

Rubrics for Enhancing Professional Practice: A Framework for Teaching

Charlotte Danielson

Modified for Harbor Method Schools Liberty Charter School, Victory Charter School, and Legacy Charter School

DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Knowledge of content and the structure of the discipline		Teacher is familiar with the important concepts in the discipline but lacks, or may display lack of, awareness of how these concepts relate to one another.	Teacher displays sufficient knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays solid to extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships		Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy		Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Knowledge of child and adolescent development		Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process		Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency		Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Knowledge of students' interests and cultural heritage		Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students and individual students.
Knowledge of students' special needs		Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Value, sequence, and alignment		Outcomes represent low to moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Some of the outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity		Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance		Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners		Either outcomes are not suitable or only suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
	Resources for classroom use		Teacher displays some awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.
Resources to extend content knowledge and pedagogy		Teacher displays some awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students		Teacher displays some awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Learning activities		Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students, especially in keeping with the Harbor Method's expectation for teaching to the high.	Learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources		Some materials and resources are not suitable to students, support the instructional outcomes, engage students in meaningful learning, and/or are in direct conflict with materials and resources prescribed for use within the Harbor Method.	Materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning while adhering to what is prescribed within the Harbor Method.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and materials as appropriate within the Harbor Method.
Instructional groups		Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes, and in keeping with the Harbor Method classroom approach.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction (*continued*)

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Lesson and unit structure		The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with only some time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Congruence with instructional outcomes		Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards		Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are somewhat clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments		Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed, or is designing, particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning		Teacher little to no plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for groups and individual students.

Domain 2: THE CLASSROOM ENVIRONMENT
 Component 2a: Creating an Environment of Respect and Rapport
Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Teacher interaction with students		Teacher-student interactions may be generally appropriate but reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit inconsistent respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students		Students do not demonstrate respect for one another and interactions are characterized by such things as conflict, sarcasm, put-downs.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: **THE CLASSROOM ENVIRONMENT**
 Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Importance of the content		Teacher communicates importance of the work but with little to moderate conviction and only minimal to moderate apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement		Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work		Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Management of instructional groups		Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions		Only some transitions are efficient, resulting in loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies		Routines for handling materials and supplies are inefficient to somewhat efficient, resulting in loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties		Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals		Volunteers and paraprofessionals either have no clearly defined duties or are only somewhat productively engaged during portions of class time and require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Expectations		Some standards of conduct appear to have been established, but there is inconsistency in students' understanding of them.	Standards of conduct are clear to most, if not all, students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior		Teacher is somewhat aware of student behavior, but misses the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior		Teacher attempts to respond to student misbehavior but with uneven results, and with consistent infractions of the rules.	Teacher response to misbehavior is timely, appropriate and successful and protects the class (or group) as a whole while respecting the culture focus of the Harbor Method.	Teacher response to misbehavior is highly effective and protects safe school culture for all students while being sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Safety and accessibility		The classroom is unsafe to only moderately safe, with essential learning only accessible to some students.	The classroom is safe, and learning is equally accessible to most students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources		Teacher uses physical resources only somewhat adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources well, and the furniture arrangement is generally a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and adjustment of the furniture is to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

L E V E L O F P E R F O R M A N C E				
ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Expectations for learning		Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is most often clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures		Teacher's directions and procedures can be confusing at times and must be clarified after initial student confusion.	Teacher's directions and procedures are most often clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content		Teacher's explanation of the content is uneven; even though some is done well, portions are difficult to follow.	Teacher's explanation of content is most often appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language		Teacher's spoken language is somewhat audible, and written language is somewhat legible. Spoken or written language contains errors in grammar and syntax. Vocabulary may be correct at times, but often it may be limited or not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is most often clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Quality of questions		Teacher's questions are a combination of low and medium/mixed quality, with low cognitive challenge and posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students readily formulate questions.
Discussion techniques		Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher is able to create an environment where students feel secure in assuming considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation		Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages students in the discussion.	Teacher successfully engages all students, while students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Activities and assignments		Activities and assignments are appropriate only to some students and engage them mentally, but most are not engaged.	Most activities and assignments are appropriate to students, and students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students feel safe to initiate or adapt activities and projects to enhance their understanding.
Grouping of students		Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and generally appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
Instructional materials and resources		Instructional materials and resources are only partially suitable to the instructional purposes and the Harbor Method, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally as designed by the Harbor Method.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally as designed by the Harbor Method. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing		The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Assessment criteria		Students know little or some of the criteria and performance standards by which their work will be evaluated.	Students are mostly aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning		Teacher monitors the progress of the class as a whole but elicits little to no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making adequate use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students		Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently good quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress		Students only occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students regularly assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Lesson adjustment		Teacher attempts to adjust a lesson when needed, with partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students		Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence		Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on, and when students struggle, teacher tends to give up or place blame elsewhere.	Teacher seeks approaches for students who have difficulty learning, drawing on an adequate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Accuracy		Teacher has only a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	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 thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing several specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching		Teacher makes only general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with their probable success.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Student completion of assignments		Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is adequate.	Teacher's system for maintaining information on student completion of assignments is fully effective.
Student progress in learning		Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is adequate.	Teacher's system for maintaining information on student progress in learning is fully effective.
Noninstructional records		While teacher's records for non-instructional activities are adequate, they require frequent monitoring to avoid errors and confusion.	Teacher's system for maintaining information on non-instructional activities is adequate.	Teacher's system for maintaining information on non-instructional activities is highly effective.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Information about the instructional program		Teacher participates at a minimum in the school's activities for family communication, offering little additional information.	Teacher provides regular information to families, as appropriate, about the instructional program.	Teacher provides frequent and/or timely information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families, as appropriate.
Information about individual students		Teacher provides minimal information to families about individual students. Responses to family concerns are minimal or may reflect insensitivity to cultural norms.	Teacher adheres to the school's required procedures for communicating with families, including providing students' progress on a regular basis, respecting cultural norms, and being available as necessary to respond to family concerns.	Teacher provides information to families regularly on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program		Teacher makes no more than modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are regular and mostly successful.	Teacher's efforts to engage families in the instructional program are frequent and successful, including inviting parents to volunteer in the classroom. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Relationships with colleagues		Teacher's relationships with colleagues are mostly self-serving, or only to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in knowing when to take a supportive or leadership role among peers.
Involvement in a culture of professional inquiry		Teacher becomes involved in the school's culture of inquiry only when invited to do so, and often resists opportunities to become involved.	Teacher participates in a culture of professional inquiry.	Teacher actively participates and, when appropriate, takes a leadership role in promoting a culture of professional inquiry.
Service to the school		Teacher either avoids becoming involved in school events, or participates in school events only when specifically asked.	Teacher volunteers to participate in school events, making a valued contribution.	Teacher volunteers to participate in school events, making a substantial contribution and assuming whatever role is needed or necessary to help ensure the success of the event or aspect of school life.
Participation in school and district projects		Teacher may avoid becoming involved in school/district projects, or participates in school/district projects only when specifically asked.	Teacher volunteers to participate in school/district projects, making a contribution.	Teacher volunteers to participate in school/district projects, making a substantial contribution, and assuming whatever role is needed or necessary to help ensure a successful outcome.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Enhancement of content knowledge and pedagogical skill		Teacher participates in professional activities to a limited extent and only when they are convenient.	Teacher participates in school-provided professional development to enhance content knowledge and pedagogical skill within the Harbor Method.	Teacher fully participates in school-provided professional development to enhance content knowledge and pedagogical skill within the Harbor Method, and seeks out broader opportunities for professional development that might include a systematic effort to conduct action research that support the Harbor Method.
Receptivity to feedback from colleagues		Teacher accepts, with some resistance or some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher accepts feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher welcomes, as well as seeks out, feedback on teaching from both supervisors and colleagues.
Service to the profession		Teacher finds few, if any, ways to contribute to the profession, and makes little effort to share knowledge with others.	Teacher participates in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	NOTES	BASIC	SATISFACTORY	PROFICIENT
Integrity and ethical conduct		Teacher's honesty can be questionable in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher not only displays high standards of honesty, integrity, and confidentiality, but can be counted on to hold to those standards without wavering, while often taking a leadership role with colleagues.
Service to students		Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy		Teacher contributes to practices that could result in students not being well served while in the school setting.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, receive every opportunity to succeed and to be valued.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism (*continued*)

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

L E V E L O F P E R F O R M A N C E

ELEMENT	NOTES	BASIC	SATISFACTORY	PROFICIENT
Decision making		Teacher's decisions and recommendations are based on limited professional considerations, and possibly self-serving interests.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role, or other appropriate role, in team or departmental decision making to help ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations		Teacher complies minimally with school/district regulations, doing just enough to get by.	Teacher complies with school/district regulations.	Teacher complies fully with school/district regulations, helps promote the school and its programs, and takes a leadership or supportive role with colleagues.