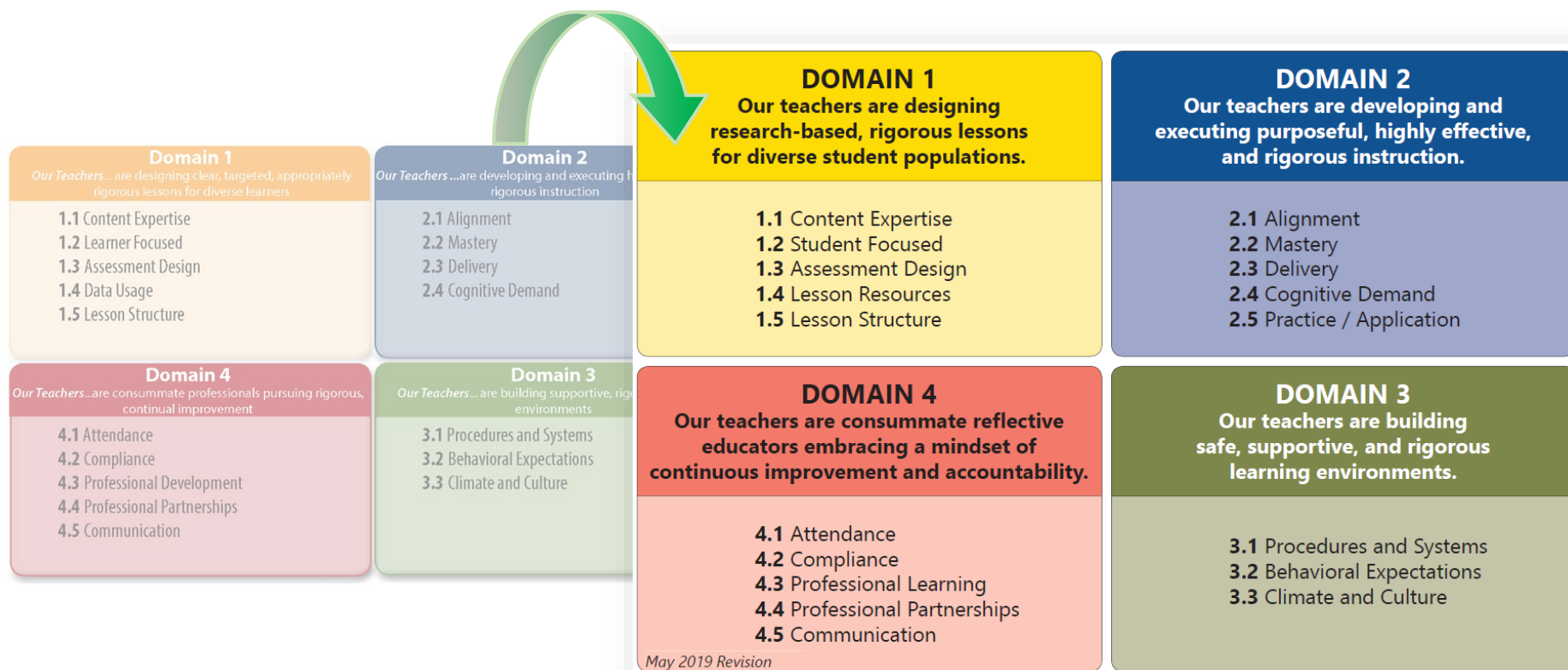


Crosswalk: Teacher Performance Rubric

Comparison of 2016 and 2019 versions



DOMAIN 1: OUR TEACHERS ARE DESIGNING CLEAR RESEARCH-BASED RIGOROUS LESSONS FOR DIVERSE STUDENT POPULATIONS			
1.1 CONTENT EXPERTISE: Demonstrates knowledge of content, concepts, and skills			
ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE LEVEL	
		(NEW)	
<ul style="list-style-type: none"> • Displays extensive content expertise including: <ul style="list-style-type: none"> ○ Prerequisite knowledge ○ Concept knowledge ○ Intra & inter disciplinary content knowledge • Accesses content specific language and tools at high level of rigor • Demonstrates awareness of common misconceptions and how they can be addressed 	<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 and explaining prerequisite knowledge, key concepts, skills, and intra- and interdisciplinary content relationships to students</p> <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 and plans for common student misconceptions</p>	<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; plans for common student misconceptions and content extension</p>

DOMAIN 1: OUR TEACHERS ARE DESIGNING CLEAR RESEARCH-BASED RIGOROUS LESSONS FOR DIVERSE STUDENT POPULATIONS

1.2 LEARNER STUDENT FOCUSED: Utilizes Uses formal and informal knowledge of students in lesson design student data to align instructional practices

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> When designing lessons considers individual student: <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 	<ul style="list-style-type: none"> When designing lessons, utilizes 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 skills, language proficiency, backgrounds, cultures, interests, learning styles, and special needs</p> <p>Actively seeks and obtains ongoing knowledge from a variety of sources, including parents, students, and colleagues</p>	<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>

DOMAIN 1: OUR TEACHERS ARE DESIGNING CLEAR RESEARCH-BASED RIGOROUS LESSONS FOR DIVERSE STUDENT POPULATIONS

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<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 	<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 assessments and the corresponding standard(s) are tightly aligned in rigor, and assessment method demonstrates a high level of rigor (as defined by the level of cognition required)</p> <p>Without exception, summative assessments are tightly aligned to unit goals and designed prior to formative assessments</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 to measure student learning. Students actively participate in development of assessments when appropriate</p>	<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>

DOMAIN 1: OUR TEACHERS ARE DESIGNING CLEAR RESEARCH-BASED RIGOROUS LESSONS FOR DIVERSE STUDENT POPULATIONS

~~1.4 DATA USAGE: Analyzes and integrates student performance data to inform instructional decisions~~

~~MERGED WITHIN ALL OTHER INDICATORS~~

(NEW INDICATOR) 1.4 LESSON RESOURCES: Selects and plans for use of appropriate resources to support instructional outcomes.

ESSENTIAL TEACHER SKILLS & ACTIONS	EXEMPLARY PERFORMANCE RATING
(NEW)	(NEW)
<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>

DOMAIN 1: OUR TEACHERS ARE DESIGNING CLEAR RESEARCH-BASED RIGOