

Sturgeon Bay School District

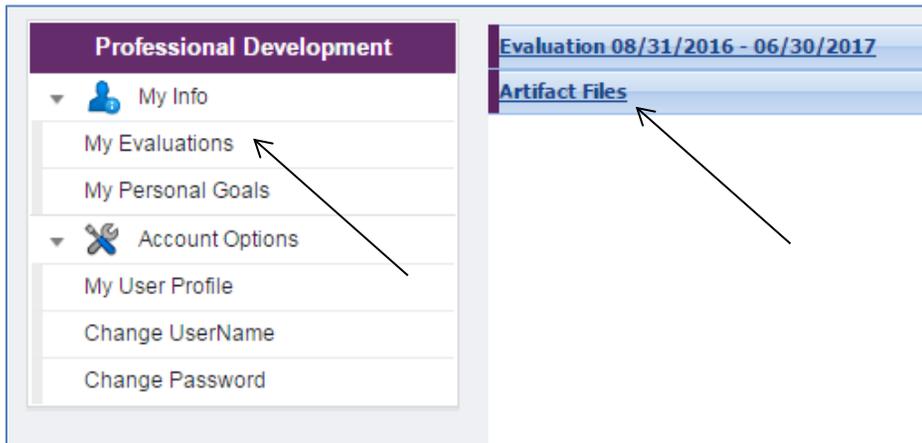
Artifact Collections and Reflections Application of Domains 1 and 4 from the 2013 Danielson Framework for Teaching

Regarding artifact collection and reflection, the teacher is responsible to select at least two artifacts that address each Danielson component. It is understood that an artifact may address more than one component, and therefore overlap is permissible.

My Learning Plan will be used to house all artifact collections and reflections.

1. Log into My Learning Plan.
2. Click My Evaluations.
3. Click Artifact Files.

The Artifact Files bin is not associated with any particular year's evaluation documents. Therefore, the collection may be updated at any time throughout the three-year cycle.

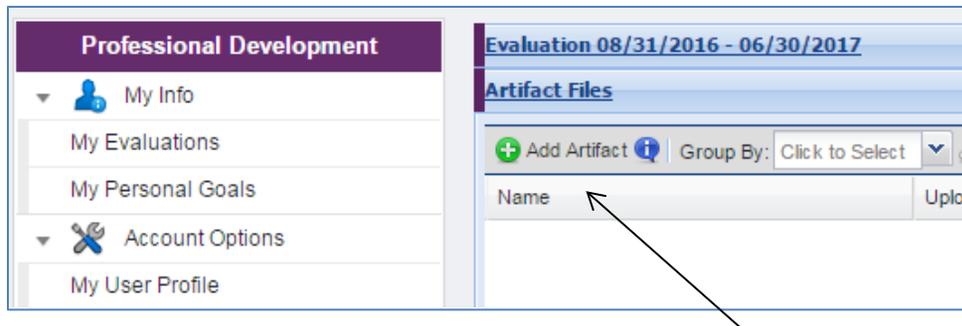


As with any use of technology, redundancy is important.

- In addition to storing artifacts in the Artifacts Files bin, each artifact should be stored in an Artifacts folder on the teacher's network drive.
- In addition to storing the artifact reflection in the Artifact Files bin, each reflection should be stored in a Word document saved on the teacher's network drive or in a Google document.
- By keeping a back-up copy of all artifacts and reflections, copies will be readily available should there be a malfunction with My Learning Plan.

Domains 1 and 4 of Danielson's Framework for Teaching are not necessarily observed but can be supported by artifacts and explanations of the application of a component to teaching practice.

1. Review the Examples of Artifacts for a Danielson component. (This list of examples is not exhaustive.)
2. Select an artifact to be used as evidence to support the component.
3. Review the Level of Performance Descriptions for the component.
4. Based on interpretation of the Level of Performance Descriptions and the evidence provided by the choice of artifact used to support a component, write a reflection explaining the application of the component to teaching practice.
5. In My Learning Plan, click Add Artifact. The Upload File screen will open.



Upload File [X]

Name: [!]

Description:

Types: [v]

Categories: [v]

Alignment: [v] [v]

Rubric	Criteria		

File Type: File Url

File (50 MB Max): [upload] [!]

Notify Admin: [v]

6. Complete the upload process as follows:
 1. Name: Type the name of the artifact.
 2. Description: Type the reflection explaining the application of the component to teaching practice.
 3. Types: Click the drop-down arrow to open the Types box, click a type, then click somewhere off the Upload File screen to close the drop-down box.
 4. Categories: Click the drop-down arrow to open the Categories box, click a type, then click somewhere off the Upload File screen to close the drop-down box.

5. Alignments:

1. Click the drop-down arrow to "Choose a rubric," then click a rubric statement.
2. Click the drop-down arrow to "Choose a criteria," click the box next to the Criteria statement, then click somewhere off the Upload File screen to close the drop-down box.
3. Click Add Criteria.

6. File Type: Click the appropriate File Type.

7. File:

1. Click the up arrow at the right side of the File box.
2. Navigate to the location where the artifact file is store.
3. Click the artifact file, then click Open.

8. Notify Admin: Skip.

9. Save: Click Save.

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Examples of Artifacts

- Department or grade level district curriculum is up to date in BYOC
- Participation in courses, workshops, conferences, or professional reading
- New resources or materials implemented in lesson or unit plans
- Lesson plans or events that connect another discipline to one's own discipline
- Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP)
- Notation of CCSS or CCEE in IEP goal
- Article(s) published in a professional journal related to the teacher's content area(s)

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • The teacher displays little understanding of prerequisite knowledge important to student learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. • The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. • The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. • The teacher demonstrates accurate understanding of prerequisite relationships among topics. • The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. 	<ul style="list-style-type: none"> • The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. • The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. • The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Evaluator's Rating on Component 1a			
<ul style="list-style-type: none"> • The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and are not suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> • The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy.

Component 1b: Demonstrating Knowledge of Students

Examples of Artifacts

- Student work samples that show progress over a period of time
- Interest surveys, learning styles surveys, etc. which demonstrate ways in which the teacher gets to know his/her students as individuals
- Pre-test and post-test results
- Differentiated lesson and/or unit plans
- Differentiated student products
- Student Accommodation Plan or Response to Intervention plans
- IEP supplementary supports and accommodations
- Sample of learning style inventory used with student
- Examples of compacted or accelerated curriculum

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage - and does not indicate that such knowledge is valuable. 	<ul style="list-style-type: none"> • The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. 	<ul style="list-style-type: none"> • The teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. 	<ul style="list-style-type: none"> • The teacher understands the active nature of student learning and acquires information about levels of development for individual students. • The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Evaluator's Rating on Component 1b			
<ul style="list-style-type: none"> • The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritage. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Component 1c: Setting Instructional Outcomes

Examples of Artifacts

- Written unit plans
- Written lesson plans
- End-of-unit assessments
- Specific plan for modified unit/course
- Project-based assessment rubrics

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. • They are stated as student activities, rather than as outcomes for learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<ul style="list-style-type: none"> • Outcomes represent moderately high expectations and rigor. • Some reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. • Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. 	<ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. 	<ul style="list-style-type: none"> • All outcomes represent high-level learning in the discipline. • They are clear, are written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. • Outcomes are differentiated, in whatever way is needed, for individual students.
Evaluator's Rating on Component 1c			
<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to the "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> • The teacher's plans make reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Component 1d: Demonstrating Knowledge of Resources

Examples of Artifacts

- Lesson plans that show evidence of varying instructional practices
- Lesson and/or unit plans incorporating primary source documents
- Differentiated products or processes
- Student surveys
- Videotapes
- Observation documents
- Pre-test and post-test results
- Case studies
- Critical thinking and/or problem solving assignments
- SMARTBoard lessons
- Units of study where community resources are utilized
- Feature a guest speaker who is an adult with a disability
- Create a Moodle to support/reteach a specific lesson

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, not is the teacher aware of resources for expanding one's own professional skill. 	<ul style="list-style-type: none"> • The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. 	<ul style="list-style-type: none"> • The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. 	<ul style="list-style-type: none"> • The teacher's knowledge of resources for classroom use and for extending one's own professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Evaluator's Rating on Component 1d			
<ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his or her own skill. • Although the teacher is aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the class for students to draw on. 	<ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.

Component 1e: Designing Coherent Instruction

Examples of Artifacts

- Written unit plans
- Written lesson plans
- Classroom projects/activities
- Specific procedures for frontloading and backloading students
- Plans for community-based instruction trip to supermarket
- Plan to use assistive technology to ensure nonverbal student can formulate and respond to questions
- Teacher explanations at IEP meeting about least restrictive environment (LRE)

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. • Instructional groups are not suitable to the activities and offer no variety. 	<ul style="list-style-type: none"> • Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. • Instructional groups partially support the activities, with some variety. • The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations reasonable. 	<ul style="list-style-type: none"> • Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. 	<ul style="list-style-type: none"> • The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. • These are appropriately differentiated for individual learners. • Instructional groups are varied appropriately, with some opportunity for student choice.
Evaluator's Rating on Component 1e			
<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

Component 1f: Designing Student Assessments

Examples of Artifacts

- Rubrics
- Sample informal assessments
- Sample formal assessments
- Assessment data charts, graphs, reports, etc.
- Accommodation or modification plans
- Documentation of conferences with students
- Student work samples (written or electronic)
- Syllabus showing several options for project

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. • The teacher has no plan to incorporate formative assessment in the lesson or unit. 	<ul style="list-style-type: none"> • Assessment procedures are partially congruent with instructional outcomes. • Assessment criteria and standards have been developed, but they are not clear. • The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. 	<ul style="list-style-type: none"> • All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. • The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. 	<ul style="list-style-type: none"> • All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. • The plan contains evidence of student contribution to its development. • Assessment methodologies have been adapted for individual students as the need has arisen. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Evaluator's Rating on Component 1f			
<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application as appropriate. • Students develop rubrics according to teacher specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

Component 4a: Reflecting on Teaching

Examples of Artifacts

- Professional growth plan showing goals aligned with areas for improvement
- Self-reflection comments from classroom observations
- Student or parent/guardian surveys
- Attendance at conferences, workshops, and/or classes; completion of professional reading; or completion of other professional development activities
- Personal lesson/unit log reflecting on effectiveness of lesson/unit.
- Examples of changes in practice based on professional growth activities and reflection

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. • The teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> • The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. • The teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> • The 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. • The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> • The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Evaluator’s Rating on Component 4a			
<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> • The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher’s suggestions for improvement draw on an extensive repertoire.

Component 4b: Maintaining Accurate Records

Examples of Artifacts

- Professional Practice Summary for the Current Year form (required)
- Up-to-date gradebook (PowerSchool)
- Colleague mentoring log
- Charts, logs, anecdotal records, etc. (written or electronic)
- IEP documents indicating degree of parent contact/communications
- Examples of task management system or process

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • The teacher’s records for non-instructional activities are in disarray, the results being errors and confusion. 	<ul style="list-style-type: none"> • The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. 	<ul style="list-style-type: none"> • The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	<ul style="list-style-type: none"> • The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.
Evaluator’s Rating on Component 4b			
<ul style="list-style-type: none"> • There is no system for either instructional or non-instructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to access the information. • The teacher’s process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> • The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. • The teacher’s process for recording non-instructional information is both efficient and effective. 	<ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.

Component 4c: Communicating with Families

Examples of Artifacts

- Email communication
- Student surveys
- Samples of parent communication (e.g., newsletter, website, blogsite, etc.)
- Online communication (i.e., website, Haiku, Schoology)
- Parent conference log or phone contact log
- Beginning-of-the-year letter to parents

Level 1: Unsatisfactory				Level 2: Basic				Level 3: Proficient				Level 4: Distinguished			
Level of Performance Descriptions															
<ul style="list-style-type: none"> • The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. 				<ul style="list-style-type: none"> • Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • Moreover, the communication that does take place may not be culturally sensitive to those families. 				<ul style="list-style-type: none"> • The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. • The teacher makes some attempts to engage families in the instructional program. 				<ul style="list-style-type: none"> • The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. • The teacher responds to family concerns with professional and cultural sensitivity. • The teacher’s efforts to engage families in the instructional program are frequent and successful. 			
Evaluator’s Rating on Component 4c															
<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children’s progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 				<ul style="list-style-type: none"> • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher’s communications are inappropriate to families’ cultural norms. 				<ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children’s learning. • Most of the teacher’s communications are appropriate to families’ cultural norms. 				<ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher’s communications are highly sensitive to families’ cultural norms. 			

Component 4d: Participating in a Professional Community

Examples of Artifacts

- Minutes of departmental or grade-level team meetings
- Participation in a professional organization or blog
- Articles in school newsletter or community newspaper
- Emails or telephone logs
- Participation in collegial discussion during staff meetings
- List of community involvement
- Use of community resources in the classroom
- Coordination with area schools, community, or county on shared programs
- Sharing resources with county schools
- Development of parent/community presentations

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher's relationships with colleagues are negative or self-serving. • The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • The teacher avoids becoming involved in school events or school and district projects. 	<ul style="list-style-type: none"> • The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • The teacher participates in the school's culture of professional inquiry when invited to do so. • The teacher participates in school events and school and district projects when specifically asked to do so. 	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. • The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • The teacher takes a leadership role in promoting a culture of professional inquiry. • The teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Evaluator's Rating on Component 4d			
<ul style="list-style-type: none"> • The teacher's relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as school district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school activities, as well as school district and community projects. 	<ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant school district and community projects.

Component: 4e: Growing and Developing Professionally

Examples of Artifacts

- Professional Practice Summary for the Current Year form (required)
- Workshop/graduate course attended
- Workshops or sectionals taught to colleagues
- Professional literature read
- Specialized training to become instructor for district
- Attend classes or other instruction to develop/expand specialty area

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher engages in no professional development activities to enhance knowledge or skill. • The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • The teacher makes no effort to share knowledge with others or to assume professional responsibilities. 	<ul style="list-style-type: none"> • The teacher participates to a limited extent in professional activities when they are convenient. • The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. • The teacher finds limited ways to assist other teachers and contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. • The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • The teacher solicits feedback on practice from both supervisors and colleagues. • The teacher initiates important activities to contribute to the profession.
Evaluator's Rating on Component 4e			
<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Component: 4f: Showing Professionalism

Examples of Artifacts

- Workshops or sectionals you taught to colleagues
- Thank you letter from parent or colleague
- Student Intervention Plans in which teacher has a role
- Student recognition or award teacher has helped to foster
- List of student activities and events attended
- DPI verifications of compliance
- Best practice IEP and approach to service provision
- State/local/board recognition

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Level of Performance Descriptions			
<ul style="list-style-type: none"> • The teacher displays dishonesty in interactions with colleagues, students, and the public. • The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. • The teacher makes decisions and recommendations based on self-serving interests. • The teacher does not comply with school and district regulations. 	<ul style="list-style-type: none"> • The teacher is honest in interactions with colleagues, students, and the public. • The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students' being ill served by the school. • The teacher's decisions and recommendations are based on limited but genuinely professional considerations. • The teacher must be reminded by supervisors about complying with school and district regulations. 	<ul style="list-style-type: none"> • The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • The teacher maintains an open mind in team or departmental decision making. • The teacher complies fully with school and district regulations. 	<ul style="list-style-type: none"> • The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. • The teacher is highly proactive in serving students, seeking out resources when needed. • The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Evaluator's Rating on Component 4f			
<ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects school district regulations. 	<ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations. 	<ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.