

APPENDIX A

Observation Framework – Domain I

Planning and Preparation

- **Blue Mountain Lesson Plan Question Sheet**
- **Blue Mountain Domain 1 Worksheet**

Building:

Responsible:

BM - LESSON PLAN

What is the date and time (period) of this lesson?

What is the content of the lesson to be taught? What prerequisite learning is required?

Characterize the class. How will you modify this lesson for groups or individual students?

What do you want students to learn during the lesson?

What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

List very briefly the steps of the lesson.

How will you measure the goals of the lesson? What will success look like?

BM - DOMAIN 1 WORKSHEET

Date and Time of Lesson

1a. Demonstrating Knowledge of Content and Pedagogy

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Not Rated

Teacher's response to: What is the content of the lesson to be taught? What prerequisite learning is required?

Evaluator's comments:

1b. Demonstrating Knowledge of Students

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for groups of students.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Not Rated

Teacher's response to: Characterize the class. How will you modify this lesson for groups or individual students?

Evaluaior's comments:

1c. Setting Instructional Outcomes

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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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.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated as activities. They do not permit viable methods of assessment.	Not Rated
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Teacher's response to: *What do you want students to learn during the lesson?*

Evaluator's comments:

1d. Demonstrating Knowledge of Resources

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher demonstrates little or no familiarity with resources to enhance own knowledge; to use in teaching, or for the students who need them. Teacher does not seek such knowledge.	Not Rated

Teacher's Response to: *What resources were considered for this lesson and rejected? Why? What resources will be used? Why?*

Evaluator's comments:

1e. Designing Coherent Instruction:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher coordinates knowledge of content, of students, and of resources, to	Teacher coordinates knowledge of content, of students, and of resources, to	The series of learning experiences demonstrates partial alignment with instructional	The series of learning experiences are poorly aligned with the instructional outcomes and do	Not Rated

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.	design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage them in significant learning.	outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	not represent a coherent structure. They are suitable for only some students.
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Teacher's response to: List very briefly the steps of the lesson.

Evaluator's comments:

1f. Designing Student Assessment:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	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 future instruction for groups of students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and in appropriate for at least some students. Teacher intends to use assessment results to plan future instruction for the class as a whole.	Teacher's plan for student assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning.	Not Rated

Teacher's response to: How will you measure the goals of the lesson? What will success look like?

Evaluator's comments:

Average Rating for Domain 1

Domain 1 Rating: Distinguished (2.5-3.0)

- D Proficient (1.5-2.49)
- O Needs Improvement (0.5-1.49)
- D Failing (0-0.49)

APPENDIX A

Observation Framework – Domain II and III

The Classroom Environment

Instruction

- **Blue Mountain Domain 2/3 Worksheet**

BM - DOMAIN 2/3 WORKSHEET

Domain 2 - Classroom Environment

Date and time of classroom observation

2a. Teacher Self-Rating: Creating an Environment of Respect and Rapport

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Not Rated

Evidence from Evaluator's Observation 2a:

Additional Evidence from Teacher 2a:

Evaluator Rating 2a:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 2a:

2b. Teacher Self-Rating: Establishing a Culture for Learning

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs improvement</i>	<i>Failing</i>	<i>Not Rated</i>
High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for	Not Rated

subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.	students, with students demonstrating pride in their work.	student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	student achievement, and little or no student pride in work.
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Evidence from Evaluator's Observation 2b:

Additional Evidence from Teacher 2b:

Evaluator Rating 2b:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 2b:

2c. Teacher Self-Rating: Managing Classroom Procedures:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Students contribute to the seamless operation of 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.	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.	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Not Rated

Evidence from Evaluator's Observation 2c:

Additional Evidence from Teacher 2c:

Evaluator Rating 2c:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 2c:

2d. Teacher Self-Assessment: Managing Student Behavior:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Standards of conduct are clear,	Standards of conduct appear to	It appears that the teacher has made	There is no evidence that	Not Rated

<p>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.</p>	<p>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.</p>	<p>an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>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.</p>
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Evidence from Evaluator's Observation 2d:

Additional Evidence from Teacher 2d:

Evaluator Rating 2d:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 2d:

2e. Teacher Self-Rating: Organizing Physical Space:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	Not Rated

Evidence from: Evaluator's Observation 2e:

Additional Evidence from Teacher 2e:

Evaluator Rating 2e:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 2e:

Average Rating for Domain 2 (rated categories only)

- Domain II Rating:
- Distinguished (2.5-3.0)
 - Proficient (1.5-2.49)
 - Needs Improvement (0.5-1.49)
 - Failing (0-0.49)

Domain 3 - Instruction

3a. Teacher Self-Rating: Communicating with Students

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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.	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 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 unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Not Rated

Evidence from Evaluator's Observation 3a:

Additional Evidence from Teacher 3a:

Evaluator Rating 3a:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 3a:

3b. Teacher Self-Rating: Using Questioning and Discussion Techniques

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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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.	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.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Not Rated
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Evidence from Evaluator's Observation 3b:

Additional Evidence from Teacher 3b:

Evaluator Rating 3b:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 3b:

3c. Teacher Self-Rating: Engaging Students in Learning:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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.	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.	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 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.	Not Rated

Evidence from Evaluator's Observation 3c:

Additional Evidence from Teacher 3c:

Evaluator Rating 3c:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 3c:

3d. Teacher Self-Rating: Using Assessments in Instruction:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
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.	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 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 not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Not Rated

Evidence from Evaluator's Observation 3d:

Additional Evidence from Teacher 3d:

Evaluator Rating 3d:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 3d:

3e. Teacher Self-Rating: Demonstrating Flexibility and Responsiveness

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions,	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success,	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	Not Rated

extensive repertoire of instructional strategies.

needs and interests.

but has only a limited repertoire of strategies to draw upon.

experience difficulty, the teacher blames the students or their home environment.

Evidence from Evaluator's Observation 3e:

Additional Evidence from Teacher 3e:

Evaluator Rating 3e:

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Distinguished	Proficient	Needs Improvement	Failing	Not Rated

Evaluator's Rating Comments 3e:

*Average Domain 3 Rating:
(rated categories only)*

Domain III Rating:

- Distinguished (2.5-3.0)
- Proficient (1.5-2.49)
- Needs Improvement (0.5-1.49)
- Failing (0-0.49)

APPENDIX A

Observation Framework – Domain IV Professional Responsibilities

- **Blue Mountain Domain 4 Worksheet (optional input form)**
- **Blue Mountain Domain 4 Worksheet**

BM - DOMAIN 4 WORKSHEET

Describe how you have reflected on the effectiveness of your teaching throughout the school year. Describe how this reflection has enabled you to enhance your instructional practices (4a).

Describe how you have maintained accurate records throughout the school year. These records may include student data, assignments, and/or student progress (4b).

Describe ways you have communicated with parents and families throughout the school year. Describe any ways you have engaged parents/families in their student's learning (4c).

Describe any professional organizations, workshops, learning communities, or other professional growth activities that you have participated in during this school year (4d).

Describe how professional growth activities have enhanced your teaching practices throughout the school year (4e).

Add any additional comments pertaining to the professionalism you demonstrated throughout the school year (4f).

BM - DOMAIN 4 WORKSHEET

4a. Reflecting on Teaching

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/ degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	Teacher's reflection accurately assesses the lesson's effectiveness/ degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Not Rated

Input from teacher on 4a.

Evaluator's Comments:

4b. Maintaining Accurate Records

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/ or interpretation.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	Not Rated

Input from teacher on 4b.

Evaluator's Comments:

4c. Communicating with Families

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
The educator provides frequent, culturally-appropriate	The educator provides frequent, culturally-appropriate	The educator provides minimal and/or occasionally insensitive	The educator provides little/no culturally appropriate	Not Rated

information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.

information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.

communication/ response to family concerns; partially successful attempts to engage families in the instructional program.

information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.

Input from teacher on 4c.

Evaluator's Comments:

4d. Participating in a Professional Community

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Not Rated

Input from teacher on 4d.

Evaluator's Comments:

4e. Growing and Developing Professionally

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Not Rated

Input from teacher on 4e.

Evaluator's Comments:

4f. Showing Professionalism

<i>Distinguished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>	<i>Not Rated</i>
Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Not Rated

Input from teacher on 4f.

Evaluator's Comments:

Average Rating for Domain 4:
(rated categories only)

Domain IV Rating:

- Distinguished (2.5-3.0)
- Proficient (1.5 - 2.49)
- Needs Improvement (0.5 - 1.49)
- Failing (0-0.49)