

DOMAIN 1

Our teachers are designing research-based, rigorous lessons for diverse student populations.

- 1.1** Content Expertise
- 1.2** Student Focused
- 1.3** Assessment Design
- 1.4** Lesson Resources
- 1.5** Lesson Structure

DOMAIN 2

Our teachers are developing and executing purposeful, highly effective, and rigorous instruction.

- 2.1** Alignment
- 2.2** Mastery
- 2.3** Delivery
- 2.4** Cognitive Demand
- 2.5** Practice / Application

DOMAIN 4

Our teachers are consummate reflective educators embracing a mindset of continuous improvement and accountability.

- 4.1** Attendance
- 4.2** Compliance
- 4.3** Professional Learning
- 4.4** Professional Partnerships
- 4.5** Communication

DOMAIN 3

Our teachers are building safe, supportive, and rigorous learning environments.

- 3.1** Procedures and Systems
- 3.2** Behavioral Expectations
- 3.3** Climate and Culture

Domain 1: Our teachers are designing research-based, rigorous lessons for diverse student populations.

1.1 CONTENT EXPERTISE: Demonstrates knowledge of content, concepts, and skills

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Displays extensive content expertise including: <ul style="list-style-type: none"> ○ Prerequisite knowledge ○ Concept knowledge ○ Intra- & interdisciplinary content knowledge ○ Skill enhancement ○ Adaptability • Accesses content specific language and tools at a high level of rigor • Demonstrates awareness of common misconceptions and how they can be addressed 	<p>Demonstrates extensive content expertise by effectively and accurately identifying, explaining, adapting, and enhancing:</p> <ul style="list-style-type: none"> • Key concepts • Skills • Intra- and interdisciplinary content relationships to students <p>Consistently and effectively uses content-specific language and tools to convey critical information at a high level of rigor</p> <p>Exhibits extensive awareness of prerequisite knowledge and plans for common student misconceptions and content extension</p>	<p>Demonstrates appropriate content expertise by accurately identifying, explaining, adapting, and enhancing:</p> <ul style="list-style-type: none"> • Key concepts • Skills • Intradisciplinary content relationships to students <p>Consistently uses content-specific language and tools to convey critical information at an appropriate level of rigor</p> <p>Exhibits appropriate awareness of prerequisite knowledge and plans for common student misconceptions and content extension</p>	<p>Demonstrates familiarity with the content</p> <p>Is aware of key concepts, skills and can accurately convey some information to students</p> <p>Most of the time, uses content-specific language and tools to convey critical information, but sometimes at a low level of rigor</p> <p>Exhibits some awareness of prerequisite knowledge, may not plan for common student misconceptions, and limited in ability to extend content</p>	<p>Demonstrates inadequate knowledge of content</p> <p>Displays little to no understanding of key concepts and skills</p> <p>Sometimes conveys inaccurate information or fails to correct errors made by students</p> <p>Limited use of content-specific language and tools to convey information, usually at a low-level of rigor</p> <p>Exhibits little awareness of prerequisite knowledge; does not plan for common student misconceptions, and is unable to extend content</p>

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1.2 STUDENT FOCUSED: Uses formal and informal student data to align instructional practices

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • When designing lessons, uses individual student data that aligns to: <ul style="list-style-type: none"> ◦ Accommodations and/or modifications ◦ Cognitive level ◦ Social and emotional development ◦ Interest and culture • Creates flexible groupings based on data of levels, readiness, and skill • Aligns re-teaching and enrichment opportunities to specific data points • Plans for the collection and usage of data 	<p>Unit objectives and lesson plans seamlessly reflect knowledge of each individual student's:</p> <ul style="list-style-type: none"> • skills • language proficiency • culture • interests • learning style • developmental level • special/behavioral needs <p>Actively plans, seeks and obtains ongoing knowledge from a variety of data sources including parents, students, and colleagues</p> <p>Consistently and effectively identifies student deficiencies and acts on data through re-teaching, adjusting lesson design and learning goals until students reach mastery and beyond</p>	<p>Unit objectives and lesson plans demonstrate knowledge of:</p> <ul style="list-style-type: none"> • skills • language proficiency • cultures • interests • learning styles • developmental level • special/behavioral needs <p>for groups of students</p> <p>Seeks and obtains knowledge of students as needed from a variety of data sources including parents, students, and colleagues</p> <p>Consistently identifies student deficiencies and acts on data through re-teaching, adjusting lesson design and learning goals until students reach proficiency</p>	<p>Unit objectives and lesson plans indicate knowledge of:</p> <ul style="list-style-type: none"> • skills • language proficiency • cultures • interests • learning styles • special needs <p>and attains this knowledge for the class as a whole</p> <p>Obtains knowledge of students through passive means, as needed</p> <p>Sometimes able to identify student deficiencies but struggles to act on data through re-teaching, adjusting lesson design and learning goals</p>	<p>Unit objectives and lesson plans do not appropriately show respect and understanding for individual students' skills, language proficiency, backgrounds, cultures, interests, learning styles, and special needs</p> <p>Obtains knowledge of students through passive means and/or only at beginning of the year</p> <p>Limited ability to identify student deficiencies and rarely responds to data through re-teaching, adjusting lesson design and learning goals</p>

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1.3 ASSESSMENT DESIGN: Plans and selects varied, aligned formative and summative assessments

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Designs assessments that align lesson objectives and allows students to demonstrate complex understanding • Aligns and scaffolds formative assessments to summative • Varies assessment type to support diverse learners • Clearly defines lesson expectations • Modifies assessments when appropriate • Records progress and engages in purposeful data analysis • Exhibits knowledge of individual student progress toward mastery 	<p>All assessments are planned or selected prior to designing instructional activities</p> <p>All assessment methods demonstrate a high level of rigor (as defined by the level of cognition required)</p> <p>Without exception, formative assessments are tightly aligned to lesson objectives and clearly scaffold toward summative assessments</p> <p>Without exception, summative assessments are tightly aligned to unit goals and designed prior to formative assessments</p> <p>Develops multiple types of assessments and consistently provides modifications when appropriate</p> <p>Routinely and systematically, records student achievement data using a system that allows for purposeful, extensive analysis of progress towards mastery</p>	<p>Most assessments are planned or selected prior to designing instructional activities</p> <p>Most assessment methods demonstrate an appropriate level of rigor (as defined by the level of cognition required)</p> <p>Most formative assessments are aligned to lesson objectives and scaffold toward summative assessments</p> <p>Almost always, summative assessments are generally aligned to unit goals and developed prior to formative assessments</p> <p>Develops multiple types of assessments and generally provides modifications when appropriate</p> <p>Frequently records student achievement data using a system that allows for targeted analyses of progress towards proficiency</p>	<p>Some assessments are planned or selected prior to designing instructional activities</p> <p>Some assessment methods are at a low level of rigor (as defined by the level of cognition required)</p> <p>Formative assessments are somewhat aligned to lesson objectives and to summative assessments</p> <p>Summative assessments are somewhat aligned to unit goals and developed prior to formative assessments</p> <p>Develops multiple types of assessment, yet seldom provides modifications</p> <p>Occasionally, records student achievement data and subsequent analysis is basic and often not useful</p>	<p>Few assessments are planned or selected prior to designing instructional activities</p> <p>Assessment method is at a low level of rigor (as defined by the level of cognition required)</p> <p>Little to no evidence that formative assessments are aligned to lesson objectives. It is generally unclear how they align to summative assessments</p> <p>Little to no evidence that summative assessments are aligned to unit goals. They are sometimes not developed before formative assessments</p> <p>Relies on the same assessment type with little to no modification.</p> <p>Almost never, records student achievement data and subsequent analysis is limited and not useful</p>

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1.4 LESSON RESOURCES: Selects and plans for use of appropriate resources to support instructional outcomes

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Varies instructional resources Aligns resources to content, cognitive/developmental levels, interest, and culture Integrates technology/digital resources to supplement and enhance mastery of lesson content 	<p>Plans lessons that consistently involve an appropriate mixture of high-quality resources that are tightly aligned to:</p> <ul style="list-style-type: none"> Content Developmental level Language proficiency Culture Interest <p>Consistently uses available technology to substantially:</p> <ul style="list-style-type: none"> Reinforce, accelerate, and enhance learning Deepen critical thinking Communicate effectively Produce creative innovative products Engage and motivate <p>Continually seeks, identifies, and/or develops creative methods and material to remediate and enhance instruction</p>	<p>Plans lessons that usually involve a mixture of high-quality resources that are aligned to:</p> <ul style="list-style-type: none"> Content Developmental level Language proficiency Culture <p>Routinely uses available technology to appropriately:</p> <ul style="list-style-type: none"> Reinforce, accelerate, and enhance learning Communicate effectively Produce creative innovative products Engage and motivate <p>Frequently identifies and/or develops creative methods and material to remediate and enhance instruction</p>	<p>Plans lessons that occasionally involve a mixture of resources that are somewhat aligned to:</p> <ul style="list-style-type: none"> Content Developmental level Language proficiency <p>Sporadic and often compromised use of available technology to:</p> <ul style="list-style-type: none"> Reinforce, accelerate, and enhance learning Communicate effectively Produce creative innovative products Engage and motivate <p>Occasionally identifies creative methods and material to remediate and enhance instruction</p>	<p>Plans lessons that rarely involve a mixture of resources that are aligned to:</p> <ul style="list-style-type: none"> Content Developmental level Language proficiency <p>Rare and ineffective use of available technology to:</p> <ul style="list-style-type: none"> Reinforce, accelerate, and enhance learning Communicate effectively Produce creative innovative products Engage and motivate <p>Rarely identifies creative methods and materials to support instruction</p>

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1.5 LESSON STRUCTURE: Designs appropriate standards-based lessons that address prerequisites and advance relationships among concepts and skills

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<p>Ensures that lessons are:</p> <ul style="list-style-type: none"> • Aligned to appropriate content standards • Relevant to prior and future knowledge • Linked to broader goals and/or transferrable skills • Sequenced through the use of appropriate pacing guides • Representative of a complete lesson cycle • Differentiated to consider individual student cognitive/developmental, social, emotional, and cultural needs <p><i>May 2019 Revision</i></p>	<p>Unit objectives and lesson plans demonstrate all of the indicators under 'Proficient' all or nearly all the time</p>	<p>Unit objectives most of the time:</p> <ul style="list-style-type: none"> • Align to appropriate standards, end of year expectations and interim goals that are mastered in each unit • Allocate appropriate amount of instructional time based on knowledge of student performance levels and goals • Align to prior and next grade level and/or same subject area taught by different teacher to ensure appropriate progression of rigor and concepts across grades and subjects • Allow for reflection and closure within a coherent complete lesson cycle <p>Lesson plans usually:</p> <ul style="list-style-type: none"> • Identify lesson objectives that are measureable and scaffold toward formative assessments using district curriculum and pacing guides when appropriate • Include instructional strategies that give students multiple opportunities to engage in appropriate level of rigor required by objectives and formative assessments • Align learning experiences with instructional outcomes and differentiate to ensure appropriateness for all learners • Include opportunities for remediation and enrichment 	<p>Unit objectives demonstrate all of the indicators under 'Proficient' half of the time</p> <p>Lesson plans demonstrate all of the indicators under 'Proficient' half of the time</p>	<p>Unit objectives are rarely (less than half of the time), if at all, grounded in end of year expectations, and/or summative assessments do not match level of rigor required by end of year expectations</p> <p>Lesson plans rarely (less than half of the time), if at all, include daily objectives and/or do not provide students multiple opportunities to engage in appropriate level of rigor required by objectives</p>

Domain 2: Our teachers are developing and executing purposeful, highly effective, and rigorous instruction.

2.1 ALIGNMENT: Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Establishes standards-based objectives that are: <ul style="list-style-type: none"> ○ Stated clearly ○ Measurable ○ Developmentally appropriate ○ Focused toward mastery of relevant standards • Uses a variety of aligned tasks • Provides accommodations and modifications when appropriate to address specific learning needs 	<p>Without exception, effectively establishes clear, standards-based objectives that are:</p> <ul style="list-style-type: none"> • Aligned to appropriate national, state, professional, and/or district curriculum standards • Moving students toward grade-level and/or developmental levels of mastery <p>Without exception, instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals</p> <p>Focuses students at the beginning and throughout the lesson so that all or nearly all students can clearly explain based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • What they are learning beyond simply repeating back the stated or posted objective • Why it is important beyond simply repeating the teacher's explanation • How to connect it to prior knowledge and/or their own lives • How the objective fits into the broader unit and course goals 	<p>Consistently and effectively establishes clear, standards-based lesson objectives that are:</p> <ul style="list-style-type: none"> • Aligned to appropriate national, state, professional, and/or district curriculum standards • Moving students toward grade-level and/or developmental levels of mastery <p>Most instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals</p> <p>Focuses students at the beginning and throughout the lesson so that most can clearly explain based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • What they are learning • Why it is important • How to connect it to prior knowledge and/or their own lives <p>Most students can demonstrate through their actions and/or comments that they understand each of the above appropriate to their subject, grade, and level</p>	<p>Establishes lesson objectives, but some:</p> <ul style="list-style-type: none"> • Are not aligned to appropriate national, state, professional, and/or district curriculum standards • Do not move students toward grade-level and/or developmental levels of mastery <p>Some instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals</p> <p>Focuses students at the beginning and throughout the lesson, so that only half can clearly explain based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • What they are learning <p>Does not effectively convey the objective so only half of the students can articulate based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • Why it is important 	<p>Little to no evidence of:</p> <ul style="list-style-type: none"> • Aligned, standards-based lesson objectives • Movement toward mastery <p>Little to no evidence that instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals</p> <p>Less than half of the students can clearly explain based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • What they are learning <p>Does not effectively convey the objective so less than half of the students can articulate based on their subject, grade, and level:</p> <ul style="list-style-type: none"> • Why it is important

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2.2 MASTERY: Ensures student mastery of learning objective appropriate to standards for subject and grade

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Establishes criteria for success that are: <ul style="list-style-type: none"> Stated clearly Measurable Developmentally appropriate Aligned to learning objective Monitors progress toward mastery with multiple and varied checks for understanding at appropriate opportunities Provides systematic feedback that affirms, clarifies, and advances the lesson Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding 	<p>Without exception, effectively develops a clear, aligned, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.)</p> <p>Mastery:</p> <ul style="list-style-type: none"> Can be identified at lesson closure in a manner appropriate to mode of instruction Can be completed independently at a high level by all or nearly all students <p>Checks for Academic Understanding</p> <ul style="list-style-type: none"> Seamlessly embedded in the lesson to determine pace and if key steps or concepts need further examination before moving on Gets an accurate reading of mastery level from every check <p>Consistently and effectively responds and adjusts using data gathered from checks to meet student needs, without taking away from flow of lesson or losing engagement</p>	<p>Consistently and effectively develops a clear, aligned, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.)</p> <p>Mastery:</p> <ul style="list-style-type: none"> Can be identified at lesson closure in a manner appropriate to mode of instruction Can be completed independently at a high level by most students <p>Checks for Academic Understanding</p> <ul style="list-style-type: none"> Performed at almost all key moments to determine pace of the lesson and whether key steps or concepts need further examination before moving on Gets an accurate reading of mastery level from almost every check <p>Effectively responds and adjusts using data gathered from checks, but may miss a few opportunities for needed adjustments</p>	<p>Sometimes develops a method to measure student mastery (e.g. DOL/exit ticket, projects, etc.)</p> <p>Mastery:</p> <ul style="list-style-type: none"> Does not assess student growth at lesson closure in a manner appropriate to mode of instruction Can be completed independently by half of the students with half demonstrating proficiency <p>Checks for Academic Understanding</p> <ul style="list-style-type: none"> Performed sometimes but misses several key moments and/or mostly checks for understanding of directions Gets an accurate reading of mastery level from most checks <p>Responds and makes some necessary adjustments using data gathered from checks, but misses some opportunities for needed adjustments</p>	<p>Little to no evidence of a method to measure student mastery, OR, if a method is evident, it is not aligned with the lesson objective or does not rigorously measure mastery</p> <p>Mastery:</p> <ul style="list-style-type: none"> Does not assess student growth at lesson closure in a manner appropriate to mode of instruction Can be completed independently by few students with less than half demonstrating proficiency <p>Checks for Academic Understanding</p> <ul style="list-style-type: none"> Little to no evidence of checks being performed missing nearly all key moments, and/or only checks for understanding of directions Does not get an accurate reading of mastery level from most checks <p>Responses and adjustments that are made do not meet student needs and/or misses many opportunities for needed adjustment</p>

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2.3 DELIVERY: Facilitates clear, cohesive, and purposeful learning experiences

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies Delivers content clearly, accurately, and coherently Incorporates appropriately varied digital and/or print and/or hands-on instructional resources Emphasizes the value and connection of content to overall learning and prior knowledge Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement 	<p>Consistently and effectively presents the content:</p> <ul style="list-style-type: none"> Logically, coherently, and in a grammatically correct fashion Supporting the learning of the posted objective(s) Building on content previously mastered Supporting all student populations based on their subject, grade, and level Supporting cross-curricular learning Allowing for student input <p>Consistently and appropriately uses multiple, differentiated:</p> <ul style="list-style-type: none"> Strategies/materials Questioning techniques Academic language Technologies <p>to engage and emphasize key concepts and their value with no irrelevant information</p> <p>Instructions, procedures, and material usage for participating in activities are clear to all or nearly all students</p>	<p>Consistently presents the content:</p> <ul style="list-style-type: none"> Logically, coherently, and in a grammatically correct fashion Supporting the learning of the posted objective(s) Building on content previously mastered Supporting all student populations based on their subject, grade, and level <p>Consistently uses multiple, differentiated:</p> <ul style="list-style-type: none"> Strategies/materials Questioning techniques Academic language Technologies <p>to engage and emphasize key concepts and their value with little to no irrelevant information</p> <p>Instructions, procedures, and material usage for participating in activities are clear to most students</p>	<p>Generally presents content logically and coherent fashion, but:</p> <ul style="list-style-type: none"> Some parts are unclear, grammatically inaccurate, or developmentally inappropriate May not effectively support the learning of the posted objective(s) May not build on content previously mastered May not support all student populations based on their subject, grade, and level <p>Uses limited:</p> <ul style="list-style-type: none"> Verbal and nonverbal techniques to convey concepts and their value Academic language with some irrelevant information <p>Instructions, procedures, and material usage for participating in activities are clear to some students</p>	<p>Presents content and purpose:</p> <ul style="list-style-type: none"> In a confusing way, using unclear, grammatically incorrect, and/or incoherent language With little to no evidence of instruction in support of the posted objective(s) Does not build on content previously mastered Does not support all student populations based on their subject, grade, and level <p>Rarely uses:</p> <ul style="list-style-type: none"> Verbal and nonverbal techniques to convey concepts and their value Academic language with some irrelevant or inaccurate information <p>Instructions, procedures, and material usage for participating in activities are clear to very few students</p>

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2.4 COGNITIVE DEMAND: Engages students in rigorous content that elicits a productive struggle

