

## **DOMAIN 4: Professional Responsibilities**

Effective educators demonstrate their commitment to high ethical and professional standards and seek to improve their practice. Components of Domain 4 include:

- **Communicating with Students**
  - Expectations for Learning
  - Directions and Procedures
  - Explanations of Content
  - Use of Oral and Written Language
- **Using Questioning and Discussion Techniques**
  - Quality of Questions
  - Discussion Techniques
  - Student Participation
- **Engaging Students in Learning**
  - Activities and Assignments
  - Grouping of Students
  - Instructional Materials and Resources
  - Structure and Pacing
- **Using Assessment in Instruction**
  - Assessment Criteria
  - Monitoring of Student Learning
  - Feedback to Students
  - Student Self-Assessment and Monitoring of Progress
- **Demonstrating Flexibility and Responsiveness**
  - Lesson Adjustment
  - Response to Students
- Persistence

DOMAIN 4

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4a: Reflecting on Teaching</b>	<p>(After the observation)            Teacher makes a thoughtful and accurate self-reflection based on the extent to which it achieved instructional outcomes, cites specific examples from the lesson and weighs the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>Teacher makes an accurate self-reflection based on and the extent to which it achieved instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</p>

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<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4b: Maintaining Accurate Records</b>	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective.	Teacher's system for maintaining information on student completion of assignments and on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray and there is no system for maintaining information on student progress in learning.

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<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4c: Communicating with Families</b>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students have the opportunity to participate in preparing materials for their families and Teacher's efforts to engage families in the instructional program are frequent and successful.</p> <p>Response to family concerns is handled with great professional and cultural sensitivity.</p> <p>Students contribute ideas for projects that could be enhanced by family participation.</p>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. and makes efforts to engage families in the instructional program are frequent and successful.</p> <p>Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Teacher participates in the school's activities for family communication but offers little additional information. and makes partially successful attempts to engage families in the instructional program.</p> <p>Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Teacher provides little or no information about the instructional program to families. and makes no attempt to engage families in the instructional program.</p> <p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p>

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<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4d: Participating in Professional Community</b>	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</p> <p>Teacher volunteers to participate in school or district events/projects, making a contribution in school life/district projects assuming a leadership role.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. and actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school and/or district events/projects, making a contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. and becomes involved in the school’s culture of inquiry when invited to do so.</p> <p>Teacher participates in school and/or district events/projects when specifically asked.</p>	<p>Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry.</p> <p>Teacher avoids becoming involved in school and/or district events/projects.</p>

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<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4e: Growing and Developing Professionally</b>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher participates in professional activities to a limited extent.</p> <p>Teacher reluctantly accepts feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>
	<b>LEVEL OF PERFORMANCE</b>			
<b>DOMAIN 4: REFLECTING ON TEACHING</b> <b>Component 4f: Showing Professionalism</b>		<p><b>EFFECTIVE</b></p> <p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher complies fully with school and district regulations and participates in team or departmental decision making.</p>		<p><b>UNSATISFACTORY</b></p> <p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher does not comply with school and district regulations. Teacher decisions are based on self-serving criteria.</p>