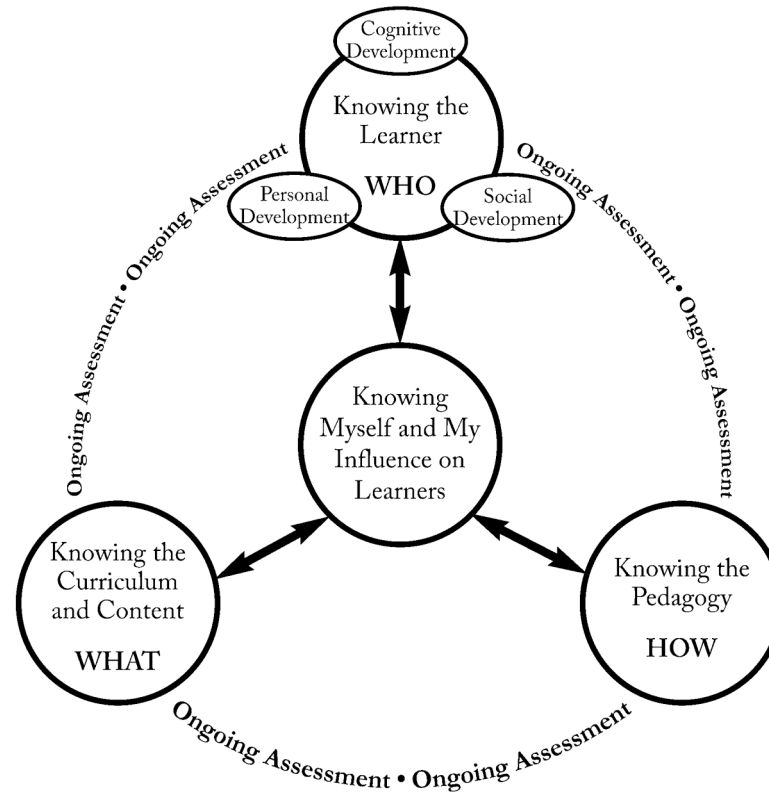


F R A M E W O R K

for

Excellence in Teaching & Learning

Self Assessments



Overview to The Framework for Excellence in Teaching and Learning

Background

In 1996-1997, *The Framework for Excellence in Teaching and Learning* was created as a self-assessment tool to assist teachers in identifying professional goals. Organized around the five domains outlined in the *Guide for Teacher Evaluation and Professional Development*, these self-assessment rubrics promoted both individual reflection and conversations about excellence.

In that spirit, in 2007-2008, a committee convened to initiate dialogue among system stakeholders, to update the document and ensure that it reflects language and intent aligned with current system mission and goals.

The Framework and the Evaluation Process

The Framework for Excellence in Teaching and Learning self-assessments are not part of the evaluation handbook and are not intended for use as an evaluation checklist. They will, however, inform the evaluation process by serving as an anchor point of discussion about best practice.

Companion Documents

It is important to note the interrelated nature of the:

- *Guide to Teacher Evaluation and Professional Development* (outlines domains)
- *Framework for Excellence in Teaching and Learning* (illustrates domains) and
- The Instructional Handbook for Excellence in Teaching and Learning (delineates strategies for success in the domains).

The Howard County Public School System continues to align these resources and ensure the professional development necessary to support exemplary teaching for student learning.

HCPSS Framework for Excellence in Teaching and Learning

DOMAIN 1 – INTERPERSONAL SKILLS

INDICATOR 1A RELATED EFFECTIVELY WITH STUDENTS

- Knowledge of Students
- Interaction with Students
- Communication Skills

INDICATOR 1B DEVELOPS COLLABORATIVE RELATIONSHIPS WITH ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

- Respect and Rapport
- Communication Skills
- Conflict Resolution

INDICATOR 1C FOSTERS POSITIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY MEMBERS

- Respect and Rapport
- Communication Skills
- Conflict Resolution

DOMAIN 2 – PLANNING AND PREPARATION

INDICATOR 2A DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PRACTICES

- Content
- Conceptual and Prerequisite Relationships
- Content-Related Instructional Practices

INDICATOR 2B DEMONSTRATES KNOWLEDGE OF STUDENTS

- Developmental Needs of Students and Characteristics of Age Group
- Students' Varied Approaches to Learning
- Students' Skills and Knowledge
- Students' Strengths/Interests and Sources of Motivation
- Culture and Its Influence on Learning

INDICATOR 2C SELECTS APPROPRIATE INSTRUCTIONAL GOALS

- Value
- Clarity

INDICATOR 2D DEMONSTRATES KNOWLEDGE OF RESOURCES

- Resources for Teaching
- Resources for Student Support

INDICATOR 2E DESIGNS COHERENT INSTRUCTION

- Long Term/Unit Planning
- Short Term/Lesson Planning
- Learning Activities
- Instructional Groups
- Instructional Materials and Resources

INDICATOR 2F ASSESSES STUDENT LEARNING EFFECTIVELY

- Alignment with Instructional Goals
- Criteria and Standards
- Use for Planning

DOMAIN 3 – THE CLASSROOM ENVIRONMENT

INDICATOR 3A ESTABLISHES A CULTURE FOR TEACHING AND LEARNING

- Importance of the Content
- Expectations for Teaching, Learning, and Achievement
- Classroom Interaction

INDICATOR 3B MANAGES CLASSROOM PROCEDURES EFFECTIVELY

- Managing Transition
- Managing Instructional Groups
- Managing Materials and Supplies
- Performing Non-Instructional Duties
- Supervising Volunteers and Paraprofessionals

INDICATOR 3C MANAGES STUDENT BEHAVIOR EFFECTIVELY

- Expectations
- Monitoring Student Behavior
- Response to Student Behavior

INDICATOR 3D ORGANIZES PHYSICAL SPACE APPROPRIATELY

- Safety and Accessibility
- Student Furniture
- Arrangement and Use of Other Physical Resources