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Uses leveled and/or scaffolded questioning to challenge students • Incorporates critical thinking and varied problem-solving strategies throughout the lesson • Provides opportunities for students to engage in content and respond to/build on peer ideas • Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move student toward autonomy 	<p>Consistently, effectively, and equitably adapts and enhances content and process based on specific:</p> <ul style="list-style-type: none"> • Performance levels • Interests • Learning styles • Cultures <p>so that most students can access, respond to, and manipulate content at a high level of rigor</p> <p>Uses a variety of higher order questions and suggestions that push students well beyond initial thinking, and consistently provides multiple opportunities to extend and formulate new responses and learnings</p> <p>Purposefully and effectively uses multiple response and instructional strategies that:</p> <ul style="list-style-type: none"> • Engage all or nearly all students • Promote student mastery • Are appropriate to all or nearly all student populations <p>All or nearly all students are:</p> <ul style="list-style-type: none"> • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally using accountable talk • Asking higher order thinking questions • Synthesizing content • Evaluating diverse perspectives 	<p>Consistently and equitably adapts and enhances content and process based on general:</p> <ul style="list-style-type: none"> • Performance levels • Interests • Learning styles • Cultures <p>so that most students can access and respond to content at an appropriate level of rigor</p> <p>Uses a variety of higher order questions and suggestions that push students beyond initial thinking</p> <p>Consistently uses more than one response and instructional strategy that:</p> <ul style="list-style-type: none"> • Engage most students • Promote student mastery • Are appropriate to most student populations <p>Most students are:</p> <ul style="list-style-type: none"> • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally • Asking higher order thinking questions • Synthesizing content 	<p>Provides some adaptations of content and process. Adaptations are based on assumptions rather than data; thus, some students can access content at an appropriate level of rigor</p> <p>Uses varied questions and suggestions that help push student understanding of the content, but not beyond initial thinking</p> <p>Uses a limited repertoire of response and instructional strategies that:</p> <ul style="list-style-type: none"> • Engage some students • Sometimes promote mastery • Are appropriate to some student populations <p>Some students are:</p> <ul style="list-style-type: none"> • Using authentic dialogue • Engaged in content exploration • Collaborating • Asking higher order thinking questions with most asking basic recall questions 	<p>Little to no evidence of adapting content. Adaptations are based on assumptions rather than data; thus, few students can access content at an appropriate level of rigor</p> <p>Uses low-level questions that do not push students beyond initial thinking nor do they promote overall content mastery</p> <p>Little to no evidence of using response and instructional strategies that result in:</p> <ul style="list-style-type: none"> • Engaging few students • Seldom promoting student mastery • Only appropriate to few student populations <p>Students are not:</p> <ul style="list-style-type: none"> • Using authentic dialogue • Asking appropriate higher order thinking questions. Most questions are primarily focused on basic recall and directions

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2.5 PRACTICE / APPLICATION: Embeds collaborative and independent tasks that allow for focused practice

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<p>Student tasks are:</p> <ul style="list-style-type: none"> Organized with clear concise standards and expectations Developed to facilitate lesson progression Interesting and culturally appropriate Diverse and accessible to varying academic levels Reflective of individual and collaborative opportunities Designed with a wide range of resources including digital, print, and hands-on manipulatives <p><i>May 2019 Revision</i></p>	<p>Practice/Tasks consistently include all the indicators under “Proficient” with a high level of student engagement</p> <p>Incorporates, when appropriate, tasks that:</p> <ul style="list-style-type: none"> Mimic game-like format Involve simulations Require creating products Demand self-direction/self-monitoring <p>Practice/tasks are intentionally developed to ensure students are never idle waiting for the teacher. Students who finish early are always further engaged in meaningful tasks.</p>	<p>Practice/Tasks include most of the following with a high level of student engagement:</p> <ul style="list-style-type: none"> Supports progression of lesson objective Integrates prior and cross curricular content Directions, process, and expectation clarity Sustains attention Elicits a variety of thinking Time for reflection Relevancy to course, students’ lives/culture Opportunities for peer interactions Induces curiosity and suspense Choice Incorporates varied appropriate resources (e.g., district curriculum, teacher-made resources, digital supports, manipulatives, resources from museums, cultural centers, etc.) <p>Practice/tasks are developed to ensure students are rarely idle waiting for the teacher. Students who finish early are regularly engaged in meaningful tasks.</p>	<p>Practice/Tasks include few of the following with a moderate level of student engagement:</p> <ul style="list-style-type: none"> Supports progression of lesson objective Integrates prior content Directions, process, and expectation clarity Sustains attention Elicits a variety of thinking Time for reflection Relevancy to course, students’ lives/culture Opportunities for peer interactions Induces curiosity and suspense Choice Incorporates varied appropriate resources (e.g., district curriculum, teacher-made resources, digital supports, manipulatives, resources from museums, cultural centers, etc.) <p>Practice/tasks are sometimes developed resulting in short periods of idle time and periodic disengagement</p>	<p>Practice/Tasks are inappropriate to lesson outcomes and proficiency levels resulting in confusion and low student engagement</p> <p>Practice/tasks are rarely developed resulting in significant periods of idle time and frequent disengagement</p>

Domain 3: Our teachers are building safe, supportive, and rigorous learning environments.

3.1 PROCEDURES & SYSTEMS: Organizes classroom procedures, physical space, and resources to allow for optimal instruction

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time Uses efficient techniques to start and end lessons Manages resources to allow for continual learning opportunities at an appropriate pace Organizes material and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson Aligns physical environment to lesson structure to support outcomes, delivery, and enhancement of peer interaction 	<p>No loss of instructional time due to classroom procedures and systems</p> <ul style="list-style-type: none"> Efficient routines, rules, and procedures that run smoothly with students assuming responsibility and minimal prompting from the teacher Orderly, efficient, and seamless transitions between activities with little teacher direction to get the most out of every minute Students share responsibility for the management of classroom and routines <p>All classroom materials and supplies are always organized so that they are easily accessible to teacher and all students without disruption to lesson</p> <p>Instructional aids are visible and accessible to all students</p> <p>Class space consistently supports and extends:</p> <ul style="list-style-type: none"> Lesson content Instructional delivery Peer interactions 	<p>Little loss of instructional time due to classroom procedures and systems</p> <ul style="list-style-type: none"> Routines, rules, and procedures are consistently implemented and run smoothly with some prompting from the teacher Transitions that run smoothly with some teacher direction <p>Most classroom materials and supplies are organized so that they are accessible to teacher and most students without disruption to lesson</p> <p>Instructional aids are visible and accessible to most students</p> <p>Most of the class space supports and extends:</p> <ul style="list-style-type: none"> Lesson content Instructional delivery Peer interactions 	<p>Some loss of instructional time due to classroom procedures and systems</p> <ul style="list-style-type: none"> Some rules, routines, and procedures are in place but are leniently enforced and require significant teacher prompting and direction Less than orderly transitions, primarily directed by the teacher <p>Some classroom materials and supplies are organized so that they are accessible to teacher and half of students with some disruption to lesson</p> <p>Instructional aids are visible and accessible to some students</p> <p>Some of the class space supports and extends:</p> <ul style="list-style-type: none"> Lesson content Instructional delivery Peer interactions 	<p>Significant loss of instructional time due to classroom procedures & systems</p> <ul style="list-style-type: none"> Non-existent or inefficient routines, rules and procedures leading the teacher to direct every activity Disorderly and long transitions, fully directed by the teacher <p>Few classroom materials and supplies are easily accessible to teacher and students</p> <p>Instructional aids are visible and accessible to few students</p> <p>Very little of the class space supports and extends:</p> <ul style="list-style-type: none"> Lesson content Instructional delivery Peer interactions

