

# F R A M E W O R K

for

## Excellence in Teaching & Learning Self Assessments



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

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# Overview to The Framework for Excellence in Teaching and Learning

## *Background*

During 1996-97 several concurrent initiatives coalesced around the need for a framework that defined excellence in teaching and learning, an essential part of the mission of the Howard County Public School System. These initiatives included:

- the pilot Teacher Evaluation System
- the redefinition and streamlining of curriculum writing
- the development of a K-12 Instructional Handbook
- the work of staff developers to determine how to support Goal 2: *Ensure the highest level of performance for all staff.*

A common framework could align and focus all of these efforts. That idea came to life through Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*, publishing by the Association for Supervision and Curriculum Development (ASCD). The Instructional Handbook Committee undertook the task of refining Danielson's framework to better meet the needs of Howard County educators. Using input from the Evaluation Committee and others, they developed the attached framework, with self assessments for each of the indicators. These will serve as a working copy for the coming school year, at which point they will be edited as needed.

## *The Framework and the Evaluation Process*

The domains, indicators, and elements will replace the evaluation areas and indicators for teacher evaluation and therefore will be published in the new *Guide for Teacher Evaluation and Professional Development* and become part of the associated forms.

## *The Framework for Self Assessment*

The accompanying Self Assessments serve to illuminate the domains, indicators, and elements and the intention is to use them primarily as they are named ... as self assessments for individuals. They will also serve as discussion points between administrators and teachers, as well as between peer coaches, portfolio partners, team members involved in CPR, and others. It is hoped that they will promote both individual reflection and professional conversations about excellence. They are **not** intended as a checklist of performance for evaluation purposes, but they will help inform the evaluation process.

While we are all striving for excellence, the professional development goals for a novice teacher, or an experienced teacher in a new teacher context, will most likely and most properly differ from an experienced teacher. However, with this new framework, we are all headed toward the same target.

# HCPSS Framework for Excellence in Teaching and Learning

## DOMAIN 1-INTERPERSONAL SKILLS

### INDICATOR 1A RELATES EFFECTIVELY WITH STUDENTS

- Knowledge of students
- Interactions with students
- Communication skills

### INDICATOR 1B DEVELOPS COLLABORATIVE RELATIONSHIPS WITH ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

- Respect and rapport
- Communication Skills
- Conflict resolution

### INDICATOR 1C FOSTERS POSITIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY MEMBERS

- Respect and rapport
- Communication skills
- Conflict resolution

## DOMAIN 2-PLANNING AND PREPARATION

### INDICATOR 2A DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PRACTICES

- Content
- Conceptual and prerequisite relationships
- Content related instructional practices

### INDICATOR 2B DEMONSTRATES KNOWLEDGE OF STUDENTS

- Developmental needs of students and characteristics of age groups
- Students' varied approaches to learning
- Students' skills and knowledge
- Students' interests and cultural heritage

### INDICATOR 2C SELECTS APPROPRIATE INSTRUCTIONAL GOALS

- Value
- Charity

### INDICATOR 2D DEMONSTRATES KNOWLEDGE OF RESOURCES

- Resources for teaching
- Resources for student support

### INDICATOR 2E DESIGNS COHERENT INSTRUCTION

- Long term/ unit planning
- Short term/ lesson planning
- Learning activities
- Instructional groups
- Instructional materials and resources

### INDICATOR 2F ASSESSES STUDENT LEARNING EFFECTIVELY

- Alignment with instructional goals
- Criteria and standards
- Use for planning

## DOMAIN 3-THE CLASSROOM ENVIRONMENT

### INDICATOR 3A ESTABLISHES A CULTURE FOR LEARNING

- Importance of the content
- Expectations for learning and achievement
- Teacher interaction with students

### INDICATOR 3B MANAGES CLASSROOM PROCEDURES EFFECTIVELY

- Managing transitions
- Managing instructional groups
- Managing materials and supplies
- Performing non-instructional duties
- Supervising volunteers and paraprofessionals

### INDICATOR 3C MANAGES STUDENT BEHAVIOR EFFECTIVELY

- Expectations
- Monitoring student behavior
- Response to student misbehavior

### INDICATOR 3D ORGANIZES PHYSICAL SPACE APPROPRIATELY

- Safety and accessibility
- Student furniture
- Arrangement and use of other physical resources

# HCPSS Framework for Excellence in Teaching and Learning

## DOMAIN 4- DELIVERY OF INSTRUCTION

### INDICATOR 4A COMMUNICATES CLEARLY AND ACCURATELY

- Directions and procedures
- Oral and written language

### INDICATOR 4B USES QUESTIONING AND DISCUSSION TECHNIQUES EFFECTIVELY

- Quality of questions
- Discussion techniques
- Student participation

### INDICATOR 4C ENGAGES STUDENTS IN LEARNING

- Representation of content
- Materials, activities and assignments
- Relevant and thoughtful applications
- Instructional groups
- Lesson/ unit structure and pacing

### INDICATOR 4D PROVIDES EFFECTIVE FEEDBACK TO STUDENTS

- Quality: accurate, substantive, constructive, and specific
- Equitability
- Timeliness

### INDICATOR 4E DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS

- Lesson/ unit adjustment
- Response to students
- Persistence

## DOMAIN 5- PROFESSIONAL RESPONSIBILITIES

### INDICATOR 5A REFLECTS ON TEACHING

- Accuracy
- Use in future teaching

### INDICATOR 5B MAINTAINS ACCURATE RECORDS

- Record keeping

### INDICATOR 5C COMMUNICATES WITH FAMILIES

- Information about the instructional program
- Information about individual students
- Engaging families in the instructional program

### INDICATOR 5D SHOWS PROFESSIONALISM

- Student advocacy
- Collaborative problem solving
- Relationships with business and community
- Following policies and procedures

### INDICATOR 5E GROWS AND DEVELOPS PROFESSIONALLY

- Enhancing content knowledge and pedagogical skill
- Service to the school, district, and profession

**DOMAIN 1: INTERPERSONAL SKILLS**  
**INDICATOR 1A: RELATES EFFECTIVELY WITH STUDENTS**

**1A**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>KNOWLEDGE OF STUDENTS</i>	Teacher displays little awareness of the interests and strengths of students and does not indicate that such knowledge is valuable	Teacher makes some attempts to learn about the interests and strengths of student and occasionally makes use of such knowledge in interacting with students	Teacher makes attempts to learn about the interests and strengths of students and makes effective use of such knowledge in interacting with students and to build a sense of community.	Teacher displays extensive knowledge of the interests and strengths of students and makes highly effective use of such knowledge in interacting with students and building a sense of community.
2 <i>INTERACTIONS WITH STUDENTS</i>	Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may vary day to day or student to student or show disregard for students' dignity. Students exhibit only minimal respect for the teacher.	Teacher interactions with students are positive and demonstrate caring and respect. Students exhibit respect for the teacher.	Teacher interactions with all students demonstrate genuine caring and respect for students as individuals. Students exhibit respect for teacher as an individual.
3 <i>COMMUNICATION SKILLS</i>	Teacher's attempts to communicate are unclear, confusing, or contain mixed messages. Teacher does not provide for student feedback and is unaware of or disregards the feelings and perspectives of students.	Teacher's communications are generally clear and provide for some feedback. Teacher demonstrates some understanding of the feelings and perspectives of students.	Teacher's communications are clear and effective. Teacher consciously provides for effective two-way communication and responds effectively to feedback. Teacher is aware of the feelings and perspective of students.	Teacher's communications are clear and skillful. Teacher responds with understanding to the feelings and perspectives of students. Teacher solicits and is responsive to feedback.

HCPSS Framework for Excellence in Teaching and Learning Self Assessments

*This document is intended as a self assessment tool for teachers' professional growth and development*

# DOMAIN 1: INTERPERSONAL SKILLS

## INDICATOR 1B: DEVELOPS COLLABORATIVE RELATIONSHIPS WITH ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF

**1B**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>RESPECT AND RAPPORT</i>	Teacher's relationships with other staff are very limited or negative or are characterized by avoidance.	Teacher maintains cordial relationships with a few staff members but has not developed respect and rapport with staff as a whole.	Teacher seeks to develop collaborative relationships with a broad spectrum of school staff; respect and rapport is evidenced between the teacher and other staff members.	Teacher relationships with all staff are characterized by mutual respect and highly developed interpersonal skills such as active listening,, seeking to understand, and the ability to see and appreciate multiple perspectives.
2 <i>COMMUNICATION SKILLS</i>	Teacher's attempts to communicate are unclear, confusing, or contain mixed messages. Teacher does not provide for feedback and is unaware of or disregards the feelings and perspectives of others.	Teacher's communications are generally clear and provide for some feedback. Teacher demonstrates some understanding of the feelings and perspectives of others.	Teacher's communications are clear and effective. Teacher consciously provides for effective two-way communication and responds effectively to feedback. Teacher is aware of the feelings and perspective of others.	Teacher's communications are clear and skillful. Teacher responds with understanding to the feelings and perspectives of others. Teacher solicits and is responsive to feedback.
3 <i>CONFLICT RESOLUTION</i>	Teacher inappropriately avoids attempts to resolve conflicts or takes no responsibility for any part of conflicts or disregards the needs of others when attempting to resolve conflicts.	Teacher makes some attempts to participate in conflict resolution, but might inappropriately put self interest before the needs of other staff. Teacher sometimes does not follow through on agreements.	Teacher usually focuses on the problem or issue, not the person, and takes into consideration the needs of other staff. Teacher seeks resolutions that result in mutual gains. Teacher honors agreements and is willing to renegotiate those that do not work.	Teacher skillfully focuses on the problem or issue, not the person, and takes into consideration the needs of other staff. Teacher builds on areas of agreement and seeks resolutions that result in mutual gains. Teacher honors agreements and is willing to renegotiate those that do not work.

