

Poway  
Unified School  
District



POWAY  
FEDERATION OF  
TEACHERS  
AFT LOCAL 2357

# DRAFT CONTINUUM OF TEACHING STANDARDS

July 2016



## INTRODUCTION

The first PUSD Continuum of Teaching Standards was officially adopted as part of the PUSD Teacher Evaluation System in 1999. That Continuum was based on the California Standards for the Teaching Profession (CSTP) and was piloted to give opportunities for input during a two-year period. The document has been used successfully since that time, however, the CSTP have gone through revisions since that time and our Continuum has not been revised.

In spring of 2012, the Poway Unified School District (PUSD) and the Poway Federation of Teachers (PFT) formed a Core Evaluation Team to conduct research and produce a “White paper”- a report of information related to the issues of teacher evaluation and improved student learning. In 2013, as part of their work, the Core Evaluation Team compared Professional Teaching Standards to look for common descriptors of effective teaching practice and compared that information to the current PUSD continuum of Teaching Standards. Professional Teaching Standards reviewed included the revised CSTP, National Board for Professional Teaching Standards, and the Danielson Framework. A draft of the standards was created that retained some of the same formats present in our current Continuum. The members of the Core Evaluation Team during this process were: Tracy Hogarth, Associate Superintendent of Personnel, Candy Smiley, PFT President, Cindy DeClercq, Executive Director of Learning Support Services, Dawn Kastner, Director of Learning Support Services (retired and then replaced by Miguel Carrillo, Principal of Meadowbrook Middle School), Kelly Logan, Director of PFT, and Michele Wilson-Manos, Teacher.

In the fall of 2014, Michele Wilson-Manos was appointed as a TOSA assigned to Personnel to continue this work. During the 2014-2015 school year, she met with the following groups who provided input and revisions to the content of the standards themselves:

- PPAP Teacher Consultants: Christie Schmit, Tony Manly, Barbara Chiment, Vickie Carroll, Anita Bhakta
- TOSA's: Ken Matson, Myra Monroy, Christine Cloutier, Linda Foote, and Lynne Haman
- RtI Team (Teachers, Administrators, Counselors, TOSAs and LSS Directors): Anjelica Barragan, Mandy Bedard, Devora Garrison, Fran Hjalmarson, Mercedes Hubschmitt, Patty Hurtt, Dawn Kastner, Mary Kay Knock, Michael Lantz, Gretchen Murphy, Jerilyn Padua, Dennis Panganiban, and Jim Scherer
- PLAB Team: Doug Johnson, Beth Perisic, Cindy DeClercq, Lisa Jones, Dorothy Carlson, Karen O'Connor, Kelly Logan, Jo Anne Hudson, and Michelle Derksen
- Elementary Math Coaches: Judy Kozak, CeCe Nasland, Lani Hsieh, Thy Dinh, and Kathy Seckington
- PFT Executive Board: Candy Smiley, Kelly Logan, Joe McEachron, Peter Califano, Greg Strachan, Jan Van Horne, Stephanie Martin, Patrick Keough, and Naomi Lukaszewski

In the spring of 2015, teacher groups were further enlisted to provide descriptors of practice to further illustrate and calibrate the standards themselves. The following existing groups provided that expertise:

- PFT site Representatives
- Elementary Language Arts Leaders
- K-12 Administrators

During the 2015-2016 school year, the Continuum was piloted at five schools and with all teachers participating in PPAP. Revisions were made based on input from Administrators, Teacher Consultants, and teachers who used the continuum, resulting in the current document.

In addition, a special thank you goes out to Greg Strachan, teacher at Mesa Verde Middle School, who edited and proofread the document and to Lauri Mason for her word processing and formatting skills.

**The main purpose of this continuum is to provide a structure for teachers to reflect on their own practice and guide their decisions for professional learning. The continuum also provides a basis for establishing improvement goals and for evaluating teacher performance. Even though this continuum has been refined over the past two years, we want this to be a living document. Your comments and suggestions for improvement are always welcome.**

Poway Unified School District  
Teaching Standards

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## DOMAIN I: Accomplished Teachers Understand and Organize Subject Matter for Student Learning

(Assessed by self-reflection, observation, documentation, and conference)

### ELEMENT 1: Demonstrating Knowledge of Students

- A. Designs lessons that demonstrate an understanding of child and adolescent development
- B. Designs lessons that incorporate students' interests, cultural heritage, and prior experiences
- C. Designs lessons and selects learning outcomes to meet the diverse needs of all students, including accommodations and modifications (IEP/504 plans, GATE, and ELD)
- D. Designs lessons that incorporate varied and purposeful instructional groupings (whole class, partner, cooperative groups, etc.) to support student learning

### PERFORMANCE LEVEL DESCRIPTORS

*Performance in these two columns results in the need for a **guided improvement of practice** goal in one or more areas for professional learning.*

