

**Erie County Technical School**  
**Professional Assessment Rubric**  
**Domain 4: Professional Responsibilities**

Preface: To address a lack of evidence to substantiate a teacher's performance in Domain 4 Professional Responsibilities, the administration worked with a team of teachers to develop a rubric to guide teachers as they compose a portfolio. The portfolio will allow teachers performing at the distinguished level to receive such a rating, and it will also identify teachers performing at a needs improvement level. Besides the standard set by the Danielson model, the rubric contains suggested evidence to submit during the evaluation of the portfolio. The evidence is specific to each component rating. Faculty members will be required to submit evidence throughout the year, rather than a final portfolio at the end of the year. The portfolio evidence will be in hardcopy format turned into the evaluating administrator.

| Component                                                               | Distinguished Rating<br>3                                                                                                                                                                                                                                                                                                                                                                                       | Proficient Rating<br>2                                                                                                                                                                                                                                                                              | Needs Improvement Rating<br>1                                                                                                                                                                                         | Failing Rating<br>0                                                                                                                                                                                                              |
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| <b>4a: Reflecting on teaching</b>                                       | The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.      | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. |
| <b>Characteristics &amp; Features</b>                                   | <ul style="list-style-type: none"> <li>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>The teacher's suggestions for improvement draw on an extensive repertoire.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>The teacher identifies specific ways in which a lesson might be improved.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>The teacher has a general sense of whether or not instructional practices were effective.</li> <li>The teacher offers general modifications for future instruction.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher considers the lesson but draws</li> <li>incorrect conclusions about its effectiveness.</li> <li>The teacher makes no suggestions for</li> <li>improvement.</li> </ul>         |
| <b>Evidence</b><br>(Due within two weeks after a scheduled observation) | Evidence from Proficient PLUS specific citations of lesson activities; potential improvements or sources of solutions are called out                                                                                                                                                                                                                                                                            | A formal observation reflection that includes strengths, weaknesses, outcomes, and solutions; and covers the full range of the lesson                                                                                                                                                               | Only general ideas on strengths, weaknesses, outcomes, and solutions are presented; only covers some segments of the lesson range                                                                                     |                                                                                                                                                                                                                                  |

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| Category                                                 | Distinguished<br>3                                                                                                                                                                                                                                                                                                                                 | Proficient<br>2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Needs Improvement<br>1                                                                                                                                                                                                                                                                                                                                                                                                             | Failing<br>0                                                                                                                                                                                                                                                         |
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| <b>4b. Maintaining Accurate Records</b>                  | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.                                                                                                 | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.                                                                                                                                                                                                                                                                                                                                           | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.                                                                                                      | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. |
| <b>Characteristics &amp; Features</b>                    | <ul style="list-style-type: none"> <li>• Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>• Students contribute to and maintain data files indicating their own progress in learning.</li> <li>• Students contribute to maintaining non-instructional records for the class.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>• The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>• The teacher's process for recording non-instructional information is both efficient and effective.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li>• The teacher's process for tracking student progress is cumbersome to use.</li> <li>• The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</li> </ul> | <ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records.</li> <li>• Record-keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>                                      |
| <b>Evidence**</b><br>(Due the seventh week of Q2 and Q4) | Evidence from the Proficient rating PLUS evidence of student responsibilities for maintaining records (e.g., student-signed quarter or course assignment sheet, portfolio checklist); student roles in maintaining other non-instructional records (e.g., inventories, duty rosters, safety)                                                       | Accuracy Certification Statement (ACS) of grades, assignments, and attendance are up-to-date in Infinite Campus and compliant to local practice; information used in Infinite Campus is discernable by students and parents; tool, supply inventories, and SDS audit are complete                                                                                                                                                                                                                                | Report of end-of-quarter missing assignments; ancillary evidence of incomplete records (i.e., parent or student complaint)                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                      |

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| Component                                   | Distinguished Rating<br>3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proficient Rating<br>2                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Needs Improvement Rating<br>1                                                                                                                                                                                                                                                                                                                                                                                                                                                | Failing Rating<br>0                                                                                                                                                                                                                                                                                                           |
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| <b>4c. Communicating with Families</b>      | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.                                                                                                                                                                                         | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.                                                                                                                                                                                                  | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.                                                                                                                                                     | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.                                                                                          |
| <b>Characteristics &amp; Features</b>       | <ul style="list-style-type: none"> <li>• Students regularly develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li>• All of the teacher's communications are highly sensitive to families' cultural norms.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher <i>regularly</i> makes information about the instructional program available.</li> <li>• The teacher <i>regularly</i> sends home information about student progress.</li> <li>• The teacher develops activities designed to <i>engage families</i> successfully and appropriately <i>in their children's learning</i>.</li> <li>• Most of the teacher's communications are appropriate to families' cultural norms.</li> </ul> | <ul style="list-style-type: none"> <li>• School- or district-created materials about the instructional program are sent home.</li> <li>• The teacher sends home infrequent or incomplete information about the instructional program.</li> <li>• The teacher maintains a school-required gradebook but does little else to inform families about student progress.</li> <li>• Some of the teacher's communications are inappropriate to families' cultural norms.</li> </ul> | <ul style="list-style-type: none"> <li>• Little or no information regarding the instructional program is available to parents.</li> <li>• Families are unaware of their children's progress.</li> <li>• Family engagement activities are lacking.</li> <li>• There is some culturally inappropriate communication.</li> </ul> |
| <b>Evidence**</b><br>(Due at the end of Q1) | Evidence from the Proficient rating PLUS evidence of student contributions to communiques (e.g., daily student reflection log, students help compose newsletter); and, evidence of parent involvement in teaching process (e.g., sign-offs, planned parent conferences)                                                                                                                                                                                                                                             | Communicates with families as a whole on a quarterly basis (e.g., "What's up" newsletter via email, take home, or eclass; syllabi sent home)                                                                                                                                                                                                                                                                                                                                        | Only communicates with families, either individually or as a whole, on an as-needed basis                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                               |

