

# Evidence Collection and Analysis Form

Name of Teacher:

Observer/Evaluator/Administrator's Name:

Self-Reflection       Evaluation:

Target Components:

Date of Self Evaluation/ Observation:

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Subject: \_\_\_\_\_

## Domain 1: Planning and Preparation

Component	Unsatisfactory <input type="checkbox"/>	Basic <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<i>Ia: Demonstrating knowledge of content and pedagogy</i>	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.	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 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 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.
<i>Evidence</i>				

<i>Ib: Demonstrating knowledge of students</i>	<input type="checkbox"/> Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	<input type="checkbox"/> 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.	<input type="checkbox"/> Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	<input type="checkbox"/> 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.
<i>Evidence</i>				
<i>Ic: Setting instructional outcomes</i>	<input type="checkbox"/> Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
<i>Evidence</i>				

<i>Id:</i> <i>Demonstrating knowledge of resources</i>	<input type="checkbox"/> Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
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<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Ie:</i> <i>Designing coherent instruction</i>	<input type="checkbox"/> The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	<input type="checkbox"/> The series of learning experiences demonstrates partial alignment with instructional 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.	<input type="checkbox"/> Teacher coordinates knowledge of content, of students, and of resources, to 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 students in significant learning.	<input type="checkbox"/> 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.

*Evidence*

<p><i>If: Designing student assessments</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				

**Domain 1: Planning and Preparation Comprehensive Rubric based on targeted Domain Components**

<p><b>Domain 1 Planning and Preparation</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher’s plans based on extensive content knowledge and understanding of the students, are designed to engage students in significant learning. All aspects of the teacher’s plans-instructional outcomes, learning activities, materials, resources, and assessments-are in complete alignment, and are adapted as needed for individual students.</p>
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Additional Comments:

**Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>2a: <i>Creating an environment of respect and rapport</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				
<p>2b: <i>Establishing a culture for learning</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher displays little of no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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 the students hold themselves to high standards of performance, initiating improvements to their work.</p>
<p><i>Evidence</i></p>				

<p>2c: <i>Managing classroom procedures</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
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<p>2d: <i>Managing student behavior</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Standards on conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
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<p>2e: <i>Organizing physical space</i></p>	<p style="text-align: center;"><input type="checkbox"/></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>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The classroom is safe, and 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 style="text-align: center;"><input type="checkbox"/></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 style="text-align: center;"><input type="checkbox"/></p> <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><i>Evidence</i></p>				

**Domain 2: The Classroom Environment: Comprehensive Rubric based on targeted Domain Components**

<p><b>Domain 2</b> <b><i>The Classroom Environment</i></b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Classroom environment is characterized by chaos and conflict, with low expectations for learning, not clear standards of student conduct, poor use of physical space and negative interactions between individuals.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Classroom environment functions somewhat effectively with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect...</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Classroom environment functions smoothly with little or no loss of instructional time. Expectations for student learning are high and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</p>
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Additional Comments:

**Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>3a: <i>Communicating with students</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				
<p>3b: <i>Using questioning and discussion techniques</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				

<p>3c: <i>Engaging students in learning</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Students are highly intellectual engaged throughout the lesson in significant learning, and make material contributions to the activities, student grouping, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>Evidence</i></p>				

<p>3d: <i>Providing feedback to students</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				

<p>3e: <i>Demonstrating flexibility and responsiveness</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs and interests.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event of student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

**Domain 3: Instruction: Comprehensive Rubric based on targeted Domain Components**

<p><b>Domain 3 Instruction</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to instructional plan despite evidence that it should be revised or modified.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and material. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instruction plan and in response to students' interests and their success in learning.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher demonstrates flexibility in contributing to the success of the lesson and of each student.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.</p>
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Additional Comments:

**Domain 4: Professional Responsibilities**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><i>4a: Reflecting on teaching</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>
<p><i>Evidence</i></p>				
<p><i>4b: Maintaining accurate records</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient, and successful.</p>
<p><i>Evidence</i></p>				

<p>4c: <i>Communicating with families</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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 these families.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in communication. Teacher successfully engages families in the instructional program; as appropriate.</p>
<p><i>Evidence</i></p>				
<p>4d: <i>Participating in a professional community</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relations with colleagues are cordial.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.</p>
<p><i>Evidence</i></p>				

<p>4e: <i>Growing and developing professionally</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher avoids participating in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.</p>
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<p>4f: <i>Showing professionalism</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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, policies, and timelines.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>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 and policies by doing just enough to "get by."</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies with fully with and voluntarily with school and district regulations. Teacher complies fully with school and district regulations and policies.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing 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 policies and regulations.</p>
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**Domain 4: Professional Responsibilities: Comprehensive Rubric based on targeted Domain Components**

<p><b>Domain 4 Instruction</b></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues and avoidance of school and district responsibilities and participation.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.</p>
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Additional Comments:

## Summary of the Evidence Analysis

**Teacher:**

**Evaluator:**

**Observation Dates:**

**Post-Observation Dates:**

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**Signature**

**Date**

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**Signature**

**Date**

**Additional Comments:**