or confusion

Component 4c: Communicating with Families
Information about the Instructional Program and Individual Students, and Engagement of Families in the Instructional Program

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
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<p>Teacher's practices provide:</p> <ul style="list-style-type: none"> -on-going and current information to families about the instructional program and student progress -frequent and on-going response to family concerns about students 	<p>Teacher's practices provide:</p> <ul style="list-style-type: none"> - current information to families about the instructional program and student progress -timely and sensitive response to family concerns about students 	<p>Teacher's practices provide:</p> <ul style="list-style-type: none"> - inconsistent or untimely information to families about the instructional program and student progress - untimely response or response with limited sensitivity to family concerns about students 	<p>Teacher's practices provide:</p> <ul style="list-style-type: none"> - little or no information to families about the instructional program and student progress - insensitive or no response to family concerns about students
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Component 4d: Participating in a Professional Community (All rating in this area can be achieved during contract hours.)
Relationships with Colleagues, Involvement in a Culture of Professional Inquiry, and Participation in School and District Projects

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<p>Teacher:</p> <ul style="list-style-type: none"> -relationships with colleagues are <u>positive and professional</u> characterized by <u>selfless</u> support and <u>cooperation initiate collaboration</u> - takes a leadership role in promoting a culture of professional inquiry -participates in school events and/or district projects, making a <u>substantial</u> contribution, and assuming a leadership role in at least one aspect of school life 	<p>Teacher:</p> <ul style="list-style-type: none"> -relationships with colleagues are <u>characterized by mutual support and cooperation positive and professional and participates in collaboration</u> -actively participates in a culture of professional inquiry -participates in school events and/or district projects making a contribution 	<p>Teacher:</p> <ul style="list-style-type: none"> - relationships with colleagues may be cordial, but are <u>self-serving or</u> unproductive -becomes involved in the school's culture of professional inquiry when invited to do so - participates in school events only when specifically asked to do so 	<p>Teacher:</p> <ul style="list-style-type: none"> - relationships with colleagues are negative <u>or unproductive</u> -avoids participation in a culture of professional inquiry, resisting opportunities to become involved -does not become involved in school events

Component 4e: Growing and Developing Professionally
Enhancement of Content Knowledge and Prerequisite Skill, Receptivity to Feedback, Service to Profession

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
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Teacher: -seeks out opportunities for professional development, implements in the classroom, and shares successful practices with colleagues -welcomes feedback on teaching practice with evidence of application	Teacher: -participates in professional development activities with evidence of classroom implementation -welcomes feedback on teaching practice	Teacher: -participates in professional activities to a limited extent -reluctantly accepts feedback on teaching practice	Teacher: -engages in no professional development activities -resists feedback on teaching practice
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Component 4f: Showing Professionalism
Integrity and Ethical Conduct, and Decision Making

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Teacher: - displays high standards of honesty, integrity, and confidentiality with consistently good judgment and serves as a model for others -service to students is highly proactive, seeking out resources when needed -takes a positive and proactive role in ensuring that decisions and recommendations are based on consideration of all stakeholders -complies fully, positively and respectfully with school, district, state and federal regulations	Teacher: - displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public -actively serves students and works to ensure that all students receive a fair opportunity to succeed -decisions and recommendations are based on consideration of stakeholders -complies with school, district, state and federal regulations	Teacher: - interactions with colleagues, students and/or the public sometimes lack good judgment -inconsistently attempts to serve students -decisions and recommendations are based on limited consideration of stakeholders -inconsistently complies minimally with school, district, state and federal regulations	Teacher: -displays dishonesty and/or a complete lack of sound judgment in interactions with colleagues, students and/or the public -not alert to students' needs -makes decisions and recommendations contrary to the best interest of stakeholders -does not comply with school, district, state and federal regulations