HCPSS Framework for Excellence in Teaching and Learning

DOMAIN 4 – DELIVERY OF INSTRUCTION

INDICATOR 4A COMMUNICATES CLEARLY AND ACCURATELY

- Directions and Procedures
- Oral and Written Language

INDICATOR 4B USES QUESTIONING AND DISCUSSION TECHNIQUES EFFECTIVELY

- Quality of Questions
- Discussion Techniques
- Student Participation

INDICATOR 4C ENGAGES STUDENTS IN LEARNING

- Representation of Content
- Materials, Activities, and Assignments
- Relevant and Thoughtful Application
- Instructional Groups
- Lesson/Unit Structure and Pacing

INDICATOR 4D PROVIDES EFFECTIVE FEEDBACK TO STUDENTS

- Quality: Accurate, Substantive, Constructive, and Specific
- Equitability
- Timeliness

INDICATOR 4E DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS

- Lesson/Unit Adjustment
- Response to Students
- Persistence

DOMAIN 5 – PROFESSIONAL RESPONSIBILITIES

INDICATOR 5A REFLECTS ON TEACHING

- Accuracy
- Use in Future Teaching
- Responsibility for Learning Results

INDICATOR 5B MAINTAINS ACCURATE RECORDS

- Record Keeping

INDICATOR 5C COMMUNICATES WITH FAMILIES

- Information About the Instructional Program
- Information About Individual Students
- Engaging Families in the Instructional Program

INDICATOR 5D SHOWS PROFESSIONALISM

- Student Advocacy
- Collaborative Problem Solving
- Relationships With Business and Community
- Following Policies and Procedures

INDICATOR 5E GROWS AND DEVELOPS PROFESSIONALLY

- Enhancing Knowledge of Content, Pedagogy, Learner, and Self
- Service to the School, District, and Profession

INDICATOR 5F COMMITS TO CULTURAL PROFICIENCY

- Barriers
- Behavioral Competencies
- Assessing Personal and Organizational Progress
- Belief Systems

DOMAIN 1: INTERPERSONAL SKILLS

INDICATOR 1A: RELATES EFFECTIVELY WITH STUDENTS

1A

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 KNOWLEDGE OF STUDENTS	Teacher displays little awareness of the interests, strengths, and cultures of students and does not indicate that such knowledge is valuable.	Teacher makes some attempts to learn about the interests, strengths, and cultures of students and makes limited or inappropriate use of such knowledge in interacting with students.	Teacher makes regular attempts to learn about the interests, strengths, and cultures of students and makes effective use of such knowledge in interacting with students and to build a sense of community.	Teacher provides ongoing opportunities for educators and students to learn about and respect the interests, strengths, and cultures of one another and makes highly effective use of such knowledge in interacting with students and building a sense of community.
2 INTERACTION WITH STUDENTS	Interactions between teacher and students involve negative, demeaning, sarcastic, disrespectful, or inappropriate behaviors and/or violate HCPSS policy and procedures.	Interactions between teacher and students are generally appropriate but may vary day-to-day or student-to-student or show some disregard for human dignity. Teacher is in compliance with all HCPSS policy and procedures.	Interactions between teacher and students are positive and demonstrate care and respect. Teacher is in compliance with all HCPSS policy and procedures.	Interactions between teacher and every student demonstrate genuine caring, value for diversity, and mutual care and respect. Teacher is in compliance with all HCPSS policy and procedures.
3 COMMUNICATION SKILLS	Teacher's attempts to communicate are inaccurate, unclear, confusing, or contain mixed messages. Teacher does not provide for student feedback and is unaware of or disregards the feelings and perspectives of students.	Teacher's communications are generally clear and provide for some feedback. Teacher demonstrates some understanding of the feelings and perspectives of students.	Teacher's communications are clear and effective. Teacher consciously provides for effective two-way communication and responds effectively to feedback. Teacher is aware of the feelings and perspective of students.	Teacher's communications are clear and skillful. Teacher responds with understanding to the feelings and perspectives of students. Teacher solicits and is responsive to feedback.

DOMAIN 1: INTERPERSONAL SKILLS

INDICATOR 1B: DEVELOPS COLLABORATIVE RELATIONSHIPS WITH ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

1B

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 RESPECT AND RAPPORT	Teacher relationships with other staff are very limited or negative or are characterized by avoidance.	Teacher maintains cordial relationships with a few staff members but has not developed respect and rapport with staff as a whole.	Teacher seeks to develop collaborative relationships with a broad spectrum of school staff; respect and rapport is evidenced between the teacher and other staff members.	Teacher relationships with all staff are characterized by mutual respect. Teacher displays a value for diversity and highly developed interpersonal skills such as active listening, seeking to understand, and the ability to see and appreciate multiple perspectives.
2 COMMUNICATION SKILLS	Teacher attempts to communicate are inaccurate, unclear, confusing, or contain mixed messages. Teacher rarely uses technology to communicate. Teacher does not provide for feedback and is unaware of or disregards the feelings and perspectives of others.	Teacher is aware of various modes of communication. Teacher communications are generally clear. Teacher is open to giving and receiving feedback. Teacher demonstrates some understanding of the feelings and perspectives of others.	Teacher uses technology to effectively communicate with staff. Teacher communications are clear and effective. Teacher consciously provides for effective two-way communication. Teacher is sensitive to the feelings and perspectives of others.	Teacher demonstrates discretion when choosing mode of communication. Teacher communications are clear, skillful, professional, and responsive to the feelings and perspectives of others. Teacher solicits and is responsive to feedback.
3 CONFLICT RESOLUTION	Teacher inappropriately avoids attempts to resolve conflicts or takes no responsibility for any part of conflicts or disregards the needs of others when attempting to resolve conflicts.	Teacher attempts to participate in conflict resolution, but might inappropriately put self-interest before the needs of other staff. Teacher sometimes does not follow through on agreements.	Teacher usually focuses on the problem or issue, not the person, and takes into consideration the needs of other staff. Teacher seeks resolutions that result in mutual gains. Teacher honors agreements and is willing to renegotiate those that do not work.	Teacher skillfully focuses on the problem or issue, not the person, and takes into account the needs of all involved staff. Teacher encourages multiple perspectives, builds capacity for and effectively uses dialogue, builds on areas of agreement, and seeks resolutions that result in gains for all. Teacher honors agreements and is willing to renegotiate those that do not work.

DOMAIN 1: INTERPERSONAL SKILLS

INDICATOR 1C: FOSTERS POSITIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY MEMBERS

1C

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 RESPECT AND RAPPORT	Teacher relationships with families and community members are very limited, self-serving, negative or characterized by avoidance.	Teacher maintains cordial relationships with families and community members as necessary to fulfill the duties that the school or district requires; responses to concerns are minimal or may lack sensitivity.	Teacher relationships with families and community members are cooperative and demonstrate sensitivity to family and community needs, interests, and diversity.	Teacher relationships with families and community members display a value of diversity. Teacher relationships are collaborative in order to identify and make decisions about programs and services that meet the needs of all students.
2 COMMUNICATION SKILLS	Teacher uses limited and/or inappropriate modes of communication. Teacher attempts to communicate are inaccurate, unclear, confusing, inadequate or contain mixed messages. Teacher is not open to giving or receiving feedback. Teacher is unaware of or disregards the feelings and perspectives of others.	Teacher is aware of various modes of communication. Teacher's communications are generally clear. Teacher is open to giving and receiving feedback. Teacher demonstrates some understanding of the feelings and perspectives of others.	Teacher uses various modes of communication. Teacher's communications are clear and effective. Teacher embraces two-way communication. Teacher is sensitive to the feelings and perspectives of others.	Teacher demonstrates discretion when choosing modes of communication. Teacher's communications are clear, skillful, and responsive to the feelings and perspectives of others. Teacher solicits and is responsive to feedback.
3 CONFLICT RESOLUTION	Teacher inappropriately avoids attempts to resolve conflicts or takes no responsibility for any part of conflicts or disregards the needs of others when attempting to resolve conflicts.	Teacher makes some attempts to participate in conflict resolution, but might inappropriately put self-interest before the needs of others. Teacher sometimes does not follow through on agreements.	Teacher usually focuses on the problem or issue, not the person, and takes into consideration the needs of others. Teacher seeks resolutions that result in mutual gains. Teacher honors agreements and monitors their effectiveness.	Teacher skillfully focuses on the problem or issue, not the person, and takes into account the needs of all involved parties. Teacher encourages multiple perspectives, builds capacity for and practice dialogue, and seeks resolutions that result in gains for all. Teacher honors agreements and, if appropriate, is willing to renegotiate those who do not work.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2A: DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PRACTICES

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 CONTENT	Teacher displays little knowledge of the content to be taught; makes content errors.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections within the discipline, with other disciplines to the real world and with the learner, incorporating technology as appropriate.	Teacher displays extensive content knowledge that reflects and/or includes the appropriate content and process standards. Teacher makes frequent and meaningful connections within the discipline, with other disciplines to the real world and to the learner, incorporating technology as appropriate.
2 CONCEPTUAL AND PREREQUISITE RELATIONSHIPS	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate and may not anticipate student misconceptions.	Teacher's plans reflect understanding of prerequisite relationships among concepts, and anticipate student misconceptions.	Teacher's plans reflect thorough understanding of prerequisite relationships among concepts, and anticipate student misconceptions.
3 CONTENT-RELATED INSTRUCTIONAL PRACTICES	Teacher's plans reflect little understanding of instructional issues involved in student learning of the content.	Teacher's plans reflect basic knowledge of instructional practices appropriate for the discipline.	Teacher's plans reflect extensive knowledge of instructional practices appropriate for the discipline.	Teacher's plans reflect extensive knowledge of current research on best practice within the discipline.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2B: DEMONSTRATES KNOWLEDGE OF STUDENTS

2B

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 DEVELOPMENTAL NEEDS OF STUDENTS AND CHARACTERISTICS OF AGE GROUP	Teacher's plans display little knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students.	Teacher's plans display generally accurate knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students.	Teacher's differentiated plans display thorough knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students. Evidence of interventions and/or accelerations is apparent when appropriate.	Teacher displays extensive knowledge and understanding of the developmental needs of students. Differentiated plans include developing students' awareness of their developmental needs. Appropriate interventions and/or accelerations are implemented and used effectively.
2 STUDENTS' VARIED APPROACHES TO LEARNING	Teacher is unfamiliar with the varied approaches to learning that students exhibit.	Teacher displays general understanding of the varied approaches to learning that students exhibit and some plans accommodate those approaches.	Teacher displays thorough understanding of and plans for the varied approaches to learning that students exhibit.	Teacher displays extensive understanding of and plans for the varied approaches to learning that students exhibit. Differentiated plans include helping students become aware of their learning preferences and using this to become more effective learners.
3 STUDENTS' SKILLS AND KNOWLEDGE	Teacher displays little awareness of each student's level of prior knowledge and skills and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' prior knowledge and skills and uses that in a general way to design instruction.	Teacher displays awareness of each student's level of prior knowledge and skills and uses that to design the base for differentiated instruction.	Teacher displays extensive awareness of each student's level of prior knowledge, skills, and life experiences, and uses them to design the base for instruction. Differentiated plans include helping students identify prior knowledge and use this to become more effective learners.
4 STUDENTS' STRENGTHS/INTERESTS, AND SOURCES OF MOTIVATION	Teacher displays little awareness of the strengths/interests and sources of motivation of students, and does not indicate that such knowledge is available.	Teacher recognizes the value of knowing the strengths/interests and sources of motivation of students and occasionally plans activities that incorporate that knowledge.	Teacher displays knowledge of the strengths/interests and sources of motivation of students and regularly incorporates that knowledge within the instructional process.	Teacher displays extensive knowledge of the strengths/interests and sources of motivation of students, and regularly incorporates that knowledge within the instructional process in a highly effective way.
5 CULTURE AND ITS INFLUENCE ON LEARNING	Teacher displays little awareness of cultural identities, culture-specific information, and assets of students and does not indicate that such knowledge is valuable in teaching and learning.	Teacher recognizes the value of knowing the cultural identities, culture-specific information, and assets of students and occasionally plans activities informed by that knowledge.	Teacher displays knowledge of the cultural identities, culture-specific information, and assets of students and regularly plans activities informed by that knowledge.	Teacher displays extensive knowledge of the cultural identities, culture-specific information, and assets of students and uses that knowledge in a culturally responsive and responsible manner.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2C: SELECTS APPROPRIATE INSTRUCTIONAL GOALS

2C

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 VALUE	Planned goals do not reflect the Howard County Essential Curriculum. Goals may represent nonessential learnings or low expectations for students.	Planned goals reflect basic awareness of the Howard County Essential Curriculum. Expectations may not reflect true curriculum goals.	Planned goals are based on the Howard County Essential Curriculum, and reflect high expectations aligned with the national and state standards. Goals reflect collaboration with special educators and other team members as appropriate.	Planned goals reflect high expectations based on the Howard County Essential Curriculum. Teacher can articulate relationship of goals to local, state, and national standards. Goals reflect a high level of collaboration with special educators and other team members as appropriate.
2 CLARITY	Goals may not be clear, or may be stated as student activities. Goals do not permit viable methods of assessment.	Goals are moderately clear and may include a combination of goals and activities. Some goals do not permit viable methods of assessment.	All goals are clear, written in the form of student learning and permit viable methods of assessment.	All goals are clear written in the form of student learning and permit viable methods of assessment. Plans permit alternate methods, interventions as appropriate, and times for demonstrating mastery.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2D: DEMONSTRATES KNOWLEDGE OF RESOURCES

2D

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 RESOURCES FOR TEACHING	Teacher is unaware of human and material teaching resources available through the team/department, school, district, or community.	Teacher displays limited awareness of human, material, and technological resources available through the school, district, or community and plans occasionally to use such resources.	Teacher is aware of human, material, and technological resources available through the school, district, or community and plans the appropriate use of such resources.	Teacher is fully aware of human, material, and technological resources available through the school, district, or community and plans the appropriate use of such resources based on differentiated instruction.
2 RESOURCES FOR STUDENT SUPPORT	Teacher is unaware of support services available for students who need them.	Teacher displays limited awareness of support services for students and occasionally gains access to them for students who need them.	Teacher is aware of support services for students from a variety of sources and regularly accesses them.	Teacher is fully aware of and accesses support services for students based on differentiation, including support from parents, the community, the school or district, and from the students themselves.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2E: DESIGNS COHERENT INSTRUCTION

2E

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 LONG TERM/UNIT PLANNING	There is little or no evidence of long term planning, or unit plans do not address HCPSS curriculum, or unit plans are chaotic and unrealistic.	There is some evidence of unit planning. Units reflect awareness of the Essential Curriculum. There is some structure and most time allocations are reasonable.	Unit plans have a clearly defined structure based upon the Essential Curriculum and students' needs. Time allocations are reasonable. The plan differentiates for all students.	Unit plans have a clearly defined structure based upon the Essential Curriculum. Plans differentiate to maximize each students learning capacity to achieve goals. Time allocations are reasonable.
2 SHORT TERM/LESSON PLANNING	There is little or no evidence of lesson planning, or the lesson has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson plan has a recognizable structure, although it is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson plan has a clearly defined structure, including an opening and closing with appropriate transitions and time allocations. The plan differentiates for all students.	The lesson plan has a clearly defined structure, including an opening and closing with appropriate transitions and time allocations. The plan allows for differentiation for all students to best achieve goals and objectives.
3 LEARNING ACTIVITIES	Planned activities and assignments are unlikely to engage students cognitively in achieving the objectives. They do not follow an organized progression.	Some of the planned activities and assignments are likely to engage students cognitively in achieving the objectives. There is some organized progression.	Activities and assignments are planned to engage students cognitively in achieving the objectives. Activities follow a logical progression.	Activities and assignments are planned to engage students cognitively in their attainment or achievement of objectives. Plans reflect student input.
4 INSTRUCTIONAL GROUPS	Planned instructional groups are inappropriate to the students or the instructional goals and offer no variety.	Planned instructional groups are only partially appropriate to the students, only moderately likely to advance the goals of a lesson, and offer minimal variety.	Planned instructional groupings are varied as appropriate to the students and to the instructional goals of a lesson.	Planned instructional groupings are varied as appropriate to the individual students' needs and to the instructional goals of a lesson.
5 INSTRUCTIONAL MATERIALS AND RESOURCES	Instructional materials and resources are rarely used, or are unsuitable to the instructional goals. Technology is rarely used.	Instructional materials and resources are used occasionally and are partially suitable to the instructional goals. Technology is occasionally used.	Instructional materials and resources are regularly used, and are suited to the instructional goals. Technology is used regularly.	Instructional materials and resources are varied, frequently used, and are well suited to the instructional goals and individual students needs. Technology is fully integrated into instruction.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR 2F: ASSESSES STUDENT LEARNING EFFECTIVELY

2F

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 ALIGNMENT WITH INSTRUCTIONAL GOALS	The content and methods of assessment do not match instructional goals.	Some of the instructional goals are assessed through the planned (local and state) assessment systems, but many are not.	All the instructional goals are differentiated and assessed to some degree through the planned (local and state) assessment system, but the assessments are more suitable to some goals than to others.	The planned (local and state) assessment system is completely aligned with the differentiated instructional goals, both in content, process, and product.
2 CRITERIA AND STANDARDS	The planned assessment system contains no clear criteria or standards.	Assessment criteria and standards have been developed but are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. Criteria and standards allow students to display their learning in multiple ways.
3 USE FOR PLANNING	The assessment results affect planning for students only minimally.	Teacher uses assessment results to plan for the class as a whole. Teacher sometimes reflects on data and seldom extends thinking into action. Teacher makes appropriate use of available technology.	Teacher uses disaggregated assessment results to plan for individuals, groups of students, and the class as a whole. Teacher applies technology to facilitate a variety of effective assessment and evaluation strategies. Teacher reflects on data and uses results to modify instructional practices and align supports and interventions and accelerations.	Teacher uses disaggregated assessment results to plan for individuals, groups of students, and the class as a whole. Teacher provides ongoing feedback so that students are aware of how they are meeting established standards and participate in planning the next steps. Teacher uses technology to analyze problems and develop data-driven solutions for instructional and school improvement.

DOMAIN 3: THE CLASSROOM ENVIRONMENT

INDICATOR 3A: ESTABLISHES A CULTURE FOR TEACHING AND LEARNING

3A

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 IMPORTANCE OF THE CONTENT	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher conveys genuine enthusiasm for the content. Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
2 EXPECTATIONS FOR TEACHING, LEARNING, AND ACHIEVEMENT	Instructional goals, activities, and interactions convey only modest expectations for student achievement. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete task rather than do high-quality work.	Instructional goals, activities, and interactions convey inconsistent expectations for student achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Instructional goals, activities, and interactions convey high expectations for student achievement. Students take responsibility for work of high quality and demonstrate pride in that work.	Teacher and students establish support and maintain high expectations for the teaching and learning of all. Teacher and students take obvious pride in their work, hold themselves and each other accountable, and support each other in achieving high standards.
3 CLASSROOM INTERACTION	Behaviors that demonstrate lack of respect between teachers and students or between students are exhibited and tolerated.	Behaviors that demonstrate lack of respect between teacher and students or between students are addressed, but responses may sometimes be inconsistent or produce mixed results.	Standards of polite and respectful interaction are modeled and promoted consistently by teachers and students.	Teachers and students demonstrate a value for diversity and genuine respect and caring for one another as individuals and members of groups.

DOMAIN 3: THE CLASSROOM ENVIRONMENT

INDICATOR 3B: MANAGES CLASSROOM PROCEDURES EFFECTIVELY

3B

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 MANAGING TRANSITION	Much instructional time is lost during transitions from one activity to the next.	Transitions are sometimes efficient, but they frequently lead to significant loss of instructional time.	Transitions occur smoothly, with less loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
2 MANAGING INSTRUCTIONAL GROUPS	Teacher does not structure productive learning activities for students not directly under the teacher's supervision.	Tasks for group work are partially organized, resulting in some off-task behavior in groups working independently of the teacher.	Tasks for group work are organized and groups are managed so most students are on tasks at all times, even when working independently of the teacher.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
3 MANAGING MATERIALS AND SUPPLIES	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling material and supplies are seamless, with students assuming some responsibility for efficient operation.
4 PERFORMING NON- INSTRUCTIONAL DUTIES	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss or instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
5 SUPERVISING VOLUNTEERS AND PARAPROFESSIONALS	Volunteers and paraprofessionals working under the direction of the teacher have no clearly defined duties or do nothing most of the time.	Teacher has planned so that volunteers and paraprofessionals working under the direction of the teacher can be productively engaged during portions of class time without supervision.	Teacher has planned so that volunteers and paraprofessionals working under the direction of the teacher can be productively and independently engaged during the entire class.	Teacher has integrated volunteers and paraprofessionals into classroom activities so that they make a substantive contribution to the classroom environment and assume considerable responsibility for classroom productivity.

DOMAIN 3: THE CLASSROOM ENVIRONMENT

INDICATOR 3C: MANAGES STUDENT BEHAVIOR EFFECTIVELY

3C

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 EXPECTATIONS	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student-to-student interactions are frequently characterized by conflict, sarcasm, or put-downs.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. Students seldom demonstrate negative behavior toward one another.	Appropriate standards of conduct have been established and are clear to all students. Student-to-student interactions are generally polite and respectful.	Appropriate standards of conduct are clear to all students and have been developed with student input. Students demonstrate genuine caring for one another as individuals and as students.
2 MONITORING STUDENT BEHAVIOR	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher consistently monitors student behavior.	Monitoring by teacher is subtle, responsible, and proactive. Students monitor their own and their peers' behavior, correcting and/or complimenting one another respectfully.
3 RESPONSE TO STUDENT BEHAVIOR	Teacher is unresponsive to student behavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. Classroom instruction is frequently interrupted.	Teacher responds to most student behavior; such responses are sometimes inappropriate or ineffective. Classroom instruction may be interrupted.	Teacher response to student behavior is appropriate and successful and respects the student's dignity. There is little interruption to classroom instruction.	Teacher response to behavior is responsible and appropriate. Responses to misbehavior and positive behavior are highly effective and sensitive to students' individual needs. Classroom instruction continues smoothly.

DOMAIN 3: THE CLASSROOM ENVIRONMENT

INDICATOR 3D: ORGANIZES PHYSICAL SPACE APPROPRIATELY

3D

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 SAFETY AND ACCESSIBILITY	The classroom or equipment is unsafe for some or all students.	The classroom is safe; aisles are clear of obstructions at all times allowing for free movement. Students with special needs have access to learning activities and the teacher. Materials and equipment are stored properly.	The classroom is safe as described in the novice level. The teacher is highly proactive in anticipating and addressing possible safety concerns.	As safety is so fundamental an issue, no exemplary level is described.
2 STUDENT FURNITURE	The selection and arrangement of student furniture is not suited to the lesson, activities, or both. Traffic flow may be poor.	The selection and arrangement of student furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness. Traffic flows moderately well.	The selection and arrangement of student furniture accommodates a variety of learning activities. Traffic flow is primarily smooth.	The selection and arrangement of student furniture enhances learning activities. Students are adept at adjusting furniture to accommodate learning needs. Traffic flow is smooth.
3 ARRANGEMENT AND USE OF OTHER PHYSICAL RESOURCES	Teacher arranges physical resources or uses teaching aids (e.g. technology, projection devices, displays, lab areas) poorly; learning is not accessible to some students.	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) adequately; at least essential learning is accessible to all students.	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) skillfully, and all learning is equally accessible to all students.	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) optimally, and students work to ensure that all learning is equally accessible to all students.

DOMAIN 4: DELIVERY OF INSTRUCTION

INDICATOR 4A: COMMUNICATES CLEARLY AND ACCURATELY

4A

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 DIRECTIONS AND PROCEDURES	Teacher directions and procedures are lacking or confusing to students.	Teacher directions and procedures are clarified after initial student confusion, which was caused by directions which were confusing or contained too much or too little detail.	Teacher frequently uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students and contain an appropriate level of detail. Techniques are in place to check for understanding.	Teacher always uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students. Teacher anticipates possible student misunderstanding and checks for understanding.
2 ORAL AND WRITTEN LANGUAGE	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to student's ages, backgrounds, and interests.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages, backgrounds, and interests.	Teacher's spoken and written language is clear, correct, and expressive. Vocabulary is well-chosen, appropriate to students' ages, backgrounds, interests, and enriches the lesson for all students.

DOMAIN 4: DELIVERY OF INSTRUCTION

INDICATOR 4B: USES QUESTIONING AND DISCUSSION TECHNIQUES EFFECTIVELY

4B

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 QUALITY OF QUESTIONS	Teacher's questions are virtually all of low level (e.g. recall or yes/no) and/or low quality (poorly worded or incomprehensible).	Teacher's questions are clear. Teacher introduces some variety into the level of questioning. Some questions invite an extended response.	Teacher uses various levels and types of questions; many require thoughtful response. Adequate response time is available. Students formulate some questions.	Teacher skillfully incorporates various levels and types of questions that are carefully framed and most require thoughtful response. Adequate response time is provided. Students formulate many thoughtful questions.
2 DISCUSSION TECHNIQUES	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in teacher-directed discussions through follow up questions, with uneven results.	Classroom interaction represents meaningful discussion, with teacher stepping to the side when appropriate. Both teacher and students use follow up questions and other techniques.	Teacher creates an interactive environment in which students assume considerable responsibility for the success of discussion, initiating and expanding upon topics appropriately.
3 STUDENT PARTICIPATION	Teacher engages only a few students in discussions. Participation may reflect gender, cultural, seating, or other patterns of which the teacher is unaware.	Teacher attempts to engage more students in discussion, but with limited success. Teacher may be aware of gender, cultural, seating, or other patterns or participation and try to address them.	Teacher successfully engages all students in discussions.	Teacher successfully engages all students in discussions. Teacher creates an environment in which students themselves help ensure that all voices are heard.

DOMAIN 4: DELIVERY OF INSTRUCTION

INDICATOR 4C: ENGAGES STUDENTS IN LEARNING

4C

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 REPRESENTATION OF CONTENT	Methods used to represent or relay content (examples, analogies, graphic representations) are limited, inappropriate and/or unclear.	Methods used to represent or relay content (examples, analogies, graphic representations) are limited and/or inconsistent in quality.	Methods used to represent or relay content are varied and link well with students' knowledge and experience, promoting understanding and retention.	Methods used to represent or relay content are rich, varied, and link well with students' knowledge and experience, promoting understanding and retention. Students contribute to representation.
2 MATERIALS, ACTIVITIES, AND ASSIGNMENTS	Materials, activities, and assignment are inappropriate or inadequate for students in terms of their age or backgrounds. Students are not engaged mentally.	Technology resources are occasionally used. Some materials, activities, and assignments are appropriate to some students and engage them mentally.	Technology resources are frequently used. Most materials, activities, and assignments are appropriate to students. Almost all students are cognitively engaged and appropriately challenged.	Technology resources are consistently used. All students are cognitively and emotionally engaged and appropriately challenged. Students frequently initiate or adapt activities and projects to enhance understanding.
3 RELEVANT AND THOUGHTFUL APPLICATION	Activities and assignments are neither relevant nor authentic applications of what students know. Activities require little high level thinking.	Some activities and assignments are relevant or authentic applications of what students know. Activities require some high level thinking.	Many activities and assignments are relevant to the students and represent authentic applications. Most learning is problem-based and requires high level thinking.	Most activities and assignments are relevant to the students and represent authentic applications. Most learning is problem-based and requires high level thinking.
4 INSTRUCTIONAL GROUPS	Teacher uses a limited repertoire of grouping strategies. Instructional groups are inappropriate to the students or the instructional goals.	Teacher uses a limited repertoire of grouping strategies. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Teacher uses a wide repertoire of grouping strategies. Instructional groups are productive and appropriate to the students or to the instructional goals of a lesson.	Instructional groups are highly productive and fully appropriate to the instructional goals of a lesson. Teacher creates a climate in which students accept responsibility for the productivity of their groups.
5 LESSON/UNIT STRUCTURE AND PACING	The lesson/unit has no clearly defined structure. The pacing of the lesson/unit is too slow, too rushed, or both.	The lesson/unit has a recognized structure, although it is not uniformly maintained throughout the lesson. Pacing is sometimes inconsistent or inappropriate.	The lesson/unit has a clearly defined structure around which activities are organized, with an opening, closure, and appropriate transitions. Pacing is appropriate for most students.	The lesson/unit structure is highly coherent. Appropriate time is provided for reflection and closure. Transitions are clear. Pacing is appropriate for all students.

DOMAIN 4: DELIVERY OF INSTRUCTION

INDICATOR 4D: PROVIDES EFFECTIVE FEEDBACK TO STUDENTS

4D

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 QUALITY: ACCURATE, SUBSTANTIVE, CONSTRUCTIVE, AND SPECIFIC	Feedback is absent or is of uniformly poor quality.	Feedback is inconsistent.	Feedback is consistently of high quality. Teacher usually helps students see how they can use feedback in their learning.	Feedback is consistently of high quality. Teacher always helps students see how they can use feedback in their learning.
2 EQUITABILITY	Feedback is not equitable; there are obvious biases based on ability, gender, ethnicity, seating pattern, etc.	Feedback is somewhat equitable; there are some biases based on ability, gender, ethnicity, seating pattern, etc.	Feedback is generally equitable; there are not noticeable patterns of bias toward any group.	Feedback is equitable; there is no pattern of bias toward any group.
3 TIMELINESS	Feedback is not timely.	Timeliness of feedback is inconsistent. Teacher sometimes demonstrates the expectation that students will use the feedback in their learning.	Feedback is consistently timely. Teacher consistently demonstrates the expectations that students will use feedback in their learning.	Feedback is consistent and timely. Students make prompt use of the feedback in their learning.

