

Princeton City School District

Classroom Teacher  
Cover Sheet 2012-2013

Melissa Sand

Teacher's Name

Select School

PHS

Components of Professional Practice

Domain 1: Planning and Preparation

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Setting Instructional Outcomes
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Designing Student Assessments

Domain 2: The Classroom Environment

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

Domain 3: Instruction

- Component 3a: Communicating with Students
- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning
- Component 3d: Using Assessment in Instruction
- Component 3e: Demonstrating Flexibility & Responsiveness

Domain 4: Professional Responsibilities

- Component 4a: Reflecting on Teaching
- Component 4b: Maintaining Accurate Records
- Component 4c: Communicating with Families
- Component 4d: Participating in a Professional Community
- Component 4e: Growing & Developing Professionally
- Component 4f: Showing Professionalism

(Check mark in front of component indicates item included in this evaluation.)

For the items checked, there are observations and recommendations on the attached page(s). Pre- and post-conference comments are included. Dates and Amount of Time Spent in Classroom are:

Admin & Teacher conference over 100 Requinto minutes.

I have seen and read through my evaluation which contains 9 pages. + binder  
I have waived the two-day notice to review my evaluation before discussing it. \_\_\_\_\_ (Teacher Initials)

Teacher comments submitted: Select

W.T. Joubert 5/20/13  
Principal's Signature Date

Melissa Sand 5/20/13  
Teacher's Signature Date

Copies to: Original to Human Resources, Teacher, Evaluator's Office

# Princeton City Schools

## Teacher Evaluation Write-Up

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**Teacher's Name:** Melissa Sand

**Evaluator:** William T. Sprankles III

**Building:** Princeton HS

**Review Date:** May 16, 2013

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### Summary Statement of Evaluator

#### Overview

*Melissa and her students are constantly in the "eye" of the Princeton Community. The multiple art classes that Melissa instructs are constantly producing artwork that is displayed throughout the entire school. This not only includes artwork completed during class time but projects for over 3,000 students – such as the agenda book covers, and special competitions, such as prototypes for Vans. Ultimately, Melissa is constantly showcasing her teaching abilities and the performances of her students.*

During the 2012-13 school year, Melissa went through the entire process. Together, we conducted beyond the required 120 minutes of observation time, including multiple pre and post conferences, as well as a series of conversations and other reflective activities. While this evaluation write-up does not capture Melissa's performance and commitment as an educator in its entirety, it does highlight key components that should be heavily considered during the evaluation process.

During this school year, Melissa assumed a great deal of ownership during the observation and evaluation process. Specifically, Melissa demonstrated a great deal of growth and development with using the Charlotte Danielson Framework / Rubric by conducting a self-analysis over her own performance. This was a scaffolding process in which Melissa and I analyzed the rubric components together during first semester, and transitioned to Melissa having full ownership during second semester.

In particular, I video recorded Melissa's final observation during the month of April. After the observation, Melissa took the 45+ minute video and comprehensively assessed her own performance in domains 2 and 3 in an extremely detailed capacity. It is important to state this in the summary, because Melissa was told she would be evaluated based on how accurately she assessed her own performance after the fourth observation. I commend Melissa for honestly, strategically and accurately reflecting on her teaching and learning culture. *Please reference the completed rubrics included in the packet of evidence to validate the work completed by Melissa.*

Throughout the year, Melissa maintained a shared Edmodo Account, shared classroom webpage & shared Dropbox account with myself throughout in which she organized and uploaded lesson plans, materials, supporting documents and completed multiple domain analyses. Melissa's documents were always submitted on time. Melissa successfully completed all tasks with little or no feedback, demonstrating her active listening skills and competency.

### **Leadership Challenge:**

I am challenging Melissa to actively participate in the No Nonsense Nurturing (NNN) Coaching process in the fall on the 2013-14 school year. The rationale is because in order to create true cultural change throughout our school, we need our best teachers taking on this coaching experience first to prove that everyone can grow from the training.

### **Special Attention:**

**Within the submitted packed of evaluation evidence, please reference the following:**

- *Observation #1 ----- Post Conference Reflection*
- *Observation #2 ----- Domain 1 analysis of Planning & Preparation*
- *Observation #3 ----- Rubric Self Analysis / Component Summary*
- *Tenure Reflection Document in Narrative Form*

### **Recommendation:**

Melissa has demonstrated "proficiency" or "distinguished" rankings in all observed areas and all four components of the Danielson Framework. Melissa is being recommended for Tenure / Continuing Contract as an outcome of her performance during the 2012-13 school year, dedication to our students, and on-going commitment to the Mission and Vision of the Princeton City School District.

### **EVIDENCE SUBMITTED:**

*It should be noted the teacher submitted a completed dropbox file and hard-copy binder as the final submission for documents and artifacts for the tenure process. The binder contains 7 key areas or tabs or folder (dropbox).*

- *The evidence submitted is highly organized.*
- *The artifacts submitted are of high quality, and extremely accurate.*

*Overall, the teacher earns a ranking of "Distinguished" in the area of Domain 4 for submitting documentation, artifacts and evidence to capture the process and journey for tenure.*

**Within Domain 4**, Melissa's commitment to Princeton extends beyond classroom instruction, as evidenced below by:

- Participated in the Ohio Art Education Association Convention (OAEA), 2012
- STEM-Tech Conference Presenter in Kansas city 2012
- Ed-Camp Cincy Participant and Workshop Leader, 2012
- Crayola Creativity Workshop, 2012
- Funke Fired Arts Ceramics Workshop, 2012
- Ohio Art Education Association, Southwest Ohio Technology Chairperson, 2013
- OAEA Conference Committee Chairperson, 2012
- OAEA Convention Workshop Presenter, 2012
- PHS Building Leadership Team Member, 2012
- PHS Professional Development Workshop Leader
- PHS Art Club Advisor
- 3 years of Designing Prom Posters
- 3 years of Designing Student Agenda Book Covers
- Senior Oscars poster design
- OGT posters and shirt designs
- Festival of the Arts poster designs 2011, 2012, 2013
- Spanish Club, Foreign Language Club, Green Club and NHS Designs
- School Levy Posters and Designs

During each of the four observations and corresponding post-conferences, as well as other opportunities for reflection, Melissa always demonstrated a proficient and/or distinguished degree of accuracy. Melissa is very honest when reflecting, as well as analytical. Melissa can reflect from a broader picture, as well as citing specific examples and has a great awareness of her classroom culture and instruction during the lesson.

**Overall in Domain 4, Melissa is distinguished in the following areas:**

- 4A. Reflecting on Teaching*
- 4B. Maintaining Accurate Records*
- 4C: Communication with Families*
- 4D: Participating in a Professional Community*
- 4E: Growing and Developing Professionally*
- 4F: Showing Professionalism*

**Leadership Challenge in Domain 4:** *Melissa should push herself to take initiative amongst the faculty in assuming leadership roles. Within the scope of the change process in Princeton City Schools, Melissa should challenge herself to make a concerted effort to challenge negative attitudes or practices. Melissa has a great attitude about teaching and learning, and should strive to ensure her voice is heard amongst the other staff members. This could include leading professional development, speaking at staff meetings, and volunteering to be the point person for key projects and initiatives in the new 6-12 school. **Please note that Melissa's current leadership and involvement in Domain 4 is at the Distinguished Level.***

**Within Domain 1:**

Melissa has very strong organizational and planning skills. Her lessons, materials and curricular documents are highly organized and detailed.

Throughout the tenure process, Melissa was able to demonstrate multiple methods of 21<sup>st</sup> Century Based Planning and Preparation, such as her class EdModo Page and personal Website.

Melissa plans for a very routine based classroom. There are routines and procedures in place that allow her to plan instruction in chunks and segments, such as frequently conducting introductions, demonstrations, followed by student work time on projects with specific tasks.

Melissa plans activities that require students to take ownership, adapt, take initiative and make their own decisions.

During pre and post conferences, Melissa is able to speak to specific student needs and is aware of student levels.

