



ACADEMY FOR POSITIVE LEARNING

TEACHER-ADMIN POST-OBSERVATION MEETING

Teacher: _____

Admin: _____

Observation Date: _____

Observation Notes

| Item | Notes: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Think wave: -2 grades per week per subject -Weekly quizzes -All technology grades entered (3-8) -Unit tests/ quizzes/ homework/classwork, grades for each category -No blanks -Grades reflect mastery (not all the same, not all A's, not all grades for completion, grades reflect attendance in class) | |
| WEEKLY Lesson Plans -uploaded as Teams Announcement before start of classes on Monday -templates filled out with all info | |
| FSQs/USAs -Up to date according to schedule. -If not up to date, teacher sent a revised S&S to RB and plan to get back on track with the dates in the calendar. | |
| Attendance -Taken every class period on Think wave | |
| Classroom -Using technology (Pearson math interactive assignments, Online textbooks with student logins, all online curriculum must be being used every day, students should know how it works at this point and be using it every day) -Making sure all students are interacting (not just teacher lecturing) -Muting/unmuting students when necessary -Online classroom management: teacher responsibility to make sure all students are on camera and visible. At this point they should not need to be reminded, if there are still issues the teacher communicated this to parent. | |
| Parent Communication -Contacted parents of students failing, provided conf. notes or cc'd admin on e-mail -ESE, ESOL, Conference Notes sent to admin -Teacher on camera for Conference Period -Contact parents every time a student misses a class | |

POST-OBSERVATION Meeting Date: _____

Notes:

Teacher Signature: _____ Admin Signature: _____



ACADEMY FOR POSITIVE LEARNING

Informal Observation Form
Classroom Walk-Through Observation

Teacher Name School / Location

Observer Name Observation Date

Subject Time

Domain 1: Planning and Preparation

Instructional Objective Posted:

- Yes No

Instructional Purpose Evident to Most Students:

- Yes No

How was instructional purpose evident to most students?

- Teacher elicited feedback Student provided

Identifying Grouping Format:

- Whole group Individual Small group Paired

Domain 2: Classroom Environment

Establishing a culture for Learning

Relevant, rigorous, and current work displayed: Yes, No, N/A

Students working on relevant and rigorous work: Yes, No, N/A

Managing Classroom Procedures

Procedures posted: Yes No

Procedures implemented and/or evident: Yes No

Transitions: Smooth Disjointed

Instructional Time Lost: Yes No

Managing Student Behavior

- Respectful desists Inconsistent desists Punitive desists None needed

Negative impact on learning: Yes No

Domain 3: Instruction

Communication with Students

| | | |
|-----------------------------------------------------------------|-----|----|
| Directions clearly stated: | Yes | No |
| Effectively communicates lesson content | Yes | No |
| Checks for comprehension/refers to key points throughout lesson | Yes | No |

Using questioning and discussion techniques

Level of questioning:

- High Moderate Low Not observed

Students participate in formulating high level questions: Yes No

Engaging students in learning

Students are; (engagement level)

- Highly engaged (nearly all students are highly intellectually engaged)
- Engaged (most students are engaged in a high level of rigor)
- Managed (students are on task/compliant but only moderately intellectually engaged)
- Not engaged (students are off-task due to little intellectual engagement)

Instructional Practices (check all that apply):

- | | | |
|--------------------------------------------|--------------------------------------------------|--------------------------------------------|
| <input type="radio"/> Coaching | <input type="radio"/> Lecture | <input type="radio"/> Presentation |
| <input type="radio"/> Hands-on experience | <input type="radio"/> Learning centers | <input type="radio"/> Practice Activity |
| <input type="radio"/> Modeling/Explaining | <input type="radio"/> Discussion | <input type="radio"/> Providing |
| <input type="radio"/> Movie/video/audio | <input type="radio"/> Assessment | directions/instructions |
| <input type="radio"/> CIM/F-CIM | <input type="radio"/> Differentiated Instruction | <input type="radio"/> Teacher Directed Q/A |
| <input type="radio"/> Cooperative Learning | <input type="radio"/> Data Chats | <input type="radio"/> Kagan |
| <input type="radio"/> Springboard Activity | | <input type="radio"/> None |

Instructional Materials Used

- | | |
|------------------------------------------------------|-------------------------------------------------|
| <input type="radio"/> Computer/technology | <input type="radio"/> Real world objects |
| <input type="radio"/> Activity sheets | <input type="radio"/> Video/audio |
| <input type="radio"/> Published materials/textbook | <input type="radio"/> Student created materials |
| <input type="radio"/> Content specific manipulatives | <input type="radio"/> None |
| <input type="radio"/> Whiteboard/flip chart | <input type="radio"/> Other _____ |

Teacher was:

- | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Circulating within classroom | <input type="radio"/> Interacting with students on academic needs |
| <input type="radio"/> Interacting with students/non-academic | <input type="radio"/> Teaching a lesson |
| <input type="radio"/> Interacting with student on classroom management issues/needs | <input type="radio"/> Working at desk |

See Attached Notes

The Four Domains Self-Assessment

The first step in focusing your energy on new professional methods and techniques is to determine your needs. That requires honest self-assessment and planning. First, take a few moments to reflect on your practice and ask yourself, "Where am I now?"

