

**IV. Professional Responsibilities**

Place an "X" in the appropriate category within each element.

**Q. Professional Relationships & Professional Growth**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration. <input type="checkbox"/>	Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally. <input type="checkbox"/>	Relationships with colleagues are positive and supportive. Participates in professional growth and collaboration. <input type="checkbox"/>	Goes above and beyond to mentor and/or support colleagues. Seeks professional growth opportunities and volunteers service to school community. <input type="checkbox"/>

**R. Maintaining Accurate Records**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Inaccurate record keeping. Deadlines are not met. <input type="checkbox"/>	Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. <input type="checkbox"/>	Maintains accurate records. Deadlines are met. <input type="checkbox"/>	Maintains accurate records and documents all pertinent information. Maintains up to date information on PowerSchool and School Webpage. Meets deadlines. <input type="checkbox"/>

**S. Communicating With Families/Parent Involvement**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Makes little to no information available to families. <input type="checkbox"/>	Communication is inconsistent and often lacks substance or is unclear. <input type="checkbox"/>	Communicates consistently with families. Concerns are addressed professionally. <input type="checkbox"/>	Provides communication to families in a number of different formats. Expresses care and concern for students honestly. Offers suggestions for improvement. <input type="checkbox"/>

**T. Reflection on Teaching**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Does not engage in reflection of teaching method and/or outcome, thus makes no adjustment for future improvement. <input type="checkbox"/>	Engages in some reflective practices although adjustments are minimal or inaccurate. <input type="checkbox"/>	Engages in reflection of teaching method and/or outcomes and makes accurate adjustments for future instruction. <input type="checkbox"/>	Engages in reflective practices and gathers further information using resources and/or peer support to improve on instructional methods and outcomes for future instruction. <input type="checkbox"/>

**U. Showing Integrity and Ethical Conduct**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Shows poor judgment in decision making. Doesn't contribute to the positive, supportive culture of the school. <input type="checkbox"/>	Appropriate decision making is inconsistent. Minimally contributes to the positive, supportive culture of the school. <input type="checkbox"/>	Makes appropriate decisions. Contributes to the positive, supportive culture of the school. <input type="checkbox"/>	Demonstrates excellent decision making skills. Often supports peers in the decision making process. Consistently contributes to the positive, supportive culture of the school through their deeds, words and practices. <input type="checkbox"/>

**V. School Leadership**

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Does not model leadership in terms of instruction, partnership or problem solving. <input type="checkbox"/>	Demonstrates minimal leadership skills in terms of instruction, partnerships and problem solving. <input type="checkbox"/>	Demonstrates leadership in terms of instruction, partnerships and problem solving. <input type="checkbox"/>	Is a leader of instruction. Partners with administration and peers to model leadership and solve problems. <input type="checkbox"/>

Comments:

