

2014-2015 DOMAIN 4: PROFESSIONAL RESPONSIBILITIES. Assess your practice against the levels of performance below, then highlight or circle the box that best matches.					
4a: Reflecting on Teaching	ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Accuracy	I do not know whether a lesson was effective or achieved its instructional outcomes, or I profoundly misjudge the success of a lesson.	I have a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	I make an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	I make a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
	Use in future teaching	I have no suggestions for how a lesson could be improved another time the lesson is taught	I make general suggestions about how a lesson could be improved another time the lesson is taught.	I make a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, I offer specific alternative actions, complete with the probable success of different courses of actions.
4b: Maintaining Accurate Records	Student completion of assignments	My system for maintaining information on student completion of assignments is in disarray.	My system for maintaining information on student completion of assignments is rudimentary and only partially effective.	My system for maintaining information on student completion of assignments is fully effective.	My system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
	Student progress in learning	I have no system for maintaining information on student progress in learning, or the system is in disarray.	My system for maintaining information on student progress in learning is rudimentary and only partially effective.	My system for maintaining information on student progress in learning is fully effective.	My system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
	Noninstructional records	My records for noninstructional activities are in disarray, resulting in errors and confusion.	My records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	My records for maintaining information on noninstructional activities is fully effective.	My system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.
4c: Communicating with Families	Information about the instructional program	I provide little or no information about the instructional program to families.	I participate in the school's activities for family communication but offer little additional information.	I provide frequent information to families, as appropriate, about the instructional program.	I provide frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
	Information about individual students	I provide minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. I do not respond or respond insensitively, to family concerns about students.	I adhere to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	I communicate with families about student's progress on a regular basis, respecting cultural norms, and I am available as needed to respond to family concerns.	I provide information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
	Engagement of families in the instructional program	I make no attempt to engage families in the instructional program, or such efforts are inappropriate.	I make modest and partially successful attempts to engage families in the instructional program.	My efforts to engage families in the instructional program are frequent and successful.	My efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
4d: Participating in a Professional Community	Relationships with colleagues	My relationships with colleagues are negative or self-serving.	I maintain cordial relationships with colleagues to fulfill duties that the school and district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. I take initiative in assuming leadership among the faculty.
	Involvement in a culture of professional inquiry	I avoid participation in a culture of inquiry, resisting opportunities to become involved.	I become involved in the school's culture of inquiry when invited to do so.	I actively participate in a culture of professional inquiry.	I take a leadership role in promoting a culture of professional inquiry.
	Service to the school	I avoid becoming involved in school events.	I participate in school events when specifically asked.	I volunteer to participate in school events, making a substantial contribution.	I volunteer to participate in school events, making a substantial contribution, and assume a leadership role in at least one aspect of school life.
	Participation in school and district projects	I avoid becoming involved in school and district projects.	I participate in school and district projects when specifically asked.	I volunteer to participate in school and district projects, making a substantial contribution.	I volunteer to participate in school and district projects, making a substantial contribution, and assume a leadership role in a major school or district project.
4e: Growing and Developing Professionally	Enhancement of content knowledge and pedagogical skill	I engage in no professional development activities to enhance knowledge or skill.	I participate in professional activities to a limited extent when they are convenient.	I seek out opportunities for professional development to enhance content knowledge and pedagogical skill.	I seek out opportunities for professional development and make a systemic effort to conduct action research.
	Receptivity to feedback from colleagues	I resist feedback on teaching performance from either supervisors or more experienced colleagues.	I accept, with some reluctance, feedback on teaching performance from both supervisors or more experienced	I welcome feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration.	I seek out feedback on teaching from both supervisors and colleagues.
	Service to the profession	I make no effort to share knowledge with others or to assume professional responsibilities.	I find limited ways to contribute to the profession.	I participate actively in assisting other educators.	I initiate important activities to contribute to the profession.
4f: Showing Professionalism	Integrity and ethical conduct	I display dishonesty in interactions with colleagues, students, and the public.	I am honest in interactions with colleagues, students, and the public.	I display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	I can be counted on to hold the highest standards of honesty, integrity, and confidentiality and take a leadership role with
	Service to students	I am not alert to student's needs.	My attempt to serve students are inconsistent.	I am active in serving students.	I am highly proactive in serving students, seeking out resources when needed.
	Advocacy	I contribute to school practices that result in some students being ill served by the school.	I do not knowingly contribute to some students being ill served by the school.	I work to ensure that all students receive a fair opportunity to succeed.	I make a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
	Decision making	I make decisions and recommendations based on self-serving interests.	My decisions and recommendations are based on limited though genuinely professional considerations.	I maintain an open mind and participates in team or departmental decision making.	I take a leadership role in team or departmental decision making and help ensure that such decisions are based on the highest professional standards.
	Compliance with school and district regulations	I do not comply with school and district regulations.	I comply minimally with school and district regulations, doing just enough to get by.	I comply fully with school and district regulations.	I comply fully with school and district regulations, taking a leadership role with my colleagues.