Domain 3: Our teachers are building safe, supportive, and rigorous learning environments.

3.2 BEHAVIORAL EXPECTATIONS: Establishes, communicates, and reinforces clear expectations for student behavior

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Communicates specific, concrete expectations and norms Promotes self-discipline and self-monitoring using verbal and non-verbal cues Responds appropriately to student behaviors Uses varied strategies to focus student behaviors without disruption to lesson momentum Recognizes and reinforces positive behaviors with praise and other incentives when appropriate Aligns behavioral consequences to students' social, emotional, and cognitive development 	<p>All or nearly all students are self-directed to follow established behavior expectations and/or behaviors</p> <p>Teacher consistently responds appropriately to off-task behavior resulting in positive behavioral change with almost all students exhibiting self-direction in response to behavioral expectations</p> <p>All or nearly all strategies used to focus students are:</p> <ul style="list-style-type: none"> Timely Specific Sensitive to individual student needs Proactive and preventive (to avoid possible inappropriate interactions) <p>All or nearly all students are appropriately praised/acknowledged for their accomplishments and effort</p>	<p>Most students are self-directed to follow established behavior expectations and/or behaviors</p> <p>Teacher consistently responds appropriately to off-task behavior resulting in positive behavioral change</p> <p>Most strategies used to focus students are:</p> <ul style="list-style-type: none"> Timely Specific Sensitive to individual student needs <p>Most students are appropriately praised/acknowledged for their accomplishments and effort</p>	<p>Some students follow established behavior expectations and/or directions</p> <p>Teacher generally responds to off-task behavior, however, sometimes does not respond appropriately and the response results in only some positive behavioral change</p> <p>Strategies used to focus students are sometimes:</p> <ul style="list-style-type: none"> Timely Specific Sensitive to individual student needs <p>Some students are appropriately praised/acknowledged; however, this may not include efforts toward improvement</p>	<p>Very few students follow established behavior expectations and/or behaviors</p> <p>Teacher rarely responds appropriately to off-task behavior and response to misbehavior has minimal results</p> <p>Strategies used to focus students are rarely:</p> <ul style="list-style-type: none"> Timely Specific Sensitive to individual student needs <p>Very few students are appropriately praised/acknowledged; teacher's main focus is off-task behaviors</p>

Domain 3: Our teachers are building safe, supportive, and rigorous learning environments.

3.3 CLIMATE & CULTURE: Establishes a culture of academic accountability steeped in mutual respect and rapport

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Conveys high expectations for learning and participation Promotes shared/equal responsibility for learning outcomes Embraces multiple viewpoints Models acceptance of differences and encourages appreciation of diversity Interacts equitably and respectfully with students Creates opportunities to strengthen relationships with students through words and actions Demonstrates positivity and builds rapport with students Encourages students to actively participate in learning by using appropriate engagement strategies Celebrates individual and group efforts and successes 	<p>Engages all or nearly all students by actively and effectively using a variety of engagement strategies where students are encouraged to take risks</p> <p>Without exception, maintains a welcoming and safe classroom environment that:</p> <ul style="list-style-type: none"> Drives learning Promotes positive interactions with all students in a manner appropriate to the grade and level of the student Respects the unique needs of all learners Incorporates students' cultural, linguistic, social, and developmental diversity into learning opportunities <p>All or nearly all students at the level appropriate:</p> <ul style="list-style-type: none"> Take ownership of learning by setting high goals and assuming responsibility Exhibit respect and sensitivity for varied cultures, developmental levels, languages, etc. <p>All or nearly all students demonstrate genuine caring for each other and monitor interactions promoting collaboration, positivity, and acceptance</p>	<p>Engages most students by consistently using a variety of engagement strategies where most students are encouraged to take risks</p> <p>Almost always maintains a welcoming and safe classroom environment that:</p> <ul style="list-style-type: none"> Supports learning Promotes positive interactions with most students in a manner appropriate to the grade and level of the student Respects the unique needs of nearly all learners <p>Most students at the level appropriate:</p> <ul style="list-style-type: none"> Take ownership of learning by setting appropriate goals and assuming responsibility Exhibit respect for varied cultures, developmental levels, languages, etc. <p>Most students are polite to each other and monitor interactions promoting collaboration and acceptance</p>	<p>Engages some students by using a limited range of engagement strategies, and misses several opportunities to use a strategy</p> <p>Generally maintains a welcoming and safe classroom environment that:</p> <ul style="list-style-type: none"> Supports learning, with some exceptions Promotes positive interactions appropriate to the grade and level of the student with some exceptions Respects the unique needs of most learners <p>Some students at the level appropriate:</p> <ul style="list-style-type: none"> Take ownership of learning by setting goals Exhibit respect for some classroom variances <p>Some students interact positively and respectfully with each other</p>	<p>Uses little to no engagement strategies resulting in few students engaged in the lesson</p> <p>Does not establish a welcoming or safe classroom environment. Environment does not:</p> <ul style="list-style-type: none"> Support learning Promote positive interactions Respect the unique needs of most learners <p>Few students at the level appropriate:</p> <ul style="list-style-type: none"> Assume ownership of learning Exhibit respect for classroom variances <p>Students seldom interact positively and respectfully with each other</p>