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| <b>4d. Participating in a Professional Community</b> | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.                                               | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.       | The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.                                                                         |
| <b>Characteristics &amp; Features</b>                | <ul style="list-style-type: none"> <li>• The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>• The teacher regularly contributes to and leads events that positively impact school life.</li> <li>• The teacher regularly contributes to and leads significant district and community projects.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• The teacher has supportive and collaborative relationships with colleagues.</li> <li>• The teacher regularly participates in activities related to professional inquiry.</li> <li>• The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher has cordial relationships with colleagues.</li> <li>• When invited, the teacher participates in activities related to professional inquiry.</li> <li>• When asked, the teacher participates in school activities, as well as district and community projects.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher's relationships with colleagues are characterized by negativity or combativeness.</li> <li>• The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>• The teacher avoids involvement in school activities and district and community projects.</li> </ul> |
| <b>Evidence</b><br>(Due at the end of Q3)            | Evidence from Proficient PLUS plays a leadership/champion role in a local, state, or national organization related to education or workforce development.                                                                                                                                                                                                                                                                                                           | Has a regularly established relationship with teachers from other CTCs with a similar program (e.g. emails, OAC minutes as evidence of attendance) participates in internal committees (e.g. Mentor, ISO auditor), or contributes to community service opportunities.                                                                                 | Participates on a limited basis in school activities only when scheduled. (e.g. Debriefing Fridays, Faculty Meetings)                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |

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|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4e. Growing and Developing Professionally</b> | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.                                                                                                   | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. | The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.                               |
| <b>Characteristics &amp; Features</b>            | <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>• The teacher actively seeks feedback from supervisors and colleagues.</li> <li>• The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher seeks regular opportunities for continued professional development.</li> <li>• The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</li> <li>• The teacher actively participates in organizations designed to contribute to the profession.</li> </ul>   | <ul style="list-style-type: none"> <li>• The teacher participates in professional activities when they are required or provided by the district.</li> <li>• The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>• The teacher contributes in a limited fashion to professional organizations.</li> </ul>                        | <ul style="list-style-type: none"> <li>• The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>• The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>• The teacher ignores invitations to join professional organizations or attend conferences.</li> </ul> |
| <b>Evidence</b><br>(Due at the mid-term of Q4)   | Proficient PLUS additional professional development. (e.g. university credits for the current year, professional conference attendance, workshops, webinars of significant value- preapproved by administration)                                                                                                                                                                         | Teacher fully participates in teacher preparation program or Act 48 credits are current and fully participates in local professional development activities. (e.g. evidence of module completion, attendance)                                                                                                                                                                        | Act 48 credits are deficient, attends some but not all local professional development activities.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                |

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|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4f. Showing Professionalism</b>        | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in departmental decision making and helps ensure that such decisions are based on professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.                           | The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. |
| <b>Characteristics &amp; Features</b>     | <ul style="list-style-type: none"> <li>• The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• The teacher is highly proactive in serving students.</li> <li>• The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>• The teacher takes a leadership role in team and departmental decision making.</li> <li>• The teacher takes a leadership role regarding district regulations.</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• The teacher is honest and known for having high standards of integrity.</li> <li>• The teacher actively addresses student needs.</li> <li>• The teacher actively works to provide opportunities for student success.</li> <li>• The teacher willingly participates in team and departmental decision making.</li> <li>• The teacher complies completely with district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher is honest.</li> <li>• The teacher notices the needs of students but is inconsistent in addressing them.</li> <li>• The teacher does not notice that some school practices result in poor conditions for students.</li> <li>• The teacher makes decisions professionally but on a limited basis.</li> <li>• The teacher complies with district regulations.</li> </ul>               | <ul style="list-style-type: none"> <li>• The teacher is dishonest.</li> <li>• The teacher does not notice the needs of students.</li> <li>• The teacher engages in practices that are self-serving.</li> <li>• The teacher willfully rejects district regulations.</li> </ul>                                                                                                                       |
| <b>Evidence</b><br>(Due at the end of Q3) | Proficient PLUS student success activities beyond obligations. (e.g. NTHS, Pride, Kiwanis) Teacher takes a leadership role in campus activities beyond obligations (e.g. volunteer ad-hoc committees)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teacher participates in student success activities (e.g. parent conferences, IEP reviews, provides remedial opportunities) and routine campus activities (e.g. VISA statements, committees, SDS)                                                                                                                                                                                                                                       | Negative anecdotal notes relative to integrity and honesty exist for the teacher. Teacher doesn't participate in IEP reviews.                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                     |