*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

Ineffective Practice	Approaching Effective Practice	Effective Practice	Accomplished Practice
A. Utilizes/plans lessons that do not/or inaccurately demonstrate an understanding of child and adolescent development	<ul style="list-style-type: none"> <li>• Plans lessons that demonstrate a general understanding of child and adolescent development; expectations are generally appropriate for some students</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that demonstrate an understanding of child and adolescent development; expectations are appropriate for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that demonstrate a clear understanding of child and adolescent development, expectations are appropriate, and consistently meet the developmental needs of all students</li> </ul>
B. Utilizes/plans lessons that do not/or inaccurately incorporate students' interests, cultural heritage, or prior experiences	<ul style="list-style-type: none"> <li>• Plans lessons that occasionally incorporate students' interests, cultural heritage, or prior experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that frequently incorporate students' interests, cultural heritage, or prior experiences; may solicit student contributions to plan instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that consistently represent purposeful incorporation of students' interests, cultural heritage, and prior experiences; regularly solicits student contributions to plan instruction</li> </ul>
C. Utilizes/plans lessons and/or selects learning outcomes that do not/or ineffectively address students' diverse learning needs	<ul style="list-style-type: none"> <li>• Plans lessons and selects learning outcomes that occasionally address students' diverse learning needs and has obtained a copy of formal accommodations and modifications required</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons and selects learning outcomes that frequently address students' diverse learning needs and regularly plans for accommodations and modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons and selects learning outcomes that consistently address students' diverse learning needs and plans for systematic accommodations and modifications</li> </ul>
D. Utilizes/plans lessons that do not include instructional groups and/or may not be purposeful to support student learning	<ul style="list-style-type: none"> <li>• Plans lessons that occasionally incorporate instructional groups; evidence demonstrates some reasoning behind selection of members</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that frequently incorporate varied instructional groups; evidence demonstrates clear reasoning behind selection of members to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that consistently incorporate varied and purposeful instructional groups that maximize student learning; student choice is provided when appropriate</li> </ul>

## DOMAIN I: Accomplished Teachers Understand and Organize Subject Matter for Student Learning

(Assessed by self-reflection, observation, documentation, and conference)

### ELEMENT 2: Demonstrating Knowledge of Content and Pedagogy

- A. Selects outcomes that represent rigorous learning in the discipline as reflected by adherence to Academic Standards
- B. Demonstrates knowledge of content, including prerequisite skills and connection between disciplines
- C. Designs lessons that incorporate effective instructional strategies, which engage all students in active intellectual learning
- D. Designs lessons that include varied levels of complexity (knowledge recall, skill/concept, strategic, and extended thinking), which support the learning outcomes

#### PERFORMANCE LEVEL DESCRIPTORS

<i>Performance in these two columns results in the need for a <b>guided improvement of practice</b> goal in one or more areas for professional learning.</i>		<i>Performance in these two columns results in a <b>self-directed continuous improvement</b> goal in one or more areas for professional learning.</i>	
<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Selects outcomes that represent low expectations and lack of rigor; does not adhere to Academic Standards	<ul style="list-style-type: none"> <li>• Selects outcomes that occasionally represent moderate expectations and rigor; generally connects outcomes to Academic Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Selects outcomes that frequently represent high expectations and rigor; adheres to Academic Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Selects outcomes that consistently represent high expectations and rigor; adheres to Academic Standards</li> </ul>
B. Utilizes/plans lessons that do not/or inaccurately addresses key concepts and/or prerequisite skills required for students to learn the new concepts; lessons may contain content errors	<ul style="list-style-type: none"> <li>• Plans lessons that cover some of the key concepts and occasionally addresses prerequisite skills required for some students to learn the new concepts; lessons may lack connection between disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that demonstrates strong content knowledge and frequently addresses the prerequisite skills required for most students to learn the new concepts; covers key concepts, which are connected to other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that demonstrate extensive content knowledge in lesson planning and consistently addresses the prerequisite skills required for all students to learn the new concepts; covers key concepts, their connection to one another, and to other disciplines</li> </ul>
C. Utilizes/plans lessons that do not include instructional strategies, and/or strategies may be ineffective to engage students in active intellectual learning	<ul style="list-style-type: none"> <li>• Plans lessons that occasionally include instructional strategies, which engage some students in active intellectual learning; some strategies may be ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that frequently include varied instructional strategies within a lesson, which engage most students in active intellectual learning</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that consistently include multiple and varied instructional strategies within a lesson, which engages all students in active intellectual learning</li> </ul>
D. Utilizes/plans lessons that include low and/or inappropriate levels of complexity, which do not support the learning outcomes	<ul style="list-style-type: none"> <li>• Plans lessons that occasionally include some varied levels of complexity, which may support the learning outcomes for some students</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that frequently include varied and purposeful levels of complexity, which support the learning outcomes for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that consistently include varied and purposeful levels of complexity, which support and extend the learning outcomes for all students</li> </ul>