Domain 4: Our teachers are consummate reflective educators embracing a mindset of continuous improvement and accountability.

4.1 ATTENDANCE: Models a commitment to attendance that ensures fidelity of continuous rigorous instruction

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Adheres to professional standard of attendance as outlined by district policy Exhibits punctuality and preparedness Establishes clear procedures and expectations for instruction in the event of an emergency or absence 	<p>Excellent attendance that positively supports progression and mastery of content goals and objectives</p> <p>Always compliant with the attendance policy DEC(Local) <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator. Extenuating circumstances are also considered</i></p> <p>Always leaves clear directions and lessons/ material for substitutes that support and enhance continued progression of current content</p> <p>Always punctual and dependable/eager in fulfilling all responsibilities</p> <p>All deadlines are met with attention to a high-quality product</p>	<p>Very good attendance that supports progression and mastery of content goals and objectives</p> <p>Always compliant with the attendance policy DEC(Local) <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator. Extenuating circumstances are also considered</i></p> <p>Almost always leaves directions and lessons/ material for substitutes that supports continued progression of current content</p> <p>Usually on time and dependable in fulfilling all responsibilities</p> <p>Almost always meets deadlines with good quality work products</p>	<p>Fair attendance that limits progression and mastery of content goals and objectives.</p> <p>Most of the time compliant with the attendance policy DEC(Local) <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator. Extenuating circumstances are also considered</i></p> <p>Most of the time leaves directions and lessons/ material for substitutes that may not always continue progression of current content</p> <p>Occasionally late and fulfills most responsibilities</p> <p>Generally meets deadlines; however, work products are often not of high quality</p>	<p>Poor attendance that hinders progression and mastery of content goals and objectives.</p> <p>Sometimes not compliant with the attendance policy DEC(Local) <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator. Extenuating circumstances are also considered</i></p> <p>Sometimes leaves directions and lessons for substitutes; however, lessons/material may not support current content and/or class levels</p> <p>Often late and does not follow through on assignments</p> <p>Frequently misses deadlines and work products are below expectations</p>

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4.2 COMPLIANCE: Follows policies and procedures and maintains accurate student records

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Operates in accordance with: <ul style="list-style-type: none"> ○ Federal and state laws ○ Code of Ethics ○ Standard Practice for Texas Educators ○ State and local school board policies, regulations, and practices • Develops an efficient system for maintaining accurate up-to-date academic and nonacademic records • Adheres to federal and state laws of compliance with regard to record-keeping and confidentiality for all students including those with special needs (IEPs, ARD, 504, etc.) 	<p>Without exception, complies with Dallas ISD and local school policies and procedures</p> <p>Proactively initiates the development of school-wide operating procedures</p> <p>System for maintaining accurate academic and non-academic records is effective and highly efficient. Students also participate in its management</p> <p>All student individual information is kept confidential except for “need to know” communication between colleagues</p>	<p>With rare exception, complies with Dallas ISD and local school policies and procedures</p> <p>Consistently implements school-wide operating procedures</p> <p>System for maintaining accurate academic and non-academic records is effective and up to date</p> <p>Most student individual information is kept confidential except for “need to know” communication between colleagues</p>	<p>Most of the time, complies with Dallas ISD and local school policies and procedures</p> <p>Attends meetings on school-wide operating procedures, and implements them as required</p> <p>System for maintaining accurate academic and non-academic records is moderately effective and used inconsistently</p> <p>Most communications concerning students is confidential except as colleagues “need to know” with some exceptions</p>	<p>Sometimes does not comply with Dallas ISD and local school policies and procedures, where the needs of the students or the school/district’s effectiveness is compromised</p> <p>Rarely or inconsistently implements school-wide operating procedures</p> <p>System for maintaining accurate academic and non-academic records is haphazard or non-existent, resulting in errors and/or inefficiencies that impact students, colleagues and/or parent communication</p> <p>Often repeats information concerning individual students to colleagues that have no vested professional rationale for the information</p>

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4.3 PROFESSIONAL LEARNING: Exhibits a commitment to professional growth by pursuing, implementing, and sharing new learnings