Then review the performance descriptions for the components of each domain, underlining or highlighting keywords that best describe your teaching practice. Note that the words don't have to all be under one level. For example, you may highlight words in both the basic and proficient columns. Finally, mark the level that best matches your teaching performance for each column.

As a result of this self-assessment, on which domain will you focus first?

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

| Domain 1: Planning and Preparation | | | | |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
| 1a: Demonstrating Knowledge of Content and Pedagogy | The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. <input type="checkbox"/> | The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. <input type="checkbox"/> | The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. <input type="checkbox"/> | The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 1b: Demonstrating Knowledge of Students | The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. <input type="checkbox"/> | The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. <input type="checkbox"/> | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. <input type="checkbox"/> | The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 1c: Setting Instructional Outcomes | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. <input type="checkbox"/> | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. <input type="checkbox"/> | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. <input type="checkbox"/> | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 1d: Demonstrating Knowledge of Resources | The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge. <input type="checkbox"/> | The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge. <input type="checkbox"/> | The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. <input type="checkbox"/> | The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 1e: Designing Coherent Instruction | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. <input type="checkbox"/> | The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. <input type="checkbox"/> | The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. <input type="checkbox"/> | The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| If: Designing Student Assessments | The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. <input type="checkbox"/> | The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. <input type="checkbox"/> | The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. <input type="checkbox"/> | The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. <input type="checkbox"/> |

Domain 2: The Classroom Environment

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 2a: Creating an Environment of Respect and Rapport | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. <input type="checkbox"/> | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. <input type="checkbox"/> | Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. <input type="checkbox"/> | Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 2b: Establishing a Culture for Learning | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. <input type="checkbox"/> | The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions." <input type="checkbox"/> | The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. <input type="checkbox"/> | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance -- for example, by initiating improvements to their work. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 2c: Managing Classroom Procedures | Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. | Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures for transitions, and handling of supplies, and performance of non-instructional duties. |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 2d: Managing Student Behavior | There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 2ei Organizing Physical Space | <p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p> <input type="checkbox"/> | <p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <input type="checkbox"/> | <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p> <input type="checkbox"/> | <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p> <input type="checkbox"/> |

Domain 3: Instruction

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 3a: Communicating with Students | <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 3b: Using Questioning and Discussion Techniques | <p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 3c: Engaging Students in Learning | Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. <input type="checkbox"/> | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained. <input type="checkbox"/> | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. <input type="checkbox"/> | Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 3d: Using Assessment in Instruction | Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. <input type="checkbox"/> | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. <input type="checkbox"/> | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. <input type="checkbox"/> | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 3e: Demonstrating Flexibility and Responsiveness | <p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p> <p style="text-align: right;"><input type="checkbox"/></p> |

Domain 4: Professional Responsibilities

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4a: Reflecting on Teaching | The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved. <input type="checkbox"/> | The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved. <input type="checkbox"/> | The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved. <input type="checkbox"/> | The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4b: Maintaining Accurate Records | The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. <input type="checkbox"/> | The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective. <input type="checkbox"/> | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. <input type="checkbox"/> | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4c: Communicating with Families | <p>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p> <input type="checkbox"/> | <p>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p> <input type="checkbox"/> | <p>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p> <input type="checkbox"/> | <p>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p> <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4d: Participating in a Professional Community | <p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p> <input type="checkbox"/> | <p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p> <input type="checkbox"/> | <p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p> <input type="checkbox"/> | <p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p> <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4e: Growing and Developing Professionally | The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. <input type="checkbox"/> | The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. <input type="checkbox"/> | The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. <input type="checkbox"/> | The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. <input type="checkbox"/> |

| COMPONENT | UNSATISFACTORY | NOVICE/NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| 4f: Showing Professionalism | The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines. <input type="checkbox"/> | The teacher is honest and well intentioned in serving students and contributing to discussions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by. <input type="checkbox"/> | The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. <input type="checkbox"/> | The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. <input type="checkbox"/> |