## DOMAIN I: Accomplished Teachers Understand and Organize Subject Matter for Student Learning

(Assessed by self-reflection, observation, documentation, and conference)

### ELEMENT 3: Assessing Students for Learning

- A. Develops an assessment plan that aligns to standards and includes formative assessment to monitor learning outcomes
- B. Develops assessments with clearly defined criteria
- C. Adjusts learning outcomes and instructional activities based on assessment data

#### PERFORMANCE LEVEL DESCRIPTORS

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not have an assessment plan and/or plan may not align to standards; does not or ineffectively plans formative assessments to monitor learning outcomes	<ul style="list-style-type: none"> <li>• Plans assessments, which align with some of the standards; occasionally includes formative assessment to monitor learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an assessment plan, which aligns with standards; consistently includes formative assessment to monitor learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an assessment plan, which aligns with standards, including modified assessments for some students, and consistently includes formative assessments to monitor learning outcomes</li> </ul>
B. Does not plan assessments and/or ineffectively defines assessment criteria	<ul style="list-style-type: none"> <li>• Plans some assessments; assessment criteria may not be clearly defined</li> </ul>	<ul style="list-style-type: none"> <li>• Develops assessments that include clearly defined criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Develops assessments that consistently include clearly defined criteria; may include student input</li> </ul>
C. Does not, and/or ineffectively, adjusts learning outcomes and instructional activities, based on assessment data	<ul style="list-style-type: none"> <li>• Occasionally adjusts learning outcomes and instructional activities, based on assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently adjusts learning outcomes and instructional activities, based on assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently adjusts learning outcomes and instructional activities, based on assessment data; may collaborate with students in the use of data to further their own learning</li> </ul>

## DOMAIN I: Accomplished Teachers Understand and Organize Subject Matter for Student Learning

(Assessed by self-reflection, observation, documentation, and conference)

### ELEMENT 4: Designing Coherent Instruction and Selecting Student Learning Outcomes

- A. Develops long-term plans composed of clear and logically sequenced student learning experiences
- B. Includes essential lesson components (standard, learning outcome, instruction, assessment, and differentiation) in all lessons
- C. Selects instructional materials, resources, and technology that are appropriate to the learning needs of students
- D. Reflects on the success of previous lessons and accurately modifies instructional plans to support the learning needs of all students

#### PERFORMANCE LEVEL DESCRIPTORS

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*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

Ineffective Practice	Approaching Effective Practice	Effective Practice	Accomplished Practice
A. Demonstrates limited or no evidence of related daily, weekly, and monthly planning; plans may not follow a logical sequence	<ul style="list-style-type: none"> <li>• Utilizes/plans a long-term pacing plan, demonstrates some evidence of related daily, weekly, and monthly planning; plans often follow a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a long-term pacing plan, demonstrates evidence of daily, weekly, and monthly planning, which are clear and logically sequenced</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and enriches a long-term pacing plan that logically progresses to accomplish a unified year-long goal</li> </ul>
B. Does not include all essential lesson components and/or lesson components are inappropriately ordered	<ul style="list-style-type: none"> <li>• Occasionally includes all essential lesson components in some lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently includes all essential lesson components in every lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely includes all essential lesson components in every lesson; differentiation is consistently included to meet the full range of student needs</li> </ul>
C. Does not and/or ineffectively selects materials, resources, and technology that are appropriate to support the learning needs of students	<ul style="list-style-type: none"> <li>• Occasionally selects learning materials, resources, and technology that are appropriate to support the learning needs of some students</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently selects a variety of learning materials, resources, and technology that are appropriate to support most student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently selects a variety of learning materials, resources, and technology that support all student needs</li> </ul>
D. Rarely reflects on lesson success; may not have an accurate impression of lesson's effectiveness and/or does not modify instructional plans	<ul style="list-style-type: none"> <li>• Occasionally reflects on lesson success; has a generally accurate impression of lesson's effectiveness; occasionally modifies instructional plans</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently reflects on lesson success; makes an accurate assessment of lesson effectiveness; cites examples to support the extent of learning outcomes achieved; modifies instructional plans appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects on lesson success; makes an accurate assessment of effectiveness; analyzes, with specifics, the extent of learning outcomes achieved; modifies instructional plans based on the learning needs of all students</li> </ul>

**DOMAIN II: Accomplished Teachers Instruct ALL Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 1: Communicating with All Students Effectively and with Purpose**

- A. Communicates the learning outcomes of the lesson to students and outcomes are understood by all
- B. Communicates clear expectations for learning
- C. Explains content clearly with appropriate pacing and scaffolding
- D. Utilizes clear and accurate academic language during instruction

**PERFORMANCE LEVEL DESCRIPTORS**

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not communicate the learning outcomes of the lesson or communicates to students in an ineffective or unclear manner; students demonstrate a lack of understanding of learning outcomes	<ul style="list-style-type: none"> <li>• Communicates the learning outcomes of the lesson to students in a limited manner; students demonstrate a limited understanding of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly communicates the learning outcomes of the lesson to students, including how they apply to broader learning; students demonstrate understanding of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly communicates the learning outcomes of the lesson to students, links them to their interests, and explains how they apply to broader learning; students can explain the learning outcomes</li> </ul>
B. Does not communicate, communicates limited, and/or inappropriate expectations for the learning; expectations and procedures often need clarification	<ul style="list-style-type: none"> <li>• Occasionally communicates expectations for learning; some clarification after initial student confusion may be necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clear and appropriate behavioral and academic expectations for the learning; most students demonstrate understanding of expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clear and appropriate behavioral and academic expectations for the learning, anticipates possible student misunderstandings, and all students demonstrate an understanding of the expectations</li> </ul>
C. Explains content in an unclear manner or that may contain errors; pacing may not support student understanding; scaffolding is not present or may be ineffective; may not consistently correct student errors and/or may answer student questions inaccurately	<ul style="list-style-type: none"> <li>• Occasionally explains content clearly, though some portions may be unclear or difficult to follow; pacing supports some student understanding; some effective scaffolding is present; at times corrects student errors and answers student questions accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Explains content that is clear, thorough, accurate, and appropriately scaffolded; pacing supports student understanding and participation; corrects student errors, answers student questions, and accurately connects students' knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Explains content clearly, developing conceptual understanding through purposeful scaffolding and extensions based on students' needs; students contribute to extend the content and may help explain concepts to their classmates</li> </ul>
D. Does not utilize academic language or it may be vague, incorrect, or used inaccurately	<ul style="list-style-type: none"> <li>• Occasionally utilizes some academic language; at times may be used incorrectly or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes clear, appropriate, and accurate academic language to support student understanding and learning; most students utilize academic language in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently utilizes clear, appropriate, accurate, and purposeful academic language to support and extend students' understanding and learning; all students utilize academic language in their learning</li> </ul>

**DOMAIN II: Accomplished Teachers Instruct ALL Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 2: Engaging and Supporting All Students in Learning**

- A. Delivers intellectually engaging instruction aligned with Academic Standards and learning outcomes
- B. Utilizes a variety of purposeful instructional groups to support intellectual engagement and learning outcomes
- C. Utilizes a variety of instructional materials, resources, and technology to effectively support student learning outcomes and engagement
- D. Utilizes a range of techniques to ensure that all students actively engage and contribute to learning discussion

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*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Uses learning tasks and activities that may not align with standards, and/or may not require appropriate learning outcomes; students may or may not be compliant; there is little to no evidence of intellectual engagement	<ul style="list-style-type: none"> <li>• Uses learning tasks and activities that are partially aligned with standards; learning outcomes may require only minimal thinking by students; students may be compliant, and/or there is some evidence of intellectual engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Delivers instruction that is aligned with standards and learning outcomes that challenge student thinking; most students display active intellectual engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Delivers well-designed, challenging, and scaffolded instruction that is fully aligned with standards and learning outcomes; there is evidence of some student initiation of inquiry and student contribution to the exploration of important content</li> </ul>
B. Relies on one type of instructional group for most instruction	<ul style="list-style-type: none"> <li>• Occasionally uses some instructional groups to support learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of purposeful instructional groups to support intellectual engagement and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of purposeful, flexible instructional groups to support intellectual engagement and learning outcomes; when appropriate, students have choice in groupings to meet learning outcomes</li> </ul>
C. Does not and/or ineffectively uses instructional materials, resources, and technology to support learning outcomes	<ul style="list-style-type: none"> <li>• Uses instructional materials, resources, and technology that may be partially suited to learning outcomes and, at times, may support some student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently uses a variety of instructional materials, resources, and technology that purposefully support student learning outcomes and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses a variety of high-quality instructional materials, resources, and technology that purposefully support student learning outcomes and engagement; there is evidence of student choice, adaptation, or creation of materials to enhance learning</li> </ul>
D. Does not and/or ineffectively uses techniques to attempt to engage students	<ul style="list-style-type: none"> <li>• Attempts to utilize techniques to engage students and may encourage them to participate in discussions; some students may be engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a range of techniques that successfully engage students, employing various strategies such as wait time, random calling of students, small group discussions, or partner talks; most students participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently utilizes an extensive range of techniques to actively engage students and create an environment in which all students participate in discussions; opportunities are provided for student-led discussions</li> </ul>

**DOMAIN II: Accomplished Teachers Instruct ALL Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 3: Demonstrating Flexibility and Responsiveness**

- A. Adjusts throughout the lesson to reflect student readiness
- B. Enhances the instruction by capitalizing on student responses and questions, as well as interests and backgrounds
- C. Utilizes differentiation and alternative approaches to help all students achieve the learning outcomes
- D. Utilizes questions or prompts that challenge all students to think, reflect, and deepen their understanding of a concept
- E. Facilitates discussions that promote learning and encourage collaborative academic discourse among all students

**PERFORMANCE LEVEL DESCRIPTORS**

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*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Adheres to the instructional plan; does not recognize a lack of student understanding and/or make attempts to adjust instruction to reflect student readiness	<ul style="list-style-type: none"> <li>• Occasionally attempts to adjust instruction based on student readiness with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently makes adjustments to accommodate student readiness to increase understanding for specific individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently adjusts instruction to address the needs for the extension of learning, clarification, or remediation of individual student misunderstandings</li> </ul>
B. Does not encourage or may be unresponsive to students' questions and/or comments	<ul style="list-style-type: none"> <li>• Occasionally encourages and incorporate students' questions and comments into the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently incorporates students' questions, interest, and comments into the core of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently incorporates students' questions, comments, interests, and backgrounds enhancing learning by building on teachable moments</li> </ul>
C. Does not use differentiation or alternative approaches to help students who are demonstrating difficulty and/or alternative approaches may be used ineffectively	<ul style="list-style-type: none"> <li>• Occasionally attempts to use some differentiation and/or alternative approaches with some success to help students who are demonstrating difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently uses differentiation and alternative approaches for students who have difficulty learning as well as for those who are ready for extended learning</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses differentiation and uses an extensive repertoire of alternative approaches to support learning; is persistent in seeking out alternative approaches for all students</li> </ul>
D. Does not use questioning and/or questions are of low cognitive challenge, require single, correct responses, and/or are asked in rapid succession	<ul style="list-style-type: none"> <li>• Occasionally uses some questioning or prompts to support instruction or discussion with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently uses questions and prompts that invite students to think, reflect, and promote deeper understanding or discussion of a concept throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses varied levels of questions/prompts that challenge students to think, reflect, and deepen their understanding of concepts; encourages students to formulate their own questions and fosters independent inquiry</li> </ul>
E. Does not provide opportunities for student input and/or discussions may not be purposeful	<ul style="list-style-type: none"> <li>• Occasionally uses some questions to promote student discussions which may or may not be purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently provides opportunities for student discussion and facilitates collaborative conversations and academic discourse, which promotes learning for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently facilitates purposeful collaborative conversations; students formulate questions, initiate topics, and make unsolicited contributions resulting in collaborative academic discourse, which promotes learning for all students</li> </ul>

**DOMAIN II: Accomplished Teachers Instruct ALL Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 4: Using Assessment to Guide Instruction and Advance Student Learning**

- A. Uses a variety of formative assessment strategies during instruction to monitor learning outcomes for all students
- B. Provides timely and consistent feedback to students to improve their learning
- C. Ensures that all students know and understand the criteria for assessment of the learning outcomes
- D. Facilitates opportunities for all students to assess, monitor, and take responsibility for their own learning

**PERFORMANCE LEVEL DESCRIPTORS**

<i>Performance in these two columns results in the need for a <b>guided improvement of practice</b> goal in one or more areas for professional learning.</i>		<i>Performance in these two columns results in a <b>self-directed continuous improvement</b> goal in one or more areas for professional learning.</i>	
<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not and/or ineffectively uses formative assessment strategies to monitor student learning	<ul style="list-style-type: none"> <li>• Monitors learning through limited use of formative assessment strategies and may not elicit evidence of understanding from all students; formative assessments may not be purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently monitors learning through a variety of purposeful formative assessment strategies; evidence of understanding of learning outcomes is elicited from all students</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently monitors learning through a variety of purposeful formative assessment strategies; consistently elicits evidence of understanding of learning outcomes from all students to guide instructional and advance student learning</li> </ul>
B. Does not provide feedback to students and/or provides feedback that is not specific, timely, or purposeful	<ul style="list-style-type: none"> <li>• Occasionally provides feedback to students, but quality of feedback may be inconsistent and lack timeliness to guide their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently provides timely, accurate, and specific feedback that guides students in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently provides a variety of ongoing feedback, from both teacher and peers, that is accurate, individualized, and advances learning</li> </ul>
C. Does not and/or ineffectively communicates criteria for assessment of learning	<ul style="list-style-type: none"> <li>• Occasionally communicates criteria for assessment; expectations for demonstrating mastery of the learning outcomes may be unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that students are aware of the assessment criteria and that they understand the expectations for demonstrating mastery of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently ensures that students clearly understand the expectations for demonstrating mastery of the learning outcomes; there is evidence that students have contributed to the assessment criteria</li> </ul>
D. Opportunities for students to assess and monitor learning are not evident and/or students may not be held responsible for their own learning	<ul style="list-style-type: none"> <li>• Occasionally provides opportunities for students to monitor and/or assess their own learning; some students may be held responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently facilitates opportunities for students to monitor and assess their own learning; all students are held responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently facilitates opportunities for students and peer groups to monitor, assess, and reflect on their own learning; students may initiate opportunities for self and peer assessment</li> </ul>

**DOMAIN III: Accomplished Teachers are Responsible for Creating and Maintaining a Learning Environment for Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 1: Managing Student Behavior to Establish a Culture for Learning**

- A. Establishes and monitors expectations for student learning and behavior that are understood by all
- B. Creates a culture of learning through high expectations and perseverance to rigorous tasks
- C. Manages instructional groups that result in purposeful and cooperative learning

**PERFORMANCE LEVEL DESCRIPTORS**

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not and/or ineffectively establishes expectations for learning and behavior; there is little or no evidence of teacher monitoring and/or student understanding	<ul style="list-style-type: none"> <li>• Appears to have established expectations for learning and behavior, but implementation and/or monitoring is inconsistent or ineffective; there is some evidence of student understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and monitors expectations for learning and behavior. Teacher’s response to student behavior is consistent, proportionate, respectful, and effective; most students demonstrate understanding of expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently monitors the established expectations for learning and behavior; responses to behaviors are preventative and sensitive to individual students’ needs; all students demonstrate understanding of expectations</li> </ul>
B. Expectations for learning are low level, unclear, and/or inconsistent, and there is little or no evidence of perseverance through rigorous tasks	<ul style="list-style-type: none"> <li>• Expectations for learning are occasionally appropriate, and there may be evidence of perseverance through rigorous tasks for some students</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for learning are appropriate, and there is evidence of perseverance through rigorous tasks for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for learning are high level, and there is evidence of perseverance through rigorous tasks for all students; some students demonstrate initiative to challenge themselves and/or peers</li> </ul>
C. Does not organize and/or ineffectively manages instructional groups; students may be disengaged and/or disruptive	<ul style="list-style-type: none"> <li>• Inconsistently organizes and/or manages instructional groups; some students are engaged when teacher is involved with others</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes and manages instructional groups so most students are engaged in purposeful and cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes and facilitates instructional groups so that all students are productively engaged in purposeful and cooperative learning</li> </ul>

**DOMAIN III: Accomplished Teachers are Responsible for Creating and Maintaining a Learning Environment for Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 2: Organizing Physical Space and Managing Classroom Procedures**

- A. Maximizes instructional time through use of efficient classroom routines and procedures
- B. Promotes safety and accessibility through physical arrangement of the classroom
- C. Promotes student learning through the effective use of physical resources

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not and/or ineffectively manages instructional time, including classroom routines, procedures, and transitions	<ul style="list-style-type: none"> <li>• Some instructional time is lost due to inconsistent classroom routines, procedures, and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• There is little loss of instructional time, classroom routines, procedures, and transitions are effective and understood by most students.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional time is maximized because of efficient classroom routines, procedures, and transitions; students initiate and manage routines independently</li> </ul>
B. The classroom is unsafe and cluttered, and/or the physical arrangement does not promote teacher circulation and/or access to students	<ul style="list-style-type: none"> <li>• The classroom is safe, generally organized, and the physical arrangement promotes teacher circulation and/or some access to students</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe and purposefully organized, and the physical arrangement promotes teacher circulation and proximity to all students</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, thoughtfully organized, and the physical arrangement supports purposeful teacher circulation, individual needs, and collaboration for all students</li> </ul>
C. Arrangement of physical resources including technology does not and/or ineffectively supports student use	<ul style="list-style-type: none"> <li>• Arrangement of physical resources, including technology is generally effective and may support some student use</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement of physical resources, including technology is effective and supports the flow of learning and activities for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement of physical resources, including technology is thoughtful and supports individual needs and collaboration for all students</li> </ul>

**DOMAIN III: Accomplished Teachers are Responsible for Creating and Maintaining a Learning Environment for Students**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 3: Creating an Environment of Respect and Rapport**

- A. Demonstrates interest, care, and respect for students through interactions, including words, actions, and expectations
- B. Facilitates an environment of highly respectful interactions between all members of the class at all times
- C. Fosters cultural awareness and is responsive to diverse needs so that all students feel valued and safe

**PERFORMANCE LEVEL DESCRIPTORS**

*Performance in these two columns results in the need for a **guided improvement of practice** goal in one or more areas for professional learning.*

*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Classroom interactions between the teacher and students may be negative, inappropriate, and/or insensitive	<ul style="list-style-type: none"> <li>• Classroom interactions between the teacher and students are appropriate but may reflect occasional inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom interactions between teacher and students are appropriate, friendly, and demonstrate caring and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom interactions between the teacher and all students are highly respectful and reflect genuine interest and care</li> </ul>
B. Does not and/or ineffectively addresses disrespectful behavior; teacher may be unaware of inappropriate behaviors and/or interactions	<ul style="list-style-type: none"> <li>• Generally aware of inappropriate behaviors and/or interactions but may be inconsistent in responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and appropriately fosters an environment of respectful behavior and interactions among students; teacher models strategies for conflict resolution and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates an environment where students consistently interact in a respectful manner; students begin to independently monitor their own behavior, resolve conflicts, and/or solve problems</li> </ul>
C. Does not demonstrate cultural awareness and/or ineffectively responds to diverse needs	<ul style="list-style-type: none"> <li>• Begins to demonstrate some cultural awareness and occasionally responds appropriately to diverse needs</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters cultural awareness and responds to diverse needs ensuring that students feel valued and safe</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters cultural awareness and responds to diverse needs ensuring that students feel valued and safe; there is evidence that students demonstrate respect and appreciation for diversity</li> </ul>

**DOMAIN IV: Accomplished Teachers are Contributing Members of Learning Communities and Demonstrate Professional Responsibilities**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 1: Establishing Professional Learning Goals and Engaging in Continuous and Purposeful Professional Learning**

- A. Reflects on and seeks to improve teaching practice through continuous learning and acceptance of feedback and suggestions
- B. Establishes purposeful professional learning goals to improve instructional practice in support of student learning
- C. Balances professional and personal commitments to maintain motivation and meet professional responsibilities

**PERFORMANCE LEVEL DESCRIPTORS**

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*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Rarely or inaccurately reflects on teaching practice; does not/rarely participates in professional learning; unable or unwilling to implement suggestions	<ul style="list-style-type: none"> <li>• Generally reflects on teaching practice; participates in some professional learning; accepts and/or implements some suggestions; at times, implementation may be ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately reflects on and seeks to improve teaching practice; engages in professional learning to enhance knowledge or skill; readily accepts and implements suggestions to improve teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in ongoing reflection and initiates opportunities for continuous professional learning; seeks out and proactively implements suggestions for improvement of teaching practice</li> </ul>
B. Does not establish purposeful learning goals and/or may need assistance from an evaluator; participation in self-selected professional learning may not be aligned with purposeful goals to improve instructional practice	<ul style="list-style-type: none"> <li>• Establishes professional learning goals based on feedback from an evaluator; begins to participate in professional learning that, at times, aligns with goals to improve instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes purposeful professional learning goals based on reflection and feedback; seeks out professional learning opportunities to enhance instructional practice in support of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes purposeful professional learning goals based on continuous reflection, feedback, and school/district initiatives; seeks out professional learning and/or may serve as a leader to enhance instructional practice in support of all students learning</li> </ul>
C. Does not manage and/or balance professional and personal commitments to meet professional responsibilities	<ul style="list-style-type: none"> <li>• May be inconsistent in managing/balancing professional and personal commitments which, at times, interfere with the ability to meet professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Balances professional and personal commitments to maintain motivation and meet professional responsibilities in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently balances professional and personal commitments; fosters motivation and professionalism in others</li> </ul>

**DOMAIN IV: Accomplished Teachers are Contributing Members of Learning Communities and Demonstrate Professional Responsibilities**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 2: Collaborating with Colleagues, Support Providers, and Parents/Guardians in the Best Interest of Students**

- A. Provides frequent information about individual student progress to engage families in the instructional program
- B. Coordinates with support staff in the best interest of students
- C. Accepts responsibility for and is proactive in seeking screening, intervention, and/or support services for students
- D. Collaborates with colleagues, grade level teams, departments, etc. to coordinate and design a coherent instructional program

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*Performance in these two columns results in a **self-directed continuous improvement** goal in one or more areas for professional learning.*

<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Fails to or infrequently communicates with families; parent concerns are not addressed in a timely manner	<ul style="list-style-type: none"> <li>• Begins to communicate with families about student progress; concerns initiated by parents may not be addressed in a timely manner; attempts to inform families about the instructional program</li> </ul>	<ul style="list-style-type: none"> <li>• Provides frequent information about individual student progress to engage families in the instructional program; recognizes and addresses parent concerns professionally and in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently provides frequent, individualized information to engage all families in the instructional program; anticipates and proactively addresses parent concerns with professionalism</li> </ul>
B. Fails to and/or ineffectively coordinates support staff duties or involve support staff purposefully; demonstrates a lack of professionalism in interactions	<ul style="list-style-type: none"> <li>• Coordinates duties for support staff so they are productively engaged during portions of the class; support staff may lack direction at times; generally demonstrates professionalism in interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully coordinates duties for support staff to maintain an environment that ensures staff is productively and independently engaged in the best interest of students; demonstrates professionalism in all interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully coordinates duties and creates a collaborative environment so that support staff has the opportunity to demonstrate initiative in the best interest of all students; demonstrates professionalism in all interactions and fosters a team environment</li> </ul>
C. Does not accept responsibility and/or seek out support for the needs of students	<ul style="list-style-type: none"> <li>• Begins to accept responsibility and at times may seek out support from teachers and specialists for the needs of some students</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility and frequently collaborates with teachers and specialists to seek out screening, intervention and support for the needs of individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in ongoing collaboration and is proactive in aligning interventions and support services for the unique needs of individual students and their families</li> </ul>
D. Rarely engages in collaboration, may work in isolation, or may inhibit collaboration of others	<ul style="list-style-type: none"> <li>• Engages in collaboration to some/limited degree for instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently engages in collaboration, contributes to, and at times, initiates collaboration to coordinate and design an instructional program</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently initiates and/or facilitates collaboration to coordinate and design an instructional program; may be sought out by colleagues as a resource</li> </ul>