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Analyzes multiple sources of evidence to evaluate/determine individual strengths and weaknesses (self-reflection) Establishes short- and long-term professional goals based on self-reflection and feedback Participates in relevant/current research based professional learning (campus, district, state, and national) Instructional practices are advanced through professional learning 	<p>Proactively seeks out and participates in current research-based job-embedded professional learning including campus, district, state, and national levels</p> <p>Models self-reflection and actively seeks feedback from peers and supervisors</p> <p>Effectively implements new strategies from feedback, self-reflection, and professional learning resulting in significant improvement in student achievement</p>	<p>Consistently engages in current research-based job-embedded professional learning including campus, district, state, and national levels</p> <p>Self-reflects on practice and welcomes feedback from peers and supervisors</p> <p>Consistently implements new strategies from feedback, self-reflection, and professional learning resulting in improved student achievement</p>	<p>Engages in required professional learning</p> <p>Occasionally self-reflects and reluctantly accepts feedback from supervisors</p> <p>Sometimes implements new strategies from feedback, self-reflection, and professional learning; however, it may not result in any improvement in student achievement</p>	<p>Engages in little to no professional learning activities</p> <p>Seldom self-reflects and resists feedback</p> <p>Rarely implements new strategies from feedback, self-reflection, and professional learning and when they are implemented, they rarely result in any improvement in student achievement</p>

Domain 4: Our teachers are consummate reflective educators embracing a mindset of continuous improvement and accountability.

4.4 PROFESSIONAL PARTNERSHIPS: Engages in collaborative, productive relationships with colleagues to improve individual and team practices

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> Collaborates with colleagues to plan, share, review, and seek feedback on instructional practices and professional learning Develops and sustains professional and collegial relationships for the purpose of student and staff growth Understands campus action plan and advocates for continuous evaluation to ensure alignment with learner and school needs 	<p>Engages in extensive, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/ progress <i>(engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities)</i></p> <p>Establishes and promotes a pattern of positivity in working relationships with all colleagues in ways that demonstrate leadership, integrity, respect, flexibility, fairness, and trust leading to high levels of productivity</p> <p>Exhibits with respect to school action plan:</p> <ul style="list-style-type: none"> In-depth understanding Actively and consistently participates in planning sessions 	<p>Engages in clear, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/ progress <i>(engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities)</i></p> <p>Establishes working relationships with nearly all colleagues in ways that demonstrate integrity, respect, flexibility, fairness, and trust leading to productivity</p> <p>Exhibits with respect to school action plan:</p> <ul style="list-style-type: none"> Good understanding Consistently participates in implementing aspects of the plan to achieve performance goals 	<p>Engages in surface-level, sporadic collaboration with colleagues with interactions rarely focused on instruction or student performance <i>(engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities)</i></p> <p>Maintains cordial relationships with most colleagues to fulfill the school duties and requirements</p> <p>Exhibits with respect to school action plan:</p> <ul style="list-style-type: none"> Limited understanding Participates in implementing the plan as required 	<p>Rarely engages in collaboration</p> <p>Avoids interactions with colleagues</p> <p>Exhibits with respect to school action plan:</p> <ul style="list-style-type: none"> Little to no understanding Does not participate in the implementation

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4.5 COMMUNICATION: Establishes culturally appropriate relationships with families and communities through meaningful ongoing communication

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
<ul style="list-style-type: none"> • Initiates contact with parents regarding: <ul style="list-style-type: none"> ○ Academic, social, and emotional growth ○ Accommodations and/or modifications ○ Attendance ○ Behavior • Uses varied communication tools throughout the school year • Considers diverse populations and needs when selecting communication method (languages/culture/ethnicity) • Responds to all communications in a clear, appropriate, and timely manner • Establishes collaborative partnerships with families and community to enhance instructional programs 	<p>Uses effective, timely, and multiple forms of personalized communication with all parents regarding student expectations, progress and/or concerns continuously throughout the school year</p> <p>Establishes multiple, diverse, and collaborative partnerships with families and community to continuously enhance the instructional program in a manner that demonstrates understanding of and appreciation for various:</p> <ul style="list-style-type: none"> • Languages • Cultures • Values <p>Creates and encourages opportunities for family involvement in classroom and school-wide activities</p>	<p>Uses timely and multiple forms of communication with all parents regarding student expectations, progress and/or concerns throughout the school year</p> <p>Uses multiple collaborative partnerships to regularly engage families and community in the instructional program throughout the school year that demonstrates understanding of and appreciation for various:</p> <ul style="list-style-type: none"> • Languages • Cultures • Values <p>Encourages family involvement in classroom and school-wide activities</p>	<p>Uses a singular form of communication with most parents, with responses to parent concerns often being sporadic, slow, and/or inappropriate</p> <p>Engages families and community in the instructional program at key points in the school year, such as in the beginning of the year or at the end of each quarter that demonstrates understanding of and appreciation for various languages</p> <p>Supports family involvement in classroom and school-wide activities</p>	<p>Parent communications are often sporadic, non-existent, and/or inappropriate</p> <p>Makes modest, often unsuccessful attempts to engage families and community in the instructional program</p> <p>Creates few or no attempts to encourage family involvement in classroom and school-wide activities</p>