Standards of Effective Instruction: Domains & Rubrics
Essential Standards—School Year 2013-2014

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. *Applies content knowledge and knowledge of how students learn*

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

i. *Designs coherent instruction*
ii. *Uses relevant resources and technology*
iii. *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 high cognitive expectations*
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 language to promote learning*
ii. *Communicates learning targets and directions*

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 purposefully*
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. *Demonstrates ethical conduct*
ii. *Keeps records*
iii. *Completes tasks in an organized and timely manner*
iv. *Communicates with families*
v. *Seeks cultural and linguistic information*

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.**

Vocabulary

Domain →

Indicator →

Element →

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 high cognitive expectations

iii. Creates a culture of persistence

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	*There is **no evidence of planning** daily, weekly and/or unit instruction.* *Learning targets* are **not aligned** to MN standards.*	*Daily, weekly and/or unit **planning is inconsistent**.* *Learning targets* are **aligned** to MN standards.*	*Daily, weekly and/or unit **planning is consistent, collaborative when possible** and builds on students' prior knowledge and experience.* *Learning targets* are assessable, aligned to MN standards and are **stated in terms of student learning**.*	*Daily, weekly **and** unit planning is consistent, **collaborative** and builds on students' prior knowledge and experience and **connects to other content areas.*** *Learning targets* are assessable, aligned to MN standards and are stated in terms of student learning.*
ii. Applies content knowledge and knowledge of how students learn	*Teacher's planning demonstrates **inaccurate knowledge** of content and how students learn the content and academic language.*	*Teacher's planning demonstrates **knowledge** of content and how students learn the content and academic language is **generally accurate**, **but limits** teacher's ability to anticipate common student misconceptions.*	*Teacher's planning demonstrates knowledge of content and how students learn the content and **academic language so that common student misconceptions are anticipated.***	*Teacher's planning demonstrates **extensive** knowledge of content and how students learn the content and academic language so that common student misconceptions are anticipated.* ***Teacher plans ways for students to assume responsibility for their own learning.***

**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	*Teaching strategies and/or learning activities are **not aligned** to the learning targets.* *Instructional groups **do not support** the learning target(s).* *When homework is assigned, it is **unsupportive of and/or not related to the intended learning targets.***	*Teaching strategies and/or learning activities **are aligned** with the learning targets, however may be **unorganized or lacking coherence.*** *Instructional groups **support** the learning target(s).* *When homework is assigned, it **emphasizes task completion or compliance** and lacks clear connections to the intended learning targets.*	*Teaching strategies and learning activities are aligned with the learning targets, are **well organized and designed to facilitate student construction of knowledge.*** *Instructional groups support the learning target(s) and are **planned to increase cognition**.* *When homework is assigned, it **expands students' understanding of the content and helps them reach mastery of one or more learning targets.***	*Teaching strategies and learning activities are aligned the learning targets, are well organized and designed to facilitate student construction of knowledge.* *Instructional groups support the learning targets, are planned to increase cognition and **give students ownership of learning.*** *When homework is assigned it is relevant, expands understanding of the content, helps students master intended learning targets, and **includes choices for students.***
ii. Uses relevant resources and technology	*Teacher **does not utilize** available resources.* *There is **little or no use** of available technology and other relevant resources.*	*Teacher **makes use of** relevant resources within the school, district and/or community.* *Uses technology and other resources to **present information.***	*Teacher makes use of relevant resources within the school, district and/or community.* *Uses technology and other resources to **promote increased cognitive engagement and deeper conceptual understanding.***	*Teacher makes use of a **variety** of relevant resources within the school, district and/or community showing **extensive knowledge of resources for learning.*** *Uses technology and other resources to promotes increased cognitive engagement, deeper conceptual understanding. **In addition, students have opportunity to use and adapt technology to enrich their understanding of the content.***
iii. Designs culturally relevant instructional strategies**	*Learning activities and instructional strategies are **not informed** by knowledge of students' skills and interests.*	*Learning activities and instructional strategies **are informed** by knowledge of students' skills and interests.*	*Learning activities and instructional strategies are informed by knowledge of students' skills, interests, **cultural backgrounds, language proficiency and exceptionalities.***	*Learning activities and instructional strategies **are designed based** on knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.* ***Planning includes opportunities for students to explain language and cultural context to their classroom community.***

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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	*Planning indicates teacher has **limited understanding** of the role and use of formative assessment* to adapt instruction to student needs.* *Assessments are **primarily summative and used for grading purposes.***	*Planning indicates the **use of formative* and/or summative** assessment strategies appropriate to the lesson's learning targets and/or activities. **Formative assessments are designed to make adjustments for the next lesson.*** ***There are minimal opportunities for students to self-assess their work.***	*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.*** ***Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.***	*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 adjustment **based on individual student needs.*** *Plans indicate opportunities for students to assess themselves **and their peers against clearly established exemplars and/or performance criteria.** Plans indicate opportunities for student involvement in the development of assessment criteria.*
ii. Plans for differentiation	*There is **no evidence of differentiation**** within the lesson design.*	*Differentiation** within the lesson design is **limited or based on classroom or grade-level data.***	*Differentiation** within the lesson design is based on classroom **and individual student data and/or work.***	*Differentiation** within the lesson design is based on individual student data and/or work.* ***Differentiation strategies are embedded in all planned instructional activities.***

**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. The learning experience, content and/ or student product are differentiated.*

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	*The physical environment **is not safe.*** *Teacher actions **inhibit** the development of students' positive social and personal skills.*	*The physical environment **is safe.*** *Teacher actions **inconsistently promote** the development of students' positive social and personal skills.*	*The physical environment is safe.* *Teacher actions **consistently promote** the development of students' positive social and personal skills.* ***Teacher and students build positive relationships.***	*The physical environment is safe.* *Teacher actions consistently promote the development of students' positive social and personal skills.* ***Students assume the responsibility to create positive relationships that contribute to learning activities.***
ii. Establishes high cognitive expectations	*Classroom instruction is **characterized by low** expectations and task completion.* *Teacher **does not display** a positive attitude for learning.*	*Instructions and interactions convey only **modest expectations** for student learning and achievement.* *Teacher **displays** a positive attitude and importance of the work. Students are **minimally engaged.***	*The teacher creates a culture where instructional outcomes and classroom interactions **convey high cognitive expectations for most students.*** ***Students engage in challenging work 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 challenging work and demonstrate enthusiasm and effort in completing work.*
iii. Creates a culture of persistence	***Teacher does not provide support and students do not** persevere through challenges.*	***Teacher provides support, but students do not persevere** through challenges.*	*Teacher provides support **that results in students persevering when challenged with complex learning activities.***	***Students use strategies, such as problem solving or collaborative group work, to persevere through challenges without prompting from the teacher.***

INDICATOR 2B: How do you manage your classroom? Establishes and maintains clear expectations for classroom and behavior management				
Elements	**Requires Attention**	**Developing**	**Proficient**	**Exemplary**
i. Establishes and maintains classroom routines and procedures	*Teacher **does not communicate** expectations for classroom behavior, routines and procedures and **excessive** instructional time is lost.* *Students **do not follow** classroom procedures.*	*Teacher **communicates expectations** for behavior, routines and procedures. There is **inconsistent management** of routines and instructional time is lost.* *Students **inconsistently follow** procedures that are set and monitored by the teacher.*	*Teacher communicates expectations for behavior, routines and procedures. **Transitions are organized and orderly and minimal instructional time is lost.*** *Students **consistently** follow procedures that are set and monitored by the teacher.*	***Teacher and students** communicate expectations for behavior, routines and procedures. Transitions are organized and orderly and no instructional time is lost.* ***Students assume responsibility for classroom routines and procedures.***
ii. Monitors and provides feedback on student behavior	*Teacher **does not provide** constructive or timely behavior feedback.* *Students **receive no** acknowledgement of positive behavior.*	*Teacher **provides** behavior feedback that **is constructive and timely**, **but not preventative.*** *Students **infrequently receive acknowledgement** of positive behavior.*	*Teacher provides behavior feedback that is constructive, timely, **preventative and respectful**.* *Students **receive acknowledgement** of positive behavior.*	*Teacher provides behavior feedback that is constructive, timely, preventative and respectful.* *Students receive acknowledgement of positive behavior.* ***Students assume responsibility for monitoring their behavior and the behavior of their peers.***

