

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content, Competencies and Pedagogy

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Grade Level Standard	Knowledge of Content	Teacher makes content errors, or does not correct content errors students make. Teacher cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays evidence of continuing pursuit of such knowledge.
Grade Level Standard	Knowledge of Subject Area Competencies	Teacher displays little knowledge of subject area competencies; cannot articulate connections between competencies, lesson plans, and instruction. There is little evidence competencies are being taught as reflected by lessons plans and classroom instruction.	Teacher displays solid knowledge of subject matter competencies; can articulate connections between competencies, lesson plans, and instruction. There is solid evidence competencies and critical content are being taught as reflected in lesson plans, classroom instruction, and student learning.	Teacher displays thorough knowledge of subject matter well beyond competencies and demonstrates the integration of competencies, lesson plans and instruction.
Grade Level Standard	Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content. Teacher indicates little, incomplete, or inaccurate awareness of prerequisite learning.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
All T4S requirements Literacy rich environment Key vocabulary Objective on board, etc.	Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays pedagogical practice that reflects current research on best practice as defined by the Education Services Department.	Teacher displays continuing search for best practices.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Knowledge of Characteristics of Age Group	Teacher displays limited knowledge of developmental characteristics of age group.	Teacher displays and acts on general understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays thorough knowledge of typical developmental characteristics of age group and exceptions to the patterns.
Student led conversation	Knowledge of Students' Varied Approaches to Learning	Teacher has limited understanding of different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays and acts on general understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Grade level standard	Awareness of Students' Skills and Knowledge	Teacher displays knowledge of students' skills and understanding for the class only as a whole.	Teacher displays and acts on knowledge of students' skills and understanding for groups of students and some individuals.	Teacher displays knowledge of each student's skills and understanding, including those with special needs.
	Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of student's interest or cultural heritage and does not indicate that such knowledge is valuable.	This knowledge is based upon formal, informal assessments of student learning.	Teacher displays knowledge of and respects the interests or cultural heritage of most students.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Selecting Instructional Objectives

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Grade level standard	Value (<i>Instructional objectives that align with district and state standards, and are essential to the discipline being taught.</i>)	Objectives represent low expectations, or no conceptual understanding for students, or are not grounded in district competencies and/or state standards.	Objectives represent high expectations, or conceptual understanding and are grounded in district competencies and/or state standards.	Not only do objectives represent high expectations and conceptual understanding, but they go beyond district competencies. Teacher can clearly articulate the connections.
Grade level standard Learning objectives communicated Activities relate to objective	Clarity (<i>Objectives stated as student learning that is assessable.</i>)	Objectives are either not clear or moderately clear or included student activities not related to objectives. Objectives do not permit viable methods of assessment.	All the objectives are clearly displayed or communicated, written in the form of student learning, and permit viable methods of assessment. Student activities are directly related to the objectives.	
Grade level standard	Suitability for Diverse Students	Objectives are suitable for only some students in the class.	All the objectives are suitable for most students in the class.	Objectives take into account the varying learning needs of individual students or groups.
Level of Cognition	Balance (<i>Objectives balance factual knowledge with conceptual understanding, and longer units include reasoning, social & com-munication skills.</i>)	Objectives reflect only knowledge/recall learning and limited integration.	Objectives reflect knowledge/recall and several different higher levels of learning.	Objectives balance many different levels of learning opportunities for integration and application. Objectives include higher order levels of learning beyond knowledge and comprehension.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

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

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Resources for Teachers and Students	Teacher displays limited use of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and makes use of them regularly. Teacher uses resources available through the school or district. Teacher makes resources available for student use.	In addition to using school and district resources, teacher actively seeks and uses other materials to enhance instruction, for example, from professional organizations or through the community. Teacher may design innovative materials.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Student led conversation Relevant Learning Activities relate to objective	Learning Activities	Few of the learning activities are suitable to students or instructional goals. Activities in the unit do not follow an organized progression. (Only some activities reflect professional research.)	Learning activities are suitable to students and instructional objectives. Activities in the unit follow an organized progression, and activities reflect professional research.	Learning activities are highly relevant to students and instructional objectives. They progress coherently, and reflect professional research.
	Instructional Materials and Resources	Few materials and resources engage students in meeting instructional objectives.	Materials and resources engage students in meeting instructional objectives.	All materials and resources engage students in meeting instructional objectives. Students may have choices in selecting or adapting materials.
	Instructional Groups	Instructional groups are inconsistent in supporting instructional goals and offer minimal variety.	Instructional groups are varied and support the different instructional objectives.	Instructional groups are varied and support different instructional objectives. Students may have choices in selecting different patterns of instructional groups.
	Lesson and Unit Structure	The written lesson or unit lacks a consistent structure. Some time allocations are unreasonable.	The written lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson or unit structure is clear and allows for differentiation of instruction.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Assessing Student Learning

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Assessment	Congruence with Instructional Goals	Only some competencies/ state standards are assessed, and assessments lack congruence.	All the competencies/state standards are nominally assessed, and the assessments are congruent with the proposed plan.	The proposed approach to assessment is completely congruent with the competencies/state standards both in content and process.
Assessment	Criteria and Standards	Assessment criteria and standards have not been developed, have not been communicated to students, or the proposed approach contains no clear criteria or standards.	Assessment criteria and standards are clear and have been communicated to students and parents.	Assessment criteria and standards are clear and have been clearly communicated to students and parents. Teacher uses innovative methods for additional assessment.
Feedback to students	Use for Planning	Teacher does not use assessment results to plan instructions.	Teacher uses assessment results to plan instruction for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in innovative assessment methods.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Climate of caring	Teacher Interaction with Students	Teacher-student interactions are sarcastic or demeaning. They reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit disrespect for teacher.	Teacher-student interactions are friendly and demonstrate caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	
Climate of caring Behavior standards maintained	Student Interaction	Student to Student interactions are characterized by conflict, sarcasm, or put-downs.	Student to Student interactions are polite and respectful, and students listen attentively to one another.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Student led conversation	Importance of the Content	Teacher does not communicate importance of the content as evidenced by students' lack of active participation.	Teacher conveys genuine enthusiasm for the content, and students demonstrate commitment to its value by their comments and active participation.	Teacher generates student active participation, curiosity, and attention to detail, demonstrating that students value the content.
Feedback to students	Student Pride in Work	Students do not understand the responsibility to "do good work" and do not invest their energy in the quality of the work.	Students understand the expectation of high quality work and demonstrate pride in that work.	
Feedback to students	Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment do not convey high expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Student Engagement Student led conversation	Management of Instructional only Groups	Tasks for group work are not organized resulting in off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	
Student Engagement	Management of Transitions	Transitions are inefficient, resulting in loss of instructional time.	Transitions occur smoothly with minimal loss of instructional time.	
	Management of Materials and Supplies	Routines for handling materials and supplies are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies occur smoothly, with minimal loss of instructional time.	
Student Engagement	Performance of Non-instructional Duties	Instructional time is lost in performing non-instructional duties.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	
Student led conversation Instructional time maximized	Management of Classroom Time	Classroom time is ineffectively allocated, or students are off task resulting in loss of instructional time.	Classroom time is allocated to maximize time on task and managed so that most students are engaged at all times.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Behavior Standards maintained	Expectations	Standards of conduct have not been established, or students are confused as to what the standards are.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
	Monitoring of Student Behavior	Teacher is not aware of student behavior and may miss the activities of many students.	Teacher is alert to student behavior at all times.	
Reinforce effort provides recognition	Response to Student Behavior	Teacher response to student behavior is inconsistent or ineffective in achieving desired results.	Student behavior is generally appropriate. Teacher response to any behavior is appropriate, effective, and respects the student's dignity.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Safety and Arrangement of Furniture	The classroom is unsafe or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and the furniture arrangement is appropriate for the learning activities.	
	Accessibility to Learning and Use of Physical Resources <i>(OHP, VCR, Computers, flip charts, whiteboards, etc.)</i>	Teacher does not use physical resources to enhance learning or does not make them accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Directions and Procedures	Teacher directions and procedures are confusing to students or require clarification after initial student confusion.	Teacher directions and procedures are clear to students and students have minimal confusion or questions.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
	Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Level of Cognition Interaction/ discussion	Quality of Questions	Teacher's questions primarily require fact/recall level thinking.	Most of teacher's questions require thinking beyond the fact/recall level and may require more involved answers.	Teacher's questions promote higher levels of thinking, with adequate time for students to respond. Teacher follows up answers by probing for clarification and elaboration.
Student Conversation Level of cognition Interaction/ discussion	Quality of Responses	Teacher does not follow up student response or responds with incorrect information or in a way that shuts down student learning.	Teacher follows up student responses with statements and questions that accept, dignify, or clarify.	Teacher follows up student responses with questions that invite further student learning, metacognition and higher levels of student thinking.
Student Conversation Interaction/ discussion	Discussion Techniques	Interaction between teacher and students is predominately one-way. Teacher does not attempt to engage students in a true discussion.	Teacher uses sufficient wait time during discussions. Classroom interaction involves student-teacher and student-student interaction.	Teacher guides students in assuming considerable responsibility for the success of the discussion, initiating topics, and elaborating on each other's ideas.
Student Conversation Student Engagement Interaction/ discussion	Student Participation	Teacher does not encourage all students to participate in discussions.	Teacher successfully engages all students in discussions.	Teacher successfully engages all students in questions and discussions and uses innovative methods to increase participation.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Teacher led discussion	Presentation of Content (Skills, Concepts, Relationships)	Presentation of content is not consistently relevant, nor does it link well with students' knowledge and experience. Few examples illuminate content.	Presentation of content is relevant to students and links well with students' knowledge and experience. Teachers' examples illuminate content through a variety of modalities.	Teacher uses innovative methods to link content with student knowledge and experience.
Student led conversation Student conversation	Activities and Assignments	Activities and assignments are inappropriate for students or do not engage students.	Activities and assignments require students to actively participate in constructing understanding of the content by engaging them.	All students are engaged in innovative activities and assignments in their exploration of content.
Student conversation	Grouping of Students	Instructional groups are rarely appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional objectives of a lesson, and are creatively used and organized.
Activities relate to objective	Instructional Materials and Resources	Instructional materials and resources are minimally suitable to the instructional objectives, as evidenced by students' minimal level of engagement.	Instructional materials and resources are suitable to the instructional objectives and engage students.	Instructional materials and resources are suitable to the instructional objectives and engage all students. Teacher is continually seeking new material and resources.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Teacher led instruction Level of cognition	Structure and Pacing	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson shows minimal monitoring and adjustment for student engagement and learning.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is based on checks for student engagement and understanding, and it is adjusted, if necessary.	The lesson's structure is highly creative, well-defined, allowing for reflection, metacognition and higher levels of thinking.
	Learning and Thinking Strategies	Learning and thinking strategies are not taught or expected from students. They are modeled by the teacher but not made apparent to students.	Learning and thinking strategies are overtly taught, modeled, and expected.	There is evidence that students independently use learning and thinking strategies.
Teacher led instruction	Teaching Strategies	Teacher employs a limited number of strategies during the lesson. Students are not engaged or engaged only haphazardly.	Teacher uses a select number of activities and strategies to enhance instruction. Students are engaged and the teacher's lesson demonstrates some planning around the activities.	Teacher uses a wide variety of strategies and switches activities or strategies multiple times during the lesson in a premeditated attempt to engage multiple learning modalities. Students are engaged and on task because of this variety. Teacher is conscious of the need to switch strategies and deliberately plans lessons around multiple activities.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION

Component 3d: Providing Feedback to Students

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Student conversation Feedback to students	Feedback to promote student learning	Teacher feedback to students is negative, inconsistent, does not promote further student learning.	Teacher feedback to student is accurate, timely, constructive, specific and limited, and it promotes further student learning.	Feedback to students may come from the teacher, other students, or themselves. Students are taught and use feedback strategies to promote their own and other's learning.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Teacher led instruction	Lesson Adjustment	Teacher adheres to an instructional plan even when a change will clearly improve a lesson.	Teacher makes an adjustment to a lesson, and the adjustment occurs smoothly and helps to achieve the instructional goal.	Teacher successfully makes a major adjustment to a lesson or unit, in order to achieve the instructional goal.
Teacher led instruction Relevant Learning	Responsive-ness to Students	Teacher rarely accommodates students' questions or interests.	Teacher frequently and successfully accommodates students' questions or interests.	Teacher consistently uses students' questions or interests as an opportunity to enhance learning, and can successfully build on a spontaneous event.
Teacher led instruction	Persistence	Teacher accepts little responsibility for the success of all students or blames the student or environment for the student's lack of success.	Teacher accepts responsibility for student achievement and persists in differentiating instruction for students who have difficulty learning, utilizing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from a variety of sources.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 3: INSTRUCTION Component 3f: Using Student Assessment Data

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Grade level standards Assessment	Criteria and Standards as Expectations for Student Performance	The teacher's proposed assessment approaches contain no clear criteria or relationship to district's competencies or have not been communicated to students.	Assessment criteria for content and district competencies are clear and students are aware of the criteria by which their work will be judged.	Assessment criteria for content and district competencies are clear and students use the criteria to judge their own work. Teacher consistently uses assessments that are directly correlated to the district's adopted academic content standards.
Assessment	Connecting Assessment Data to Instructional Decisions	Instructional activities and assignments are inconsistently based on informal or formal assessment.	Instructional activities and assignments are regularly based on data the teacher has analyzed from informal and/or formal assessments.	Instructional activities and assignments are directly correlated to needs of students revealed through analysis of formal and/or informal assessment data.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
Grade level standards Assessment	Accuracy	Teacher uses no formal or informal assessment to measure the success of the lesson in meeting its objectives and the applicable district competencies.	Teacher uses formal and informal assessments to determine a lesson's effectiveness and the extent to which it achieved its objectives and applicable district competencies.	Teacher uses formal and informal assessments to determine a lesson's effectiveness and the extent to which it achieved its objectives and met applicable district competencies.
Assessment	Use in Future Teaching	Teacher is unable to make relevant suggestions about how a lesson, or teaching in general, may be improved.	Teacher makes several relevant, specific suggestions about how to maintain or improve the quality of a lesson, or teaching in general.	Using a variety of data and professional information the teacher offers several relevant, specific, alternative actions about how to maintain or improve the lesson or teaching in general.
Grade level standards Assessment	Student Achievement	Teacher takes little responsibility for student achievement and makes few suggestions about how achievement may be improved. Student growth results are consistently below average.	Teacher takes responsibility for student achievement and makes several relevant, specific suggestions about how achievement may be improved. Student growth results are in the average range.	Teacher takes full responsibility for student achievement and student growth results are above average.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Student Completion of Assignments	Teacher's system for maintaining information on student assignments is incomplete, disorganized, and/or not up to date.	Teacher's system for maintaining information on student assignments is up to date, complete, and clearly organized.	
	Student Progress in Learning	Teacher's system for maintaining information on student progress in learning including progress towards achieving district competencies is incomplete, disorganized and/or not up to date.	Teacher's system for maintaining information on student progress in learning including progress towards achieving district competencies is up to date, complete, and clearly organized.	
	Record-keeping	Teacher's system for maintaining records is inadequate. They do not meet deadlines and/or require frequent monitoring to avoid error.	Teacher's system for maintaining records is effective, accurate, and meets deadlines.	

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Information about the Instructional Program	Teacher does not provide required information about the instructional program.	Teacher provides required information to parents about the instructional program.	Teacher provides information to parents about the instructional program using a variety of formats throughout the year. Students may participate in preparing or delivering information for their families.
	Information about Individual Students	Teacher does not adhere to the school's required procedures for communicating to parents. Responses to parent concerns are minimal, not timely, and/or create new problems.	Teacher adheres to the school's required procedures for communicating with parents, initiates communication as required, and responds to parent concerns in a timely and professional manner.	Teacher surpasses the required procedure for communication with parents.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Contributing to the School and District

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Service to the School	Teacher does not participate in school events as required.	Teacher participates in school events as required.	Teacher volunteers to participate in school events in addition to those required.
	Participation in School and District Project/Events	Teacher does not participate in required school projects/events when specifically asked.	Teacher participates in required school and district projects/events when specifically asked.	Teacher volunteers to participate in additional school and district projects/events, and/or assumes a leadership role.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Enhancing of Content Knowledge and Pedagogical Skill	Teacher does not participate in professional development activities or only participates in those that have been directed.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher actively applies professional development, content knowledge, and pedagogical skills in the classroom.
	Service to the Profession and Fulfilling Professional Responsibilities	Teacher makes little or no effort to assist other educators in fulfilling professional responsibilities.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession and assumes professional responsibilities such as mentoring new teachers, writing articles for publication, and making presentations.

DOUGLAS COUNTY SCHOOL DISTRICT FRAMEWORK FOR TEACHING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

LEVEL OF PERFORMANCE				
T4S	ELEMENT	UNSATISFACTORY	SATISFACTORY	AREA OF STRENGTH
	Service to Students	Teacher does not serve students consistently or effectively.	Teacher serves students consistently and effectively..	Teacher is highly proactive in serving students, seeking out resources when necessary.
	Advocacy	Teacher does not engage in practices that ensure all students receive a fair opportunity to succeed.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students are honored in the school.
	Decision Making	Teacher's decisions are not grounded in professional ethics or defensible as being in the best interest of the students.	Teacher's decisions are based upon genuinely professional considerations.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.
	Relationships with Colleagues	Teacher's relationships with colleagues are un-cooperative and not supportive.	Support and cooperation characterize the teacher's relationships with colleagues. Teacher participates in team or departmental activities.	Support and cooperation characterize the teacher's relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.