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# DOMAIN 1: INTERPERSONAL SKILLS

## INDICATOR 1C: FOSTERS POSITIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY MEMBERS

**1C**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>RESPECT AND RAPPORT</i>	Teacher relationships with families and community members are very limited or self-serving or negative or characterized by avoidance.	Teacher maintains cordial relationships with families and community members as necessary to fulfill the duties that the school or district requires; responses to concerns are minimal or may lack sensitivity.	Teacher relationships with families and community members are cooperative and demonstrate sensitivity to family and community needs and interests.	Teacher seeks collaborative relationships with families and community members in order to identify issues of mutual concern; responses to concerns demonstrate a high degree of sensitivity to family and community needs and interests.
2 <i>COMMUNICATION SKILLS</i>	Teacher's attempts to communicate are unclear, confusing, or contain mixed-messages. Teacher does not provide for feedback and is unaware of or disregards the feelings and perspectives of others	Teacher's communications are generally clear and provide for some feedback. Teacher demonstrates some understanding of the feelings and perspectives of others.	Teacher's communications are clear and effective. Teacher consciously provides for effective two-way communication and responds effectively to feedback. Teacher is aware of feelings and perspective of others	Teacher's communications are clear and skillful. Teacher responds with understanding to the feelings and perspectives of others. Teacher solicits and is responsive to feedback.
3 <i>CONFLICT RESOLUTION</i>	Teacher is inappropriately avoids attempts to resolve conflicts or takes no responsibility for any part of conflicts or disregards the needs of others when attempting to resolve conflicts.	Teacher makes some attempts to participate in conflict resolution but might inappropriately put self interest before the needs of others. Teacher sometimes does not follow through on agreements.	Teacher usually focuses on the problem or issue, not the person, and takes into consideration the needs of others. Teacher seeks resolutions that result in mutual gains. Teacher honors agreements and monitors their effectiveness.	Teacher skillfully focuses on the problem or issue, not the person, and takes into consideration the needs of the other party. Teacher seeks resolutions that result in mutual gains. Teacher honors agreements and, if appropriate, is willing to renegotiate those that do not work.

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## DOMAIN 2: PLANNING AND PREPARATION

### INDICATOR 2A: DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PRACTICES

2A

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>CONTENT</i>	Teacher displays little knowledge of the content to be taught; makes content errors.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections within the discipline, with other disciplines and to the real world.	Teacher displays extensive content knowledge and makes frequent and meaningful connections within the discipline, with other disciplines and to the real world.
2 <i>CONCEPTUAL AND PREREQUISITE RELATIONSHIPS</i>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate and may not anticipate student misconceptions.	Teacher's plans reflect understanding of prerequisite relationships among concepts, and anticipate student misconceptions.	Teacher's plans reflect thorough understanding of prerequisite relationships among concepts, and anticipate student misconceptions.
3 <i>CONTENT-RELATED INSTRUCTIONAL PRACTICES</i>	Teacher plans reflect little understanding of instructional issues involved in student learning of the content.	Teacher plans reflect basic knowledge of instructional practices appropriate for the discipline.	Teacher plans reflect extensive knowledge of instructional practices appropriate for the discipline.	Teacher plans reflect extensive knowledge of current research on best practices within the discipline.

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**DOMAIN 2: PLANNING AND PREPARATION**  
**INDICATOR 2B: DEMONSTRATES KNOWLEDGE OF STUDENTS**

**2B**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>DEVELOPMENTAL NEEDS OF STUDENTS AND CHARACTERISTICS OF AGE GROUPS</i>	Teacher plans display little knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students.	Teacher plans display generally accurate knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students.	Teacher plans display thorough knowledge and understanding of the intellectual, social, emotional, and physical developmental needs of students.	Teacher displays extensive knowledge and understanding of the developmental needs of students. Plans include developing students' awareness of their own developmental needs.
2 <i>STUDENTS' VARIED APPROACHES TO LEARNING</i>	Teacher is unfamiliar with the varied approaches to learning that students exhibit.	Teacher displays general understanding of the varied approaches to learning that students exhibit and some plans accommodate those approaches.	Teacher displays thorough understanding of and plans for the varied approaches to learning that students exhibit.	Teacher displays extensive understanding of and plans for the varied approaches to learning that students exhibit. Plans include helping students become aware of their learning preferences and using this to become more effective learners.
3 <i>STUDENTS' SKILLS AND KNOWLEDGE</i>	Teacher displays little awareness of each student's level of prior knowledge and skills and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' prior knowledge and skills and uses that in a general way to design instruction.	Teacher displays awareness of each student's level of prior knowledge and skills and uses that to design the base for instruction.	Teacher displays extensive awareness of each student's level of prior knowledge and skills and uses that to design the base for instruction. Plans include helping students identify prior knowledge and using this to become more effective learners.
4 <i>STUDENTS' INTERESTS AND CULTURAL HERITAGE</i>	Teacher displays little awareness of the interests and/or cultural heritages of students and does not indicate that such knowledge is valuable.	Teacher recognizes the value of knowing the interests and/or cultural heritages of students and occasionally plans activities that incorporate those interests and perspectives.	Teacher displays knowledge of the interests and/or cultural heritages of students and regularly incorporates those interests and perspectives within the instructional process.	Teacher displays extensive knowledge of the interests and/or cultural heritages of students and regularly incorporates those interests and perspectives within the instructional process in a highly effective way.

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**DOMAIN 2: PLANNING AND PREPARATION**  
**INDICATOR 2C: SELECTS APPROPRIATE INSTRUCTIONAL GOALS**

**2C**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>VALUE</i>	Planned goals do not reflect the Howard County Essential Curriculum. Goals may represent nonessential learnings or low expectations for standards.	Planned goals reflect basic awareness of the Howard County Essential Curriculum. Expectations may not reflect true curriculum goals.	Planned goals are based on the Howard County Essential Curriculum, which reflect high expectations and national and state standards. Goals reflect collaboration with special educators and other team members as appropriate.	Planned goals reflect high expectations based on the Howard County Essential Curriculum Teacher can articulate relationship of goals to local, state, and national standards. Goals reflect a high level of collaboration with special educators and other team members as appropriate.
2 <i>CLARITY</i>	Goals may not be clear, or may be stated as student activities. Goals do not permit viable methods of assessment.	Goals are moderately clear and may include a combination of goals and activities. Some goals do not permit viable methods of assessment.	All goals are clear, written in the form of student learning and permit viable methods of assessment.	All goals are clear, written in the form of student learning and permit viable methods of assessment. Plans permit alternate methods and times for demonstrating mastery where appropriate.

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**DOMAIN 2: PLANNING AND PREPARATION**  
**INDICATOR 2D: DEMONSTRATES KNOWLEDGE OF RESOURCES**

**2D**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>RESOURCES FOR TEACHING</i>	Teacher is unaware of human and material teaching resources available through the team/ department, school, district, or community.	Teacher displays limited awareness of human and material teaching resources (including technology) available through the school, district, or community and plans occasionally to use such resources.	Teacher is fully aware of human and material teaching resources (including technology) available through the school, district, or community and plans the appropriate use of such resources.	Teacher is fully aware of teaching resources (including technology) available through the school, district, or community and plans the appropriate use of such resources.
2 <i>RESOURCES FOR STUDENT SUPPORT</i>	Teacher is unaware of support services available for students who need them.	Teacher displays limited awareness of support services for students and occasionally gains access to them for students who need them.	Teacher is aware of support services for students from a variety of sources and regularly accesses them.	Teacher is fully aware of and accesses support services for students, including support from parents, the community, the school or district, and from the students themselves.

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**DOMAIN 2: PLANNING AND PREPARATION**  
**INDICATOR 2E: DESIGNS COHERENT INSTRUCTION**

**2E**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>LONG TERM/ UNIT PLANNING</i>	There is little or no evidence of long term planning, or unit plans do not address HCPSS curriculum, or unit plans are chaotic and unrealistic.	There is some evidence of unit planning. Units reflect awareness of the Essential Curriculum. There is some structure and most time allocations are reasonable.	Unit plans have clearly defined structure based upon the Essential Curriculum and students' needs. Time allocations are reasonable.	Unit plans have a clearly defined structure based upon the Essential Curriculum. The plan allows for different pathways for students to achieve goals. Time allocations are reasonable.
2 <i>SHORT TERM/ LESSON PLANNING</i>	There is little or no evidence of lesson planning, or the lesson has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson plan has a recognizable structure, although it is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson plan has a clearly defined structure, including an opening and closure with appropriate transitions and time allocations.	The lesson plan has a clearly defined structure, including an opening and closure with appropriate transitions and time allocations. The plan allows for different pathways for students to achieve goals and objectives.
3 <i>LEARNING ACTIVITIES</i>	Planned activities and assignments are unlikely to engage students cognitively in achieving the objectives. They do not follow an organized progression.	Some of the planned activities and assignments are likely to engage students cognitively in achieving the objectives. There is some organized progression.	Activities and assignments are planned to engage students cognitively in achieving the objectives. Activities follow a logical progression.	Activities and assignments are planned to engage students cognitively in their attainment or achievement of objectives. Plans reflect student input.
4 <i>INSTRUCTIONAL GROUPS</i>	Planned instructional groups are inappropriate to the students or the instructional goals and offer no variety.	Planned instructional groups are only partially appropriate to the students, only moderately likely to advance the goals of a lesson, and offer minimal variety.	Planned instructional groupings are varied as appropriate to the students and to the instructional goals of a lesson.	Planned instructional groupings are varied as appropriate to the students and to the instructional goals of a lesson. Plans address skill development for small group.
5 <i>INSTRUCTIONAL MATERIALS AND RESOURCES</i>	Instructional materials and resources are rarely used, or are unsuitable to the instructional goals. Technology is rarely used.	Instructional materials and resources are used occasionally and are partially suitable to the instructional goals. Technology is occasionally used.	Instructional materials and resources are regularly used, and are suited to the instructional goals. Technology is used regularly.	Instructional materials and resources are frequently used, and are well suited to the instructional goals. Technology is fully integrated into instruction.

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**DOMAIN 2: PLANNING AND PREPARATION**  
**INDICATOR 2F: ASSESSES STUDENT LEARNING EFFECTIVELY**

**2F**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>ALIGNMENT WITH INSTRUCTIONAL GOALS</i>	The content and methods of assessment do not match instructional goals.	Some of the instructional goals are assessed through the planned assessment system, but many are not.	All the instructional goals are assessed to some degree through the planned assessment system, but the assessments are more suitable to some goals than to others.	The planned assessment system is completely aligned with the instructional goals, both in content and process.
2 <i>CRITERIA AND STANDARDS</i>	The planned assessment system contains no clear criteria or standards.	Assessment criteria and standards have been developed, but are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
3 <i>USE FOR PLANNING</i>	The assessment results affect planning for students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals, groups of students, and the class as a whole.	Teacher uses assessment results to plan for individuals, groups of students, and the class as a whole. Teacher provides ongoing feedback so that students are aware of how they are meeting the established standards and participate in planning the next steps.

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**DOMAIN 3: THE CLASSROOM ENVIRONMENT**  
**INDICATOR 3A: ESTABLISHES A CULTURE FOR LEARNING**

**3A**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>IMPORTANCE OF THE CONTENT</i>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher conveys genuine enthusiasm for the content. Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
2 <i>EXPECTATIONS FOR LEARNING AND ACHIEVEMENT</i>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of work.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. Students accept teacher insistence on work of high quality and demonstrate pride in the work.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. Students take obvious pride in their work and take initiative to establish high standards and hold themselves and others to those standards.
3 <i>TEACHER INTERACTION WITH STUDENTS</i>	Behaviors that demonstrate lack of respect between teacher and students or between students are exhibited and tolerated.	Behaviors that demonstrate lack of respect between teacher and students or between students are addressed, but responses may sometimes be inconsistent or produce mixed results.	Standards of polite and respectful interaction are modeled and promoted consistently by teachers and students.	Teachers and students demonstrate genuine respect and caring for one another as individuals.

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**DOMAIN 3: THE CLASSROOM ENVIRONMENT**  
**INDICATOR 3B: MANAGES CLASSROOM PROCEDURES EFFECTIVELY**

**3B**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>MANAGING TRANSITIONS</i>	Much instructional time is lost during transitions from one activity to the next.	Transitions are sometimes efficient, but they frequently lead to significant loss of instructional time.	Transitions occur smoothly, with time loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
2 <i>MANAGING INSTRUCTIONAL GROUPS</i>	Teacher does not structure productive learning activities for students not directly under the teacher’s supervision.	Tasks for group work are partially organized, resulting in some off-task behavior in groups working independently of the teacher.	Tasks for group work are organized and groups are managed so most students are on task at all times, even when working independently of the teacher.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
3 <i>MANAGING MATERIALS AND SUPPLIES</i>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
4 <i>PERFORMING NONINSTRUCTIONAL DUTIES</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
5 <i>SUPERVISING VOLUNTEERS AND PARAPROFESSIONALS</i>	Volunteers and paraprofessionals working under the direction of the teacher have no clearly defined duties or do nothing most of the time.	Teacher has planned so that volunteers and paraprofessionals working under the direction of the teacher can be productively engaged during portions of class time without supervision.	Teacher has planned so that volunteers and paraprofessionals working under the direction of the teacher can be productively and independently engaged during the entire class.	Teacher has integrated volunteers and paraprofessionals into classroom activities so that they make a substantive contribution to the classroom environment and assume considerable responsibility for classroom productivity.

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**DOMAIN 3: THE CLASSROOM ENVIRONMENT**  
**INDICATOR 3C: MANAGES STUDENT BEHAVIOR EFFECTIVELY**

**3C**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>EXPECTATIONS</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student-student interactions are frequently characterized by conflict, sarcasm, or put-downs.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. Students seldom demonstrate negative behavior toward one another.	Appropriate standards of conduct have been established and are clear to all students. Student-student interactions are generally polite and respectful.	Appropriate standards of conduct are clear to all students and have been developed with student input. Students demonstrate genuine caring for one another as individuals and as students.
2 <i>MONITORING STUDENT BEHAVIOR</i>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.
3 <i>RESPONSE TO STUDENT BEHAVIOR</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. Classroom instruction is frequently interrupted.	Teacher responds to most student misbehavior when it occurs; such responses are sometimes inappropriate or ineffective. Classroom instruction may be interrupted.	Teacher response to misbehavior when it occurs is appropriate and successful and respects the student's dignity. There is little interruption to classroom instruction.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs. Classroom instruction continues smoothly.

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**DOMAIN 3: THE CLASSROOM ENVIRONMENT**  
**INDICATOR 3D: ORGANIZES PHYSICAL SPACE APPROPRIATELY**

**3D**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>SAFETY AND ACCESSIBILITY</i>	The classroom or equipment is unsafe for some or all students.	The classroom is safe; aisles are clear of obstructions at all times allowing for free movement. Students with special needs have access to learning activities and the teacher. Materials and equipment are stored properly.	The classroom is safe and described in the novice level. The teacher is highly proactive in anticipating and addressing possible safety concerns.	As safety is so fundamental an issue, no distinguished level is described.
2 <i>STUDENT FURNITURE</i>	The selection and arrangement of student furniture is not suited to the lesson activities, or both. Traffic flow may be poor.	The selection and arrangement of student furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness. Traffic flows moderately well.	The selection and arrangement of student furniture accommodates a variety of learning activities. Traffic flow is primarily smooth.	The selection and arrangement of student furniture enhances learning activities. Students are adept at adjusting furniture to accommodate learning needs. Traffic flow is smooth.
3 <i>ARRANGEMENT AND USE OF OTHER PHYSICAL RESOURCES</i>	Teacher arranges physical resources or uses teaching aids (e.g. technology, projection devices, displays, lab areas) poorly; learning is not accessible to some students.	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) adequately; at least essential learning is accessible to all students.	Teacher arranges physical resources and uses teaching aids (e.g. technology, projection devices, displays, lab areas) skillfully, and all learning is equally accessible to all students.	Both teacher and students arrange physical resources and use teaching aids (e.g. technology, projection devices, displays, lab areas) optimally, and students work to ensure that all learning is equally accessible to all students.

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**DOMAIN 4: DELIVERY AND INSTRUCTION**  
**INDICATOR 4A: COMMUNICATES CLEARLY AND ACCURATELY**

**4A**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>DIRECTIONS AND PROCEDURES</i>	Teacher directions and procedures are lacking or are confusing to students.	Teacher directions and procedures are clarified after initial student confusion, which was caused by directions, which were confusing or contained too much or too little detail.	Teacher frequently uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students and contain an appropriate level of detail. Techniques are in place to check for understanding.	Teacher always uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students. Teacher anticipates possible student misunderstanding and checks for understanding.
2 <i>ORAL AND WRITTEN LANGUAGE</i>	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to student’s age and interests.	Teacher’s spoken and written language is clear, correct, and expressive, with well-chosen vocabulary that enriches the lesson.

**DOMAIN 4: DELIVERY OF INSTRUCTION****INDICATOR 4B: USES QUESTIONING AND DISCUSSION TECHNIQUES EFFECTIVELY**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>QUALITY OF QUESTIONS</i>	Teacher's questions are virtually all of low level (e.g. recall or yes/no) and/or low quality (poorly worded or incomprehensible).	Teacher's questions are clear. Teacher introduces some variety into the level of questioning. Some questions invite an extended response.	Teacher uses a variety of questions; many require thoughtful response. Adequate response time is available. Students formulate some questions.	Teacher is skillfully uses a variety of carefully framed questions; most require thoughtful response. Adequate response time is provided. Students formulate many thoughtful questions.
2 <i>DISCUSSION TECHNIQUES</i>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in teacher-directed discussions though follow up questions, with uneven results.	Classroom interaction represents true discussion, with teacher stepping to the side when appropriate. Both teacher and students use follow up questions and other techniques.	Teacher creates an environment in which students assume considerable responsibility for the success of discussions, initiating and expanding upon topics appropriately.
3 <i>STUDENT PARTICIPATION</i>	Teacher engages only a few students in discussions. Participation may reflect gender, cultural, seating, or other patterns of which the teacher is unaware.	Teacher attempts to engage more students in discussions, but with limited success. Teacher may be aware of gender, cultural, seating, or other patters or participation and try to address them.	Teacher successfully engages all students in discussions.	Teacher successfully engages all students in discussions. Teacher creates an environment in which students themselves help ensure that all voices are heard.

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**DOMAIN 4: DELIVERY OF INSTRUCTION**  
**INDICATOR 4C: ENGAGES STUDENTS IN LEARNING**

**4C**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>REPRESENTATION OF CONTENT</i>	Methods used to represent or relay content (examples, analogies, graphic representations) are limited, inappropriate and/or unclear.	Methods used to represent or relay content (examples, analogies, graphic representation) are limited and/or inconsistent in quality.	Methods used to represent or relay content are varied and link well with students' knowledge and experience, promoting understanding and retention.	Methods used to represent content are right, varied, and link well with students' knowledge and experience, promoting understanding and retention. Students contribute to representations.
2 <i>MATERIALS, ACTIVITIES, AND ASSIGNMENTS</i>	Materials, activities, and assignments are inappropriate or inadequate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some materials, activities, and assignments are appropriate to some students and engage them mentally.	Most materials, activities, and assignments are appropriate to students. Almost all students are cognitively engaged and appropriately challenged.	All students are cognitively engaged and appropriately challenged. Students frequently initiate or adapt activities and projects to enhance understanding.
3 <i>RELEVANT AND THOUGHTFUL APPLICATIONS</i>	Activities and assignments are neither relevant nor authentic applications of what students know. Activities require little high level thinking.	Some activities and assignments are relevant or authentic applications of what students know. Activities require some high level thinking.	Many activities and assignments are relevant to the students and represent authentic applications. Most learning is problem-based and requires high level thinking.	Most activities and assignments are relevant to the students and represent authentic applications. Most learning is problem-based and requires high level thinking.
4 <i>INSTRUCTIONAL GROUPS</i>	Teacher uses a limited repertoire of grouping strategies. Instructional groups are inappropriate to the students or the instructional goals.	Teacher uses a limited repertoire of grouping strategies. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Teacher uses a wide repertoire of grouping strategies. Instructional groups are productive and appropriate to the students or to the instructional goals of a lesson.	Instructional groups are highly productive and fully appropriate of the instructional goals of a lesson. Teacher creates a climate in which students accept responsibility for the productivity of their group.
5 <i>LESSON/ UNIT STRUCTURE AND PACING</i>	The lesson/unit has no clearly defined structure. The pacing of the lesson/unit is too slow, too rushed, or both.	The lesson/unit has recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is sometimes inconsistent or inappropriate.	The lesson/unit has a clearly defined structure around which activities are organized, with an opening, closure, and appropriate transitions. Pacing is appropriate for most students.	The lesson/unit structure is highly coherent. Appropriate time is provided for reflection and closure. Transitions are clear. Pacing is appropriate for all students.

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**DOMAIN 4: DELIVERY OF INSTRUCTION**  
**INDICATOR 4D: PROVIDES EFFECTIVE FEEDBACK TO STUDENTS**

**4D**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>QUALITY: ACCURATE, SUBSTANTIVE, CONSTRUCTIVE, AND SPECIFIC</i>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: some elements of high quality are present, others are not.	Feedback is consistently of high quality. Teacher usually helps students see how they can use feedback in their learning.	Feedback is consistently of high quality. Teacher is always helps students see how they can use feedback in their learning.
2 <i>EQUITABILITY</i>	Feedback is not equitably provided; there are obvious biases based on ability, gender, ethnicity, seating pattern, etc.	Feedback is somewhat equitably provided; there are some biases based on ability, gender, ethnicity, seating pattern, etc.	Feedback is generally equitably provided; there are no noticeable patterns of bias toward any group.	Feedback is equitably provided; there is no pattern of bias toward any group.
3 <i>TIMELINESS</i>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent. Teacher sometimes demonstrates the expectation that students will use the feedback in their learning.	Feedback is consistently provided in a timely manner. Teacher consistently demonstrates the expectation that students will use feedback in their learning	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

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**DOMAIN 4: DELIVERY OF INSTRUCTION**  
**INDICATOR 4E: DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS**

**4E**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>LESSON/ UNIT ADJUSTMENT</i>	Teacher adheres rigidly to instructional plans, even when a change will clearly improve a lesson or unit.	Teacher makes conscious attempts to adjust lesson/units to meet student needs, with mixed results.	Teacher consciously makes minor adjustments to lessons/units to meet student needs, and such adjustments occur smoothly.	Teacher skillfully makes major adjustment to lessons/units to meet student needs.
2 <i>RESPONSE TO STUDENTS</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of instruction are uneven.	Teacher successfully accommodates students' questions or interests on a regular basis while accomplishing instructional goals.	Teacher seizes opportunities to enhance learning, building on spontaneous events
3 <i>PERSISTENCE</i>	Teacher does not accept responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content, but has only limited repertoire of strategies for differentiating instruction.	Teacher accepts responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. Teacher persists in seeking approaches to differentiate instruction, employing a moderate repertoire of strategies.	Teacher accepts full responsibility for the success of all students, including those who have difficulty learning and those who have already mastered the content. Teacher persists in seeking highly effective approaches to differentiate instruction. Teacher uses an extensive repertoire of strategies, including reassessment of student needs, and solicits additional resources as needed.

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**DOMAIN 5: PROFESSIONAL RESPONSIBILITIES**  
**INDICATOR 5A: REFLECTS ON TEACHING**

**5A**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>ACCURACY</i>	Teacher is rarely reflects on a lesson/unit. Teacher generally does not know if a lesson/unit was effective or achieved its goals, or profoundly misjudges its success.	Teacher reflects on lessons/units when prompted. Teacher sometimes has an accurate impression of a lesson's/unit's effectiveness and the extent to which instructional goals were met.	Teacher regularly reflects on lesson/unit effectiveness. Teacher is generally accurate in assessing effectiveness and the extent, to which goals were achieved, citing general data to support the judgement.	Teacher usually assesses a lesson's/unit's effectiveness and the extent to which it achieved its goals in a thoughtful and accurate manner, citing specific data to support the judgement.
2 <i>USE IN FUTURE TEACHING</i>	Teacher has no ideas for how a lesson/unit may be improved another time.	Teacher has general ideas about how a lesson/unit may be improved, but may not act on those ideas.	Teacher has some specific ideas about how a lesson/unit may be improved, and makes specific plans to implement those ideas whenever appropriate.	Drawing on an extensive repertoire of skills, the teacher generates specific alternative actions, complete with probable successes; the teacher consciously experiments with approach in the classroom to determining best practices.