**DOMAIN IV: Accomplished Teachers are Contributing Members of Learning Communities and Demonstrate Professional Responsibilities**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 3: Demonstrating Professional Responsibility, Integrity, and Ethical Conduct by Complying with Established Rules, Policies, and Education Code**

- A. Demonstrates integrity, honesty, confidentiality, and ethical conduct
- B. Maintains professional relationships with colleagues to support student learning
- C. Maintains regular and prompt attendance; meets teacher responsibilities in contract language and Board Policy
- D. Adheres to Education Code and district/site policies and procedures; implements district/site programs and goals

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Demonstrates a lack of integrity, honesty, and/or confidentiality in interactions with colleagues, students, and the public; demonstrates unethical conduct	<ul style="list-style-type: none"> <li>• Demonstrates integrity, honesty, and confidentiality in most interactions with colleagues, students, and the public; interactions are usually positive and respectful; demonstrates ethical conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates integrity, honesty, and confidentiality in all interactions; is positive and respectful; consistently demonstrates ethical conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a positive, respectful environment of integrity, honesty, and confidentiality; demonstrates high standards of ethical conduct and may be viewed as a role model by others</li> </ul>
B. Maintains negative and/or self-serving relationships with colleagues; has limited or no connections with colleagues	<ul style="list-style-type: none"> <li>• Maintains cordial relationships with colleagues to fulfill required school duties</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains relationships with colleagues that demonstrate mutual respect and cooperation to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains relationships with colleagues that demonstrate mutual respect and cooperation; may assume a leadership role to support student learning</li> </ul>
C. Does not meet contractual obligations for attendance, and/or is inconsistent in fulfilling teacher responsibilities in contract language and Board Policy	<ul style="list-style-type: none"> <li>• Meets required contractual obligations for attendance and fulfills teacher responsibilities in contract language and Board Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Meets required contractual obligations for attendance, and fulfills teacher responsibilities in contract language and Board Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Meets required contractual obligations for attendance, and fulfills teacher responsibilities in contract language and Board Policy</li> </ul>
D. Does not adhere to Education Code and/or district/site policies and procedures; does not attend district/site required events	<ul style="list-style-type: none"> <li>• Adheres to Education Code and district/site policies and procedures and begins to implement district/site programs and goals; attends district/site required events</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to Education Code and district/site policies and procedures and implements district/site programs and goals; participates in district/site required events</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to Education Code and district/site policies and procedures, implements district/site programs and goals; actively participates in district/site events; may assume a leadership role in district/site initiatives/events</li> </ul>

**DOMAIN IV: Accomplished Teachers are Contributing Members of Learning Communities and Demonstrate Professional Responsibilities**

*(Assessed by self-reflection, observation, documentation, and conference)*

**ELEMENT 4: Managing Student Achievement and Assessment Results and Maintaining Accurate Records**

- A. Utilizes and maintains a system to record and communicate progress, including formal and informal assessment students and families
- B. Maintains accurate non-instructional records (attendance, forms, financial, field trips, etc.)

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<b>Ineffective Practice</b>	<b>Approaching Effective Practice</b>	<b>Effective Practice</b>	<b>Accomplished Practice</b>
A. Does not and/or ineffectively utilizes a system to record and communicate student progress, including formal/informal assessment results; information may be inaccurate; students and families may not have access to this information	<ul style="list-style-type: none"> <li>• Begins to, but may be inconsistent, in utilizing a system to record and communicate student progress, including formal/informal assessments to students and families; information is accurate; students and families have access to this information</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes an effective system for maintaining and communicating all student progress to students and families; information is accurate, updated regularly, and accessible to students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes an effective system for maintaining and communicating all student progress to students and families; information is accurate, updated regularly, and accessible to students and families; invites opportunities for two-way communication</li> </ul>
B. Does not and/or inaccurately maintains records for non-instructional activities	<ul style="list-style-type: none"> <li>• Begins to, but may be inconsistent, in maintaining and/or organizing accurate records for non-instructional activities</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes an efficient, effective, and accurate process to record non-instructional activities</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a process for efficient, effective, and accurate process to record non-instructional activities; may take responsibility for team/department when needed</li> </ul>