| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***4b:***  ***Maintaining Accurate Records*** | The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion. | The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instruction records is fully effective. Students contribute information and participate in maintaining the records |
| ***Indicators*** | * *There is no system for either instructional or non-instructional records.* * *Record- keeping systems are in disarray and provide incorrect or confusing information.* | * *The 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 However, it may be out of date or may not permit students to access the information.* * *The teacher’s process for tracking student progress is cumbersome to use.* * *The teacher has a process for tracking some, but not all non-instructional information and it may contain some errors.* | * *The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments* * *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they are progressing* * *The teacher’s process for recording non-instructional information is both efficient and effective.* | * *Students contribute to and maintain records indicating completed and outstanding work assignments.* * *Students contribute to and maintain data files indicating their own progress in learning.* * *Students contribute to maintaining non-instructional records for the class.* |
| ***4c: Communicating With Families*** | The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional pro- gram. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional programs. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful. |
| ***Indicators*** | * *Little or no information regarding the instructional program is available to parents* * *Families are unaware of their children’s progress.* * *Family engagement activities are lacking.* * *There is some culturally inappropriate communication.* | * *School- or district- created materials about the instructional programs are sent home.* * *The teacher sends home infrequent or incomplete information about the instructional programs.* * *The teacher maintains a district- required gradebook but does little else to inform families about student progress.* * *Some of the teacher’s communications are inappropriate to families’ cultural norms.* | * *The teacher regularly makes information about the instructional programs available.* * *The teacher regularly sends home information about student progress.* * *The teacher develops activities to engage families successfully and appropriately in their children’s learning.* * *Most of the teacher’s communications are appropriate to families’ cultural norms.* | * *Students regularly develop materials to inform their families about the instructional program.* * *Students maintain accurate records about their individual learning progress and frequently share this information with families.* * *Students contribute to regular and ongoing projects designed to engage families in the learning process.* * *All of the teacher’s communications are highly sensitive to families’ cultural norms.* |
| ***4f:***  ***Showing Professionalism*** | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying fully with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or school decision-making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. |
| ***Indicators*** | * *The teacher is dishonest.* * *The teacher does not notice the needs of the students.* * *The teacher engages in practices that are self-serving.* * *The teacher willfully rejects district regulations.* | * *The teacher is honest.* * *The teacher notices the needs of students but is inconsistent in addressing them.* * *The teacher makes decisions professionally, but on a limited basis.* * *The teacher complies with district regulations.* | * *The teacher is honest and known for having high standards of integrity.* * *The teacher actively addresses student needs.* * *The teacher actively works to provide opportunities for student success.* * *The teacher willingly participates in team and school decision making.* * *The teacher complies completely with district regulations* | * *The teacher is considered a leader in terms of honesty, integrity, and confidentiality.* * *The teacher is highly proactive in serving students.* * *The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* * *The teacher takes a leadership role in team and departmental decision-making.* * *The teacher takes a leadership role regarding district regulations.* |