**Morris School District – Level of Performance Rubric Component Level**

**Domain 4**

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| **Component 4.1** | **Displays a Desire for Lifelong Learning** | **Critical Attributes** |
| **Unsatisfactory** | The teacher does not reflect on their own practice or knowledge and does not seek to extend oneself beyond one’s practice or field. | The teacher is not involved in any activity that might enhance knowledge or skill.  The teacher purposefully resists discussing performance with supervisors or colleagues.  The teacher ignores invitations to join professional organizations or attend conferences.  The teacher considers the lesson but draws incorrect conclusions about its effectiveness. |
| **Basic** | The teacher occasionally reflects on their own practice or knowledge and sometimes seeks to extend oneself beyond one’s practice or field through collaboration, professional development, reading, and research. | The teacher participates in professional activities when they are required or when provided by the school district.  The teacher reluctantly accepts feedback from supervisors and colleagues.  The teacher contributes in a limited fashion to educational professional organizations.  The teacher has a general sense of whether or not instructional practices were effective.  The teacher offers general modifications for future instruction. |
| **Proficient** | The teacher regularly reflects and displays mastery of subject and pursues life-long learning through mastery of subject and pursues life-long learning through collaboration, professional development, reading and research. | The teacher seeks regular opportunities for continued professional development.  The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.  The teacher actively participates in professional organizations designed to contribute to the profession.  The teacher accurately assesses the effectiveness of instructional activities used.  The teacher identifies specific ways in which a lesson might be improved. |
| **Exemplary** | The teacher consistently reflects on their own practices, has in depth knowledge of best practices and consistently seeks to extend knowledge and life-long learning through professional development, reading and research. | The teacher seeks regular opportunities for continued professional development, including initiating action research.  The teacher actively seeks feedback from supervisors and colleagues.  The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.  Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.  Teacher’s suggestions for improvement draw on an extensive repertoire. |

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| **Component: 4.2** | **Maintains a Professional Demeanor** | **Critical Attributes** |
| **Unsatisfactory** | The teacher does not exhibit leadership skills, lacks a positive attitude, and does not work collaboratively with others. The teacher rarely demonstrates advocacy when serving students of all backgrounds and abilities, and provides little to no contribution that foster relationships. | The teacher’s relationship with colleagues is characterized by negativity or combativeness.  The teacher purposefully avoids contributing to activities promoting professional inquiry.  Teacher is dishonest.  Teacher does not notice the needs of students.  The teacher engages in practices that are self-serving.  The teacher willfully rejects school district regulations |
| **Basic** | The teacher occasionally demonstrates leadership skills, is inconsistent in exhibiting a positive attitude, and occasionally works collaboratively with others. The teacher occasionally demonstrates advocacy when serving students of all backgrounds and abilities, and provides limited contributions that foster productive relationships. | The teacher has pleasant relationship with colleagues.  When invited, the teacher participates in activities related to professional inquiry.  Teacher is honest.  Teacher notices the needs of students but is inconsistent in addressing them.  Teacher does not notice that some school practices result in poor conditions for students.  Teacher makes decisions professionally but on a limited basis.  Teacher complies with school district regulations. |
| **Proficient** | The teacher often demonstrates leadership skills, exhibits a positive attitude, and works collaboratively with their peers. The teacher regularly demonstrates advocacy when serving students of all backgrounds and abilities, and regularly fosters positive relationships with stakeholders. | The teacher has supportive and collaborative relationships with colleagues.  The teacher regularly participates in activities related to professional inquiry.  Teacher is honest and known for having high standards of integrity.  Teacher actively addresses student needs.  Teacher actively works to provide opportunities for student success.  Teacher willingly participates in team and departmental decision making.  Teacher complies completely with school district regulations. |
| **Exemplary** | The teacher consistently exhibits leadership qualities, exhibits a positive attitude and acts as a role model for others. The teacher is highly collaborative and cooperative with others, fostering positive relationships with all stakeholders. The teacher consistently demonstrates advocacy when serving students of all backgrounds and abilities, and consistently fosters productive, positive relationships with stakeholders. | The teacher takes a leadership role in promoting activities related to professional inquiry.  The teacher regularly contributes to and oversees events that positively impact school life.  Teacher is considered a leader in terms of honesty, integrity, and confidentiality.  Teacher is highly proactive in serving students.  Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.  Teacher takes a leadership role in team and departmental decision making. |

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| **Component: 4.3** | **Maintains an Open Line of Oral/Written Communication** | **Critical Attributes** |
| **Unsatisfactory** | Teacher's oral and written communications are always poorly expressed, infrequent, and insensitive. | Little or no information regarding the instructional program is available to parents.  Families are unaware of their children’s progress.  Family engagement activities are lacking.  Communication is culturally inappropriate. |
| **Basic** | Teacher's oral and written communications are oftentimes poorly expressed, inconsistent, and somewhat insensitive. | School or district-created materials about the instructional program are sent home.  Infrequent or incomplete information is sent home by teachers about the instructional program.  Teacher maintains school-required grade book but does little else to inform families about student progress.  Teacher communications are sometimes inappropriate to families’ cultural norms. |
| **Proficient** | Teacher's oral and written communications are expressed professionally, regular, and sensitive. | Information about the instructional program is available on a regular basis.  The teacher sends information about student progress home on a regular basis.  Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. |
| **Exemplary** | Teacher's oral and written communications are highly professional, producing successful partnerships due in large part to the engaging and sensitive content. | On a regular basis, students develop materials to inform their families about the instructional program.  Students maintain accurate records about their individual learning progress and frequently share this information with families.  Students contribute to regular and ongoing projects designed to engage families in the learning process. |

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| **Component: 4.4** | **Maintains Accurate Records** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher fails to maintain appropriate records of student performance, a system to monitor student progress and learning, and non-instructional records. | There is no system for either instructional or non-instructional records.  The record-keeping systems are in disarray so as to provide incorrect or confusing information. |
| **Basic** | The teacher maintains limited records of student performance, a system to monitor student progress and learning, and non-instructional records. | The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.  The teacher’s process for tracking student progress is cumbersome to use.  The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.  A system is used monitor student progress and learning that includes limited use of data. |
| **Proficient** | The teacher maintains appropriate records of student performance, an effective system to monitor student progress and learning, and non-instructional records utilizing information and data in planning. | The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.  The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.  The teacher’s process for recording non-instructional information is both efficient and effective.  There is a system to monitor student progress and learning that includes some use of data to identify whole class, small group and some individual learning goals. |
| **Exemplary** | The teacher maintains extensive of student performance, a highly effective system to monitor student progress and learning, and non-instructional records utilizing information and data in planning with student contribution to its maintenance. | Students contribute to and maintain records indicating completed and overdue work assignments.  Students both contribute to and maintain data files indicating their own progress in learning.  Students contribute to maintaining non-instructional records for the class.  There is a system to monitor student progress and learning that includes consistent data analysis for whole class trends, small group needs and individual student growth outcomes. |

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| **Component: 4.5** | **Contributes to the School and District** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher rarely supports or participates in school and district initiatives, programs and or activities. | The teacher avoids involvement in school activities and school district and community projects. |
| **Basic** | The teacher occasionally supports and participates in district initiatives, programs and activities. | When asked, the teacher participates in school activities, as well as school district and community projects. |
| **Proficient** | The teacher regularly supports and participates in district initiatives, programs and activities. | The teacher frequently volunteers to participate in school activities, as well as school district and community projects. |
| **Exemplary** | The teacher consistently supports and participates in district initiatives, programs and activities. | The teacher regularly contributes to and serves as head of significant school district and community projects. |