**DOMAIN 5: PROFESSIONAL RESPONSIBILITIES**  
**INDICATOR 5B: MAINTAINS ACCURATE RECORDS**

**5B**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
<p>1  <b>RECORD KEEPING</b></p> <ul style="list-style-type: none"> <li>• ASSIGNMENTS AND DAILY WORK</li> <li>• ASSESSMENTS</li> <li>• NONINSTRUCTIONAL</li> </ul>	<p>Teacher’s system for maintaining records is in disarray, resulting in errors or confusion. Lack of access to information by teacher and students impedes instruction. Technology is not used, or used inappropriately.</p>	<p>Teacher has systems for maintaining records, but the system is rudimentary, and inefficiencies and inaccuracies may occur. Teacher and students lack timely access to information. Technology is used appropriately to support record keeping.</p>	<p>Teacher’s systems for maintaining records are efficient, accurate, and confidential. Teacher makes effective use of technology. Both teacher and students have timely access to information, which enhances instructional decision making.</p>	<p>Teacher’s system for maintaining records provides information to teacher and students which is accurate, timely, confidential, and detailed. Instructional decision making is data based. Technology is used efficiently. Students participate appropriately in record keeping systems.</p>

**DOMAIN 5: PROFESSIONAL RESPONSIBILITIES**  
**INDICATOR 5C: COMMUNICATES WITH FAMILIES**

**5C**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
<p><b>1</b>  <i>INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM</i></p>	<p>Teacher provides little information about the instructional program to families and does not participate in school activities for parents except as required.</p>	<p>Teacher participates in the school’s activities for parent communication but offers little additional information.</p>	<p>Teacher provides frequent information to parents, as appropriate, about the instructional program. Teacher is open to receiving input from parents regarding the instructional program.</p>	<p>Teacher provides frequent information to parents, as appropriate, about the instructional program. Teacher solicits input from parents and students regarding the effectiveness of the instructional program.</p>
<p><b>2</b>  <i>INFORMATION ABOUT INDIVIDUAL STUDENTS</i></p>	<p>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</p>	<p>Teacher follows the school’s required procedures for communicating to parents. Responses to parent concerns are sometimes minimal.</p>	<p>Teacher communicates with parents about students’ progress on a regular basis and is responsive to parent concerns. Responses are handled with sensitivity.</p>	<p>Teacher creates a collaborative relationship with parents by frequently providing and soliciting information on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</p>
<p><b>3</b>  <i>ENGAGING FAMILIES IN THE INSTRUCTIONAL PROGRAM</i></p>	<p>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</p>	<p>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</p>	<p>Teacher’s efforts to engage families in the instructional program are frequent and successful. Teacher recognizes the importance of families in the educational process.</p>	<p>Teacher’s efforts to engage families in the instructional program are frequent and successful. Families and students contribute ideas for projects that will be enhanced by family participation. Teacher values families as partners in the educational process.</p>

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**DOMAIN 5: PROFESSIONAL RESPONSIBILITIES**  
**INDICATOR 5D: SHOWS PROFESSIONALISM**

**5D**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
1 <i>STUDENT ADVOCACY</i>	Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school.	Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school.	Teacher is moderately active in serving students. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students, seeking out resources when necessary. Teacher makes a particular effort to challenge negative attitudes about students and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
2 <i>COLLABORATIVE PROBLEM SOLVING</i>	Teacher's relationships with colleagues are negative and/or characterized by avoidance. Teacher makes decisions based on self-serving interests.	Teacher maintains cordial relationships with colleagues as necessary to fulfill the duties that the school or district requires. Teacher decisions are based on limited but genuinely professional considerations and data. Attempts at group problem-solving may be unsuccessful.	Support and cooperation characterize relationships with colleagues. Teacher seeks active collaboration with staff to solve problems and promotes data driven decision making. Attempts at problem solving are generally successful.	Support and active collaboration characterize relationships with colleagues. Teacher takes a leadership role by skillfully raising issues of general concern and helps ensure that decisions involve appropriate stake holders, are data driven, and are based on the highest professional standards.
3 <i>RELATIONSHIPS WITH BUSINESS AND COMMUNITY</i>	Teacher's relationships with existing business and community partnerships are generally negative and nonproductive.	Teacher has limited contact with businesses and communities involved in the school.	Relationships with business and community are characterized by active, positive collaboration.	Relationships with business and community are characterized by active, positive collaboration. Teacher takes initiative in forging partnerships as appropriate.
4 <i>FOLLOWING POLICIES AND PROCEDURES</i>	This element is part of the evaluation system but not described as part of the self assessment.			

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**DOMAIN 5: PROFESSIONAL RESPONSIBILITIES**  
**INDICATOR 5E: GROWS AND DEVELOPS PROFESSIONALLY**

**5E**

ELEMENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	NOVICE	PROFICIENT	DISTINGUISHED
<p><b>1</b>  <i>ENHANCING            CONTENT            KNOWLEDGE AND            PEDAGOGICAL            SKILL</i></p>	<p>Teacher engages in no professional development activities to enhance knowledge and skill.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient or required.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic attempt to stay abreast of and/or conduct research that will inform both theory and practice.</p>
<p><b>2</b>  <i>SERVICE TO THE            SCHOOL,            DISTRICT, AND            PROFESSION</i></p>	<p>Teacher makes no effort to share knowledge with others, to assume professional responsibilities, or to become involved in school and district projects.</p>	<p>Teacher finds limited to contribute to the profession and to become involved in school and district projects.</p>	<p>Teacher participates actively in assisting other educators and makes substantial contributions to school and district projects.</p>	<p>Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Teacher makes substantial contributions to school and district projects and assumes a leadership role in some aspect of school life.</p>

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