

Domain 4: Professional Responsibilities

Component 4a:	Reflecting on Teaching
	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>Elements of component 4a:</p> <ul style="list-style-type: none">• Accuracy <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i>• Use in future teaching <i>If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.</i> <p>Indicators:</p> <ul style="list-style-type: none">• Accurate reflections on a lesson• Citation of adjustments to practice that draw on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes 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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes 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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> Teacher considers the lesson but draws incorrect conclusions about its effectiveness. Teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> Teacher has a general sense of whether or not instructional practices were effective. Teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> Teacher accurately assesses the effectiveness of instructional activities used. Teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples 4a	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says, "I have tried everything with this class in small groups; I don't think that anything works!" 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, "I guess that went okay. Overall most of the students seemed to really enjoy the activity and work well together." The teacher says, "I guess I could try _____ and _____ to improve student learning during small group time." 	<ul style="list-style-type: none"> The teacher says, "I wasn't pleased with the level of student learning because only 13 out of the 20 students were able to complete the activity accurately." The teacher's upcoming lesson plan includes several modifications for the small group procedures to improve student involvement. 	<ul style="list-style-type: none"> The teacher says, "I think that lesson worked pretty well, although I was disappointed in how Jimmy and Andrea worked as a pair at the back table. They did not complete steps 4 and 5 of the activity while the rest of the pairs completed all 5 steps accurately." Based conversation with colleagues and internet searches, the teacher is trying two different approaches for grouping students differently during small group time.

Component 4b:	Maintaining Accurate Records
	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>Elements of component 4b:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.</i> • Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.</i> • Noninstructional records <i>Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip or which students have paid for their school pictures.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate noninstructional records

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4b: Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • <i>There is no system for either instructional or noninstructional records.</i> • <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</i> • <i>Teacher's process for tracking student progress is cumbersome to use.</i> • <i>Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>Teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i> • <i>Teacher's process for recording noninstructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of "proficient":</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining noninstructional records for the class.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples 4b	<ul style="list-style-type: none"> • The teacher has not established any communication resource for parents to access student learning and development information. • The teacher has not established or refuses to track student’s progress toward learning and development goals. • No visual documentation of student work is available. • The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.” • On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips, and frantically searches for a teacher who can supervise the five students who cannot join the field trip. 	<ul style="list-style-type: none"> • The teacher has developed a web-based linkage for parents to access information about individual student learning and development but only updates on a quarterly basis. • The teacher inconsistently uses a process for tracking students’ progress toward learning and development goals. • Visual documentation of student work is available though not frequently updated. • The teacher says, “I’ve got all these writing samples from my students; I should share them with the students before I put them into the system, but I just don’t have time.” • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • The teacher creates a link on the class website where parents can check on a regular basis individual student learning and development progress. • The teacher uses excel-based spreadsheet to track individual student progress toward learning and development goals. • Visual documentation of student work is accessible for students/parent review and is regularly updated by teacher. • The teacher says, “I regularly have the students look at their writing samples and my notes. After we have had a writing conference, students make any final changes to their stories before I summatively assess them.” • During the week leading up to the field trip, permission slips are collected and documented by the teacher on a checklist based upon students turning them in each morning during attendance time. 	<ul style="list-style-type: none"> • The teacher has checked with the parents to see who would prefer to have on-line versus paper updates on student learning and development progress and uses their preferred format. • When asked about his/her progress in a class, a student proudly shows his/her portfolio of work and can explain how the documents indicate his/her progress toward learning goals. • Visual documentation is regularly shared by teacher with students and is organized and/or reviewed by students (and parents as requested). • Students regularly review and update their writing based upon their writing conference with the teacher. Students are expected to keep track of his/her writing progress in their individual portfolios. • During the week leading up to the field trip, students file their signed field trip permission slips in the appropriately marked folder at the Info Center during attendance time. Teacher checks the folder each day and lists students on board that have not turned in their slips.

Component 4c:	Communicating with Families			
	<p>Although the ability of families to participate in their child’s learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys the teacher’s essential caring, valued by families of students of all ages.</p> <p>Elements of component 4c:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>The teacher frequently provides information to families about the instructional program.</i> • Information about individual students <i>The teacher frequently provides information to families about students’ individual progress.</i> • Engagement of families in the instructional program <i>The teacher frequently and successfully offers engagement opportunities are to families so that they can participate in the learning activities.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process 			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4c: <i>Communicating with Families</i></p>	<p>Teacher provides little information about the instructional program to families; teacher’s communication about students’ progress is minimal. Teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>Teacher makes sporadic attempts at communication with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Teacher makes some attempts to engage families in the instructional program.</p>	<p>Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Teacher responds to family concerns with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Little or no information regarding the instructional program is available to parents.</i> • <i>Families are unaware of their children's progress.</i> • <i>Family-engagement activities are lacking.</i> • <i>There is some culturally inappropriate communication.</i> 	<ul style="list-style-type: none"> • <i>School or district-created materials about the instructional program are sent home.</i> • <i>Teacher sends home infrequent or incomplete information about the instructional program.</i> • <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> • <i>Some of the teacher's communications are inappropriate to families' cultural norms.</i> 	<ul style="list-style-type: none"> • <i>Teacher regularly makes information about the instructional program available.</i> • <i>Teacher regularly sends home information about student progress.</i> • <i>Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning.</i> • <i>Most of teacher's communications are appropriate to families' cultural norms.</i> 	<ul style="list-style-type: none"> • <i>Students regularly develop materials to inform their families about the instructional program.</i> • <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> • <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i> • <i>All of teacher's communications are highly sensitive to families' cultural norms.</i>
-----------------------------------	---	--	--	---

<p>Possible Examples 4c</p>	<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on in reading! I don’t have any information on specific books or activities that they do on a regular basis. When I ask my son, he says that they ‘get to play’ on the computers!” • A parent says, “I wish I could know something about my child’s math progress before the report card comes out. I did not know she was having so many problems.” • A parent asks the principal, “I wonder why we never see any schoolwork come home.” • The teacher does not provide opportunities for parents to be involved in the classroom • Teacher does not organize a method for families to share student/family information with teacher in support of their child’s learning needs. 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class. The teacher sent home information about guided reading at the beginning of the year but I haven’t heard anything since and it is October!” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that she’s doing fine and not to worry because it was the beginning of the year.” • A parent says, “I look each week on Friday for the weekly schoolwork to so that I can sign and say that I have reviewed my child’s work.” • The teacher provides only “during the school day” opportunities for parents to be involved in the classroom instead of thinking of ways for families that work during the day to be involved. • The teacher collects information from families at Back-to-School regarding student/family information in support of each student’s learning needs. 	<ul style="list-style-type: none"> • A parent says, “My son’s teacher sends a weekly newsletter home to families, including current class activities, community and/or school projects, field trips, etc. but it also has information on weekly reading goals and specific books for guided reading. I like to know that!” • A parent says, “My daughter’s teacher has created a monthly progress report, which is sent home that tells me how my child is doing in math, reading, and social skills.” • A parent says, “The teacher sends home a project that asked my child to interview each family member about growing up as a child in a specific decade. The project even included my child’s grandparents, which they loved!” • At the beginning of the school year and at parent conferences, the teacher provides a variety of ways for families to be involved directly in the classroom or as a support to the classroom. • The teacher collects information from families at Back-to-School about student/family needs and then has the families review and provide updates as needed at either parent conferences or parent meetings to support student learning progress. 	<ul style="list-style-type: none"> • A parent says, “My son brings home his reading book bag and book log each night. We are supposed to read each book twice and then write down the names of the books and check how the reading went. I really like hearing him read to me. He is making so much progress!” • A parent says, “My child brings home a weekly folder that has schoolwork and three charts of her learning progress...one for math, reading, and social skills. We go over the work and charts and then she and I both have to sign that we have discussed it and put down any questions that we have for the teacher.” • A parent says, “My child completes a daily reflection log that describes what he/she is learning and then brings it home each week with different school work for her to share with me.” • The teacher uses sign-up genius surveys on a regular basis for parents to identify roles for participation in the classroom (both inside and outside of classroom time) due to families having internet access through phone/home computers. • At the Back to School meeting, the teacher introduced a monthly communication journal that the teacher uses to share information with families about how their child is progressing and in turn for parents to share information about how their child is doing at home.
------------------------------------	---	---	---	---

Component 4d: Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Elements of component 4d:

- Relationships with colleagues
Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry
Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school
Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects
Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4d: Participating in the Professional Community</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher’s relationships with colleagues are characterized by negativity or combativeness.</i> • <i>Teacher purposefully avoids contributing to activities promoting professional inquiry.</i> • <i>Teacher avoids involvement in school activities and district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has cordial relationships with colleagues.</i> • <i>When invited, teacher participates in activities related to professional inquiry.</i> • <i>When asked, teacher participates in school activities, as well as district and community projects.</i> 	<ul style="list-style-type: none"> • <i>Teacher has supportive and collaborative relationships with colleagues.</i> • <i>Teacher regularly participates in activities related to professional inquiry.</i> • <i>Teacher frequently volunteers to participate in school events and school district and community projects.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Teacher takes a leadership role in promoting activities related to professional inquiry.</i> • <i>Teacher regularly contributes to and leads events that positively impact school life.</i> • <i>Teacher regularly contributes to and leads significant district and community projects.</i>
<p>Possible Early Learning Examples 4d</p>	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, “You know that they can’t make us do any of these school improvement initiatives unless we want to. I don’t know why all of you always just say ‘ok’ to whatever they tell us to do!” • The teacher does not regularly attend the PLC literacy team meetings due to “something coming up” in the classroom (even though the PLC meeting is during a common planning time). • The teacher does not attend any school function after the dismissal bell. • The teacher says, “I work from 8:30 to 3:30 and not a minute more. I won’t serve on the early literacy district committee unless the meetings are during the day and they get me a good substitute to cover my class.” 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, “What is it that we have to do? Just tell me and I will do it.” • The teacher regularly attends the PLC literacy team meetings and adds ideas to the discussion when ‘called upon’ by different colleagues to share. • The teacher participates in after school meetings when specifically requested to by principal or instructional coach. • The teacher says, “I will be on the district early literacy committee if I am asked by principal but sometimes I just don’t see the benefit of all the time that it takes away from my classroom teaching and my personal life.” 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, “Ok, I think that I could add some ideas to what we have already talked about in regards to read aloud books!” • The teacher reviews the PLC literacy team agenda before coming to the meeting and typically bring resources to highlight or share with colleagues that will support professional goals listed on agenda. • The teacher has decided to take some of the free after school online early learning courses and to share her/his learning with colleagues. • The teacher says, “I would love to represent our school on the early literacy district committee. It would be a great way for me to get know information to bring to our school and especially our PLC literacy team.” 	<ul style="list-style-type: none"> • The teacher says to grade-level colleagues at the staff meeting, “I would be glad to organize our classroom library master lists in a computer spreadsheet if that would be helpful for the team to keep track of our book types/levels!” • The teacher co-facilitates the PLC literacy team and is in charge of developing the agenda with the principal and then taking notes during the meeting and sharing with team after the meeting. • The teacher leads the “mentor” teacher group at the school, which meets after school with new teachers focusing on support for teachers during their first two years of teaching. • The teacher says, “This is my second year working with the district literacy coaches to organize the quarterly early literacy meetings. I have really learned a lot about best practice and like to help in guiding our district for developing standards-based curriculum in this area.”

Component 4e:	Growing and Developing Professionally			
	<p>As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback.</i> • Service to the profession <i>Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry 			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>4e: Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>Teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>Teacher ignores invitations to join professional organizations or attend conferences.</i> 	<ul style="list-style-type: none"> • <i>Teacher participates in professional activities when they are required or provided by the district.</i> • <i>Teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>Teacher contributes in a limited fashion to professional organizations.</i> 	<ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development.</i> • <i>Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</i> • <i>Teacher actively participates in organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of “proficient”:</i></p> <ul style="list-style-type: none"> • <i>Teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>Teacher actively seeks feedback from supervisors and colleagues.</i> • <i>Teacher takes an active leadership role in professional organizations in order to contribute to the profession.</i>
<p>Possible Examples 4e</p>	<ul style="list-style-type: none"> • The teacher does not take courses or explore community or internet resources unless it is provided during school improvement sessions. • The teacher endures the principal’s annual observations in his/her classroom, knowing that if he/she waits long enough, the principal will eventually leave and he/she will be able to simply disregard the feedback. • Despite teaching for many years in early childhood, the teacher declines to join NAEYC when asked by a colleague due to the organization being “too costly” and “not worth it”. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn’t typically apply the professional learning or materials back in the classroom. • The teacher listens to his/her principal’s feedback after a observation but isn’t sure that the recommendations really apply in his/her situation but will try to apply the suggestions as requested. • The teacher joins the local chapter of NAEYC because she might benefit from the free resources—but otherwise doesn’t feel it’s worth much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies he/she will be able to use during the school year. • The teacher enjoys his/her principal’s ongoing walk-through visits because they always lead to a valuable informal face-to-face or email dialogue between the teacher and principal the following day. • The teacher joined NAEYC “Families Matter” professional network that uses an online forum platform to discuss key challenges and supports for families with young children. She finds this professional support provides her ideas for her family outreach. 	<ul style="list-style-type: none"> • The teacher use her professional learning goals as a way to organize specific courses and online learning that she wants to due throughout the year to improve her students learning. • The teacher is working on a particular instructional strategy and asks his/her colleagues to observe in his/her classroom in order to provide objective feedback on his/her progress. • The teacher has helped to organize a local foundation for supporting early literacy education for families aligned to NAEYC early literacy standards of practice; her leadership has inspired many parents to organize book collections and host “reading parties” at their homes with other families of young children.

Component 4f:	Showing Professionalism
	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p> <p>Elements of component 4f:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty.</i> • Service to students <i>Teachers put students first in all considerations of their practice.</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs.</i> • Decision making <i>Teachers solve problems with students' needs as a priority.</i> • Compliance with school and district regulations <i>Teachers adhere to policies and established procedures.</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Teacher having reputation as trustworthy and being often sought as sounding board • Teacher frequently reminding participants during committee or planning work that students are the highest priority • Teacher supporting students, even in the face of difficult situations or conflicting policies • Teacher challenging existing practice in order to put students first • Teacher consistently fulfilling district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
<i>4f: Showing Professionalism</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher must be reminded by supervisors about complying with school and district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>Teacher engages in practices that are self-serving.</i> • <i>Teacher willfully rejects district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally but on a limited basis.</i> • <i>Teacher complies with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision making.</i> • <i>Teacher complies completely with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision making.</i> • <i>Teacher takes a leadership role regarding district regulations.</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Possible Examples</i> <i>4f</i>	<ul style="list-style-type: none"> • The teacher makes some errors when marking recent early learning assessments but does not go back and correct errors because it would lower classroom learning goal %. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their families can't afford daycare. • The teacher does not refer students to the school problem-solving team when they are behaviorally struggling in the classroom because "the forms are just too much work to fill out!" • The teacher attends the required training for the district's new online curriculum mapping system but has never used it after the training to during their lesson planning process. 	<ul style="list-style-type: none"> • The teacher makes some errors when marking recent early learning assessments and when discovered, corrects and resubmits the new assessment results. • When the teacher realizes several of her students are coming early to school, the teacher sends each family an information brochure about the school's before-after school daycare that can work with the families on a "sliding payment scale" but does not follow-up with families after that. • The teacher has several students who are behaviorally struggling in class and sends a quick e-mail to the counselor to come in and watch the students. The counselor comes in and gives a few ideas to the teacher but the teacher does not implement any "because they seem like a lot of work on my part". • The teacher learns the district's new online curriculum mapping system but does not use it on a regard basis when lesson planning. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners to be a "go to" for asking questions about grading practices and knows that their questions/concerns will not be reported to supervisors. • When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school's before-after school daycare that can work with the families on a "sliding payment scale" and checks back in a week to see if the families need any additional support. • The teacher has several students who are behaviorally struggling in class and completes the forms for referring the students to the problem-solving so that she can get some feedback and ideas of what to do differently with these students. The teacher selects two of the ideas and tries them with the students. • The teacher learns the district's new online curriculum mapping system and uses it as a resource in her weekly lesson planning process. 	<ul style="list-style-type: none"> • The teacher offers to help a new teacher with the 'grading' of the early learning assessments so that she can answer any questions that the new teacher has about the process. The new teacher readily agrees because she knows that this teacher will conduct this co-grading with complete discretion. • When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school's before-after school daycare as well as other community daycare that would work with families on a "sliding payment scale". The teacher also connects the families with the school's home school liaison that can help with other family needs. • Based upon the suggestions of the problem-solving team, the teacher sets up individual behavioral plans with each student and follows up with the families to share with them what the plans include and also updates the families on a weekly basis of the students progress. • When the district adopts a new online curriculum mapping system, the teacher learns it inside and out so that she will be able to use it effectively in her weekly lesson planning as well as assist her colleagues with its implementation.