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	*Teacher's use of content language **contains content errors**, which impedes learning. Explanation of content is **not clear or culturally relevant***.* *Students **do not use content language** or are not supported to use content language by the teacher.*	*Teacher uses content language that is **accurate**. Explanation of **content is clear, but is not culturally relevant*.*** *Students **inconsistently** use the content language and/or are not supported to use content language by the teacher.*	*Teacher uses content language that is accurate. Explanation of **content is clear and culturally relevant***.* ***Students use content language** during class interactions and/or are **supported** to use content language by the teacher.*	*Teacher **and students** use content language that is accurate. **Teacher and student** explanations of content are clear and culturally relevant*.* ***Students use content language** during class interactions and are **supported** to use content language by other students.*
ii. Communicates learning targets and directions	*Learning targets are **unclear, inappropriate, or missing.*** *Directions **are not** clearly communicated.*	*Learning targets are **clear for most students** and contain appropriate levels of detail; however **most students cannot articulate the learning target and/ or directions.***	*Learning targets **are communicated throughout the lesson in a variety of formats** and contain appropriate levels of detail.* ***Students can** articulate the learning target and directions.*	*Learning targets are communicated throughout the lesson in a variety of formats and contain appropriate levels of detail.* ***Students connect the learning target to the lesson activities. Students may develop directions and procedures when appropriate to the activity.***

** 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**
i. Uses instructional strategies* to engage students in learning	*Students are **minimally engaged or disengaged** in the lesson.* *Students **do not have opportunities** to practice, apply or demonstrate that they are learning.*	*Students **may be behaviorally engaged, but are inconsistently engaged** in rigorous and relevant learning experiences.* ***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.* *Students have **limited opportunities to practice**, apply and demonstrate that they are learning.*	*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.*** *Instructional strategies* are aligned with learning targets and promote learning for **all** students.* *Students **have opportunities** to meaningfully practice, apply and demonstrate that they are learning.*	*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.* ***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.*** *Students have opportunities to meaningfully practice, apply and demonstrate that they are learning.*
ii. Uses questioning and discussion techniques	*Classroom questioning techniques **result in student recitation with low cognitive challenge.** A few students dominate the conversations.*	*Students receive a **mixture of low and high cognitively challenging questions irrespective of current and desired level of understanding.*** *Student discussions provide **limited evidence** of cognitive engagement.* ***Student mistakes and misconceptions are addressed.*** ***Some students** are not held accountable to answer questions.*	*Students receive low and high cognitively challenging questions, **deliberately posed by the teacher based on current and desired level of understanding.*** *Student discussions **provide evidence** of cognitive engagement.* *Student mistakes and misconceptions are addressed.* ***All students** are held accountable to answer questions. **Volunteers and non-volunteers are called on.***	*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.*** *Student discussions provide evidence of cognitive engagement. **Students initiate, participate and lead academic discussions. All students are engaged in learning through conversations**.* *All students are held accountable to answer questions. Volunteers and non-volunteers are called on.*

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

Instructional strategies can include **differentiation and 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** formative assessment techniques to monitor student progress, but **does not adjust** instruction to meet the learning targets.*	*Teacher uses formative assessment techniques to monitor student progress and **make immediate instructional adjustments to meet learning targets.***	*Teacher uses **a repertoire** of formative assessment techniques **throughout the lesson**, to monitor student progress and adjust instruction **for individual students** to meet learning targets.* ***Students use results of formative assessments to meet the learning targets.***
ii. Provides academic feedback to advance learning	*Students receive **nonspecific academic feedback** that does not guide learning.* *Students receive academic feedback that is **not timely**.*	*Students receive **specific academic feedback, but emphasis is on procedures, compliance or grades**.* *Timeliness of academic feedback is **inconsistent.***	*Students receive specific academic feedback that **promotes cognition**.* *Academic feedback is provided in a **timely manner** to all students.*	*Students receive academic specific feedback that promotes cognition.* ***Students provide academic 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 work are **not provided.***	*Students are **generally aware of their own level of achievement** against established expectations for student work.*	*Students **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 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 uses reflection and self-assessment to assess student learning. **With guidance**, teacher describes 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/work **to identify areas of strength and areas for growth.***	*Teacher accurately assesses his or her own effectiveness using lesson artifacts and student data/work 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	*Teacher **does not** seek or use feedback from colleagues, administrators, families and students to enhance professional practice.*	*Teacher **seeks** feedback from colleagues, administrators, families and students to enhance professional practice.*	*Teacher **seeks** feedback from colleagues, administrators, families and students to enhance professional practice. **Teacher uses feedback to implement alternative instructional approaches that result in increased student learning.***	*Teacher seeks feedback from colleagues, administrators, families and students to enhance professional practice. Teacher uses feedback to implement alternative instructional approaches that result in increased student learning.* ***Teacher models utilizing feedback to increase student learning with colleagues.***

INDICATOR 4B: How do you continue to improve your practice? Professional development				
Elements	**Requires Attention**	**Developing**	**Proficient**	**Exemplary**
i. Participates 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. Implementation of practices from activities results in increased student learning.*
ii. Collaborates with colleagues	*Teacher **does not collaborate** with colleagues and/or detracts from collaborative processes when engaged in them.*	*Teacher **collaborates** with colleagues to address needs identified by student data/ work.*	*Teacher collaborates with colleagues to **analyze student data/work, 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/work, set focused goals, design common assessments and analyze student data/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, **solution oriented** learning environment at the site and District level.*	*Teacher contributes to development of a productive, solution oriented 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. Demonstrates ethical conduct	*There is documentation of **violation** of school and/or District policies and procedures.*	*Teacher **complies** with school and District policies and procedures and acts in a professional and ethical manner.*	*Teacher supports school and District policies and procedures and **models high standards of professional and ethical conduct.***	*Teacher models school and District policies and procedures and **advocates for high standards of professional and ethical conduct in the school and community.***
ii. Keeps accurate records	*Records and reports are **inaccurate and/or consistently late**. Record keeping demonstrates **errors or lack of professional attention, or does not adequately** track student progress or meet the system needs.*	*Record keeping is **rudimentary and only partially effective** in serving student and system needs. Routine school/district paperwork is **completed in an inconsistent manner**.*	*Record keeping is **timely, complete and accurate. Teacher develops systems for recording and communicating individual student knowledge and skills.***	*Record keeping is timely, complete and accurate. Teacher develops systems for recording and communicating individual student knowledge and skills.* ***Record keeping involves student participation and interpretation as appropriate.***
iii. Completes tasks in an organized and timely manner	*Teacher **does not complete** required and/or routine tasks and duties in a timely manner.*	*Teacher **requires occasional reminders** to complete required and/or routine tasks and duties.*	*Teacher **completes** required and/or routine tasks and duties in a **timely** and well **organized manner**.*	***Teacher has developed systems for recording and communicating individual student knowledge, skills and learning goals.*** *Teacher completes required school/district tasks and duties in a well-organized and timely manner.*
iv. Communicates with families	*Teacher **does not** effectively communicate and/or build relationships with families.*	*Teacher **responds appropriately** to family requests for communications regarding student progress. Teacher interacts appropriately with families.*	*Teacher **initiates interactions** with families that are appropriate in frequency and result in positive relationships**. Teacher displays sensitivity for families and involves them in problem solving. At times, teacher confers with families to provide specific feedback about their student's progress.***	***Teacher develops systems for ongoing two-way interactions with families that provide specific feedback about their student's progress and results in positive relationships.*** *Teacher displays sensitivity for families and involves them in problem solving.*
v. Seeks cultural and linguistic information	*Teacher **does not** seek information about students' home language and cultures.*	*Teacher **seeks** information about students' home languages and cultures, **but does not adapt** instructional practices based on this knowledge and experience.*	*Teacher seeks information about students' home languages and cultures, and **adapts** instructional practices based on this knowledge and experience.*	*Teacher seeks information about students' home languages and cultures, and adapts instructional practices based on this knowledge and experience.* ***Teacher supports and encourages colleagues to seek information about students' home languages and cultures.***