DOMAIN 4: DELIVERY OF INSTRUCTION

INDICATOR 4E: DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS

4E

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 LESSON/UNIT ADJUSTMENT	Teacher adheres rigidly to instructional plans, even when a change will clearly improve a lesson or unit.	Teacher makes conscious attempts to adjust lessons/units to meet student needs, with mixed results.	Teacher consciously makes minor adjustments to lessons/units to meet student needs, and such adjustments occur smoothly.	Teacher intuitively makes ongoing adjustments to lessons/units to meet student needs, differentiating instruction when appropriate.
2 RESPONSE TO STUDENTS	Teacher ignores or brushes aside student's questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of instruction are uneven.	Teacher successfully accommodates students' questions or interests on a regular basis while accomplishing instructional goals.	Teacher seizes opportunities to enhance learning, building on spontaneous events.
3 PERSISTENCE	Teacher does not accept responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content, but has only a limited repertoire of strategies for differentiating instruction.	Teacher accepts responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. Teacher persists in seeking approaches to differentiate instruction, employing a moderate repertoire of strategies.	Teacher accepts full responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. Teacher persists in seeking highly effective approaches to differentiate instruction. Teacher uses an extensive repertoire of strategies, including ongoing assessment of student needs, and solicits additional resources as needed.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5A: REFLECTS ON TEACHING

5A

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 ACCURACY	Teacher rarely reflects on a lesson/unit. Teacher generally does not know if a lesson/unit was effective or achieved its goals, or profoundly misjudges its success.	Teacher reflects on lessons/units when prompted. Teacher sometimes has an accurate impression of a lesson's/unit's effectiveness and the extent to which instructional goals were met.	Teacher regularly reflects on lesson/unit effectiveness. Teacher is generally accurate in assessing effectiveness and the extent to which goals were achieved, citing general data to support the judgment.	Teacher consistently assesses a lesson's/unit's effectiveness and the extent to which it achieved its goals in a thoughtful, purposeful, and accurate manner, citing specific data to support the judgment.
2 USE IN FUTURE TEACHING	Teacher has limited or few ideas for how a lesson/unit may be improved another time.	Teacher has general ideas about how a lesson/unit may be improved, but may not act on those ideas.	Teacher has some specific ideas about how a lesson/unit may be improved, and makes specific plans to implement those ideas whenever appropriate.	Drawing on an extensive repertoire of skills, the teacher generates specific alternative actions, complete with probable successes; the teacher consciously experiments with a variety of approaches in the classroom to determine and use best practices.
3 RESPONSIBILITY FOR LEARNING RESULTS	Examined results indicate little improvement has occurred. Teacher blames others for underachieving.	Examined results show some improvement over time. Teacher sometimes reflects on how teacher behavior impacts student achievement	Examined results demonstrate consistent improvement for most student groups. Teacher consistently reflects on how teacher beliefs and behavior affect student achievement.	Examined results demonstrate exceptional levels of achievement for all student groups. Critical reflection and examination of values, beliefs, and behavior are embedded in practice as is commitment to lifelong learning.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5B: MAINTAINS ACCURATE RECORDS

5B

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 RECORD KEEPING <ul style="list-style-type: none">● ASSIGNMENTS AND DAILY WORK● ASSESSMENTS● NON-INSTRUCTIONAL	Teacher's system for maintaining records is in disarray, resulting in errors or confusion. Lack of access to information by teacher, families, and students impedes instruction. Technology is not used, or is used inappropriately.	Teacher has systems for maintaining records, but the system is rudimentary, and inefficiencies and inaccuracies may occur. Teacher, families, and students lack timely access to information. Technology is used to support record keeping.	Teacher's systems for maintaining records are efficient, accurate, and confidential. Teacher makes effective use of technology. Teacher, families, and students have timely access to information, which enhances instructional decision-making.	Teacher's system for maintaining records provides information to teacher, families, and students that is accurate, timely, confidential, and detailed. Instructional decision making is data based. Technology is used efficiently. Students participate appropriately in record keeping systems.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5C: COMMUNICATES WITH FAMILIES

5C

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM	Teacher provides little information about the instructional program to families and is unavailable for family input except as required.	Teacher provides some information about the instructional program and is available to families.	Teacher provides frequent information to families, as appropriate about the instructional program. Teacher is open to receiving input from families regarding the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher solicits input from families and students regarding the effectiveness of the instructional program.
2 INFORMATION ABOUT INDIVIDUAL STUDENTS	Teacher provides minimal information to parents, does not respond or responds insensitively to parent concerns about students, and/or violates HCPSS policy and procedures.	Teacher follows the school's required procedures for communicating to parents. Responses to parent concerns are sometimes minimal. Teacher is in compliance with all HCPSS policy and procedures.	Teacher communicates with parents about students' progress on a regular basis and is responsive to parent concerns. Responses are handled with sensitivity. Teacher is in compliance with all HCPSS policy and procedures.	Teacher creates a collaborative relationship with parents by frequently providing and soliciting information on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Teacher is in compliance with all HCPSS policy and procedures.
3 ENGAGING FAMILIES IN THE INSTRUCTIONAL PROGRAM	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate, and/or violates HCPSS policy and procedures.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program. Teacher is in compliance with all HCPSS policy and procedures.	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher recognizes the importance of families in the educational process. Teacher is in compliance with all HCPSS policy and procedures.	Teacher's efforts to engage families in the instructional program are frequent and successful. Families and students contribute ideas for projects that will be enhanced by family participation. Teacher values families as partners in the educational process. Teacher is in compliance with all HCPSS policy and procedures.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5D: SHOWS PROFESSIONALISM

5D

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 STUDENT ADVOCACY	Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school, and/or violates HCPSS policy and procedures.	Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school. Teacher is in compliance with all HCPSS policy and procedures.	Teacher is moderately active in serving students. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. Teacher is in compliance with all HCPSS policy and procedures.	Teacher is highly proactive in serving students, seeking out resources when necessary. Teacher makes a particular effort to challenge negative attitudes about students and helps ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher is in compliance with all HCPSS policy and procedures.
2 COLLABORATIVE PROBLEM SOLVING	Teacher's relationships with colleagues are negative and/or characterized by avoidance. Teacher makes decisions based on self-serving interests.	Teacher maintains cordial relationships with colleagues as necessary to fulfill the duties that the school or district requires. Teacher decisions are based on limited but genuinely professional considerations and data. Attempts at group problem-solving may be unsuccessful.	Support and cooperation characterize relationships with colleagues. Teacher seeks active collaboration with staff to solve problems and promotes data driven decision making. Attempts at problem solving are generally successful.	Support and active collaboration characterize relationships with colleagues. Teacher takes a leadership role by skillfully raising issues of general concern and helps ensure that decisions involve appropriate stake holders, are data driven, and are based on the highest professional standards.
3 RELATIONSHIPS WITH BUSINESS AND COMMUNITY	Teacher's relationship with existing business and community partnerships is generally negative and nonproductive.	Teacher has limited contact with businesses and communities involved in the school.	Relationships with business and community are characterized by active, positive collaboration.	Relationships with business and community are characterized by active, positive collaboration. Teacher takes initiative in forging partnerships as appropriate.
4 FOLLOWING POLICES AND PROCEDURES	Teacher is unaware of and/or violates HCPSS policies and procedures.	Teacher is aware of and is in compliance with all HCPSS policies and procedures.	Teacher is aware of and is in compliance with all HCPSS policies and procedures.	Teacher is aware of and is in compliance with all HCPSS policies and procedures.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5E: GROWS AND DEVELOPS PROFESSIONALLY

5E

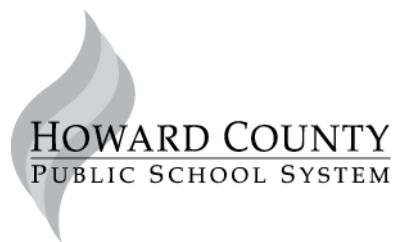
ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 ENHANCING KNOWLEDGE OF CONTENT, PEDAGOGY, LEARNER, AND SELF	Teacher engages in little to no professional development activities to enhance knowledge, skills, and attitudes.	Teacher participates in professional development/activities to enhance knowledge, skills, and attitudes.	Teacher seeks out opportunities for professional development and reflection to enhance knowledge, skills, and attitudes.	Teacher seeks out opportunities for professional development and makes a systematic attempt to stay abreast of and/or conduct research that will inform both theory and practice. Teacher engages in continuous reflection that transforms personal and professional practice.
2 SERVICE TO THE SCHOOL, DISTRICT, AND PROFESSION	Teacher makes no effort to share knowledge with others, to assume professional responsibilities, to become involved in school and district projects, and/or violates HCPSS policy and procedures.	Teacher finds limited ways to contribute to the profession and to become involved in school and district projects. Teacher is in compliance with all HCPSS policy and procedures.	Teacher participates actively in assisting other educators and makes substantial contributions to school and district projects. Teacher is in compliance with all HCPSS policy and procedures.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Teacher makes substantial contributions to school and district projects and assumes a leadership role in some aspect of school life. Teacher is in compliance with all HCPSS policy and procedures.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

INDICATOR 5F: COMMITS TO CULTURAL PROFICIENCY

5F

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 BARRIERS	Teacher expects others to change. Teacher clings to practices that do not serve current students, families, or colleagues. Teacher does not recognize the existence of entitlement and that members of certain groups historically have accrued more privileges because of their position or membership in that group.	Teacher recognizes that the unawareness of the need to adapt and a sense of entitlement act as barriers to cultural proficiency.	Teacher works to examine the basis for one's own assumptions, values, and beliefs in order to remove self-imposed barriers to cultural proficiency. Teacher develops an understanding of the dynamics of systemic change, power, and privilege, including how he or she participates in those systems.	Teacher seeks and provides ongoing opportunities for self and colleagues to build capacity to reflect on, identify, and remove barriers to educational equity, anticipating and facilitating emotions associated with conversations about these barriers.
2 BEHAVIORAL COMPETENCIES	Teacher resists, inhibits, or discourages professional learning aimed at meeting the needs of culturally diverse students. Teacher denigrates cultural groups and/or blames them for their lack of progress. Teacher protests sharing information about one's own and others' cultures.	Teacher understands the need for behaviors that meet the needs of culturally diverse students, families, and colleagues. Teacher's behaviors are limited in effectiveness.	Teacher uses the following as standards for behavior: <ul style="list-style-type: none"> assesses one's own cultural knowledge, values diversity, deals with conflict, adapts to diversity, and integrates cultural knowledge into classroom and/or school policies, procedures, and practices. 	Teacher seeks and provides ongoing opportunities for self and colleagues to learn together, use dialogue to facilitate critical conversations about controversial topics, and use the behavioral standards to collaboratively plan to improve learning for all cultural groups and service to all stakeholders while narrowing and closing gaps for underserved students, families, and colleagues.
3 ASSESSING PERSONAL AND ORGANIZATIONAL PROGRESS	Teacher provokes dissent against or resists opportunities to critically examine existing policies, practices, and individual behaviors through the lens of cultural proficiency.	Teacher is aware that policies, practices, and individual behaviors serve groups to varying degrees and that a continuum of language exists to describe those degrees, ranging from cultural destructiveness to cultural proficiency.	Teacher uses language of cultural proficiency to recognize, describe, and participate in conversations about policies, practices and individual behaviors that are both healthy and counterproductive to diversity, inclusion, and success for all.	Teacher seeks and provides opportunities to analyze, describe, and facilitate conversation about adapting policies, practices, and individual behaviors to best serve all.
4 BELIEF SYSTEMS	Teacher is unaware of the relationship between values, beliefs, and behaviors. Teacher's individual beliefs and classroom/school policies are expressed as contradictory to diversity, inclusion, and success for all.	Teacher is aware that individual behaviors and classroom/school practice are artifacts of values and beliefs. Individual beliefs and classroom/school policies are expressed in alignment with principles such as diversity, inclusion, and success for all.	Teacher assesses one's individual values, beliefs, attitudes and assumptions for alignment with the guiding principles of cultural proficiency, understanding that foundational values are essential for competently responding to diversity.	Teacher seeks and provides opportunities to study and surface individual and organizational belief systems and their relationship to individual behaviors and classroom/school practice. Teacher assesses and closes gaps between expressed values and day-to-day practices.



The Howard County Public School System
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