Melissa's objectives are clear and connected to viable methods of student assessment.

**Overall in Domain 1, Melissa is proficient / distinguished in the components of**

*1A. Demonstrating Knowledge of Content and Pedagogy*

*1B. Demonstrating Knowledge of Students*

*1C. Setting Instructional Outcomes*

*1D. Demonstrating Knowledge of Resources*

*1E. Designing Coherent Instruction*

*1F. Designing Student Assessments*

**Leadership Challenge in Domain 1:** *I would like for Melissa to continue working towards STEM –Tech based activities that are integrated across other multiple disciplines. Melissa should work to be in alignment with the literacy standards embedded within the Common Core, as well as other 21<sup>st</sup> Century Skills. Melissa already does an amazing job of leading a charge in this area, and should continue to take her work to the next level.*

**Within Domain 2:**

Domain two is one of Melissa's strongest areas within her skill-sets. Melissa does a remarkable job of creating culture, building relationships and all of the other tangibles within domain 2 to further create a strong classroom.

Melissa has a very chilled and relaxed demeanor, but very focused about the lesson and daily objectives.

Melissa's interactions with students are of a distinguished level. During all the observations, she treated students with respect and dignity. She greets students at the door and she walks around the room and monitors students throughout the lesson. Melissa closes proximity when needed. Melissa laughs and smiles with her students.

Transitions are seamless, and students take ownership.

**Overall in Domain 2, Melissa is distinguished in the components of**

*2A. Creating a Classroom Environment*

*2B: Establishing a Culture for Learning*

*2C: Managing Classroom Procedures*

*2E: Organizing Physical Space*

**Leadership Challenge in Domain 2:**

*As Melissa will be one of the first teachers to participate in No Nonsense Nurturing, she can take a lead role by beginning to use the strategic vocabulary with all of the students in her various Art classes.*

- *Melissa already does certain skills, such as "positive narration."*
- *This will allow Melissa to grow in the areas of immediately addressing off-task behaviors with a consistent school-wide strategic approach.*

### **Within Domain 3:**

Melissa is a detailed communicator. She gives lots of oral / verbal directions to the students.

Additionally, Melissa writes most of her directions and procedures on her class Edmodo page. These directions are clear, detailed and often repeated to provide students with clarity.

Melissa is also clear with her "artistic" procedures and routines, within programs such as Photoshop. Overall, Melissa's use of oral and written language is distinguished.

Melissa has great activities to engage lots of students in, from creating Student Agenda Book Cover contests, to designing shoes for Vans, to designing "Red and Grey" photos for the school's culture.

Melissa would facilitate various different activities with the goal of engaging 100% of the students in her digital art classes. Most of these activities and projects are high interest and student-centered.

Melissa's strongest area in Domain 3 is 3C: Engaging Students in Learning. Melissa would frequently design activities that allowed students to adapt and take initiative within their groups or partners, as well as the project task. Melissa's activities are very well structured and the pacing is solid.

### **Overall in Domain 3, Melissa is distinguished in the components of**

- 3A. Communicating with Students*
- 3B. Using Questioning and Discussion Techniques*
- 3C: Engaging Students in Learning*
- 3D: Using Assessment in Instruction*
- 3E: Demonstrating Flexibility and Responsiveness.*

**Leadership Challenge in Domain 3:** *Melissa should challenge herself to ensure she is meeting the distinguished ranking in the area of 3D4: Student Self-Assessment and Monitoring of Progress. This is a critical area in the content of Art Education.*

- *Melissa should continue to design instruction so that students constantly self-assess and monitor so that they will continue to yield high levels of engagement.*
- *This is an area that needs to be strongly improved in the 6-12 model, and Melissa can take a lead role in the domain and component.*
- *By ensuring students are being held accountable to self-assess and monitor, it will also require Melissa to design lessons where students have a greater level of ownership with the activities, questions and daily performance.*



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**Evaluator's Suggestion(s) For Growth**

No formal suggestions. Please see above section for recommendation, challenge and point of improvement.

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**Evaluator's Recommendation(s) – See PACE Contract 5.094**

Melissa is officially being recommended for Tenure / Continuing Contract as a result of her performance during the 2012-13 school year, her passion for our students, and her commitment

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**Summary Statement or Comment of Teacher (if needed)**



*1a: Demonstrating knowledge of content and pedagogy*

Distinguished: Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

**2012 Ohio Revised Art Standards**

1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.

2PE Explore and describe how a selected art object was made.

4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary

This lesson provides:

--introductory and advanced examples of caricature are shared and explored with the class

--introductory and advanced resources for learning about caricature are explored

--written, drawn, and interpersonal formative assessments

--opportunities for group work and scaffolding

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1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

This lesson provides:

--opportunities for students to practice basic drawing techniques (sketchbook)

--opportunities for students to experiment with media (sketchbook)

--opportunities for several in-progress critiques (peer and teacher)

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2RE Apply assessment practices to revise and improve their artworks and to document their learning.

3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

This lesson provides:

--opportunities for several in-progress critiques (peer and teacher)

--daily goal setting and review that students become accustomed to using project vocabulary and the process of finishing their projects

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*1b: Demonstrating knowledge of students*

Proficient: Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

--Knowledge is sought individually from all students as well as emailing and meeting case managers, emailing ELL teachers, and parent/family contacts in the case of special needs. At this point in the semester, this knowledge is still generalized for groups of students rather than individuals. Understanding of individual student needs is still being investigated as students are exposed to new tasks during class. Students are given a variety of tasks that expose them to a diverse range of learning objectives.

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*1c: Setting instructional outcomes*

Distinguished: 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.

-lesson is based on 2012 Ohio Revised Art Standards

-students have opportunities to coordinate personal interests, personal goal setting and pacing, with (integration of) new skills and content knowledge, use of technology, and interdisciplinary knowledge

-students with special needs can be provided with more/skill-appropriate resources, modified daily goals, modified assessments, more modeling opportunities, instructions are simplified/translated as necessary

*Id: Demonstrating knowledge of resources*

Distinguished: 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.

-International Society of Caricature Artists

-YouTube videos : skills, artists

-"Wired" magazine article

-various artist and museum websites

*If: Designing coherent instruction*

Distinguished: 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's structure is clear and allows for different pathways according to student needs.

Create: individual project based on one's own character, presentation compare/contrast his/her work to another artist's work

Evaluate: the strongest character traits to use that will make an exaggerated character and best choice of materials to replicate a style, use self-assessment to monitor progress

Analyze: differences between artists' works, compositions for final caricature, skills it will take to show craftsmanship, in-progress critiques

Apply: try different sketches for final projects with exaggerated features

Understand: how to create body language and correct proportions

Remember: what is: caricature, characteristics, body language, expression, line weight

-students have opportunities to coordinate personal interests, personal goal setting and pacing, with (integration of) new skills and content knowledge, peer assessment, use of technology, and interdisciplinary knowledge

-students with special needs can be provided with more/skill-appropriate resources, modified daily goals, modified assessments, more modeling opportunities, instructions are simplified/translated as necessary

*If: Designing student assessment*

Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.

-project rubric is based on state standards but is written in student-friendly language

-students use project assessment as a self-assessment throughout the process

-assessment results will drive future skill-building exercises, projects, use of technology, etc.

## Domain 2: The Classroom Environment

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>2a: Creating an environment of respect and rapport</i>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
<i>2b: Establishing a culture for learning</i>	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to 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, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	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. 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. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	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.

## Component Summary

### Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: <i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: <i>Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	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.	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.
3c: <i>Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	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 is not fully maintained.	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.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: <i>Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by 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.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

## Component Summary

<b>Domain 4: Professional Responsibilities</b>		<b>Component Summary</b>		
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4a: Reflecting on Teaching</i>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<i>4b: Maintaining Accurate Records</i>	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
<i>4c: Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	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.	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.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program, as appropriate.
<i>4d: Participating in a Professional Community</i>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
<i>4f: Demonstrating Professionalism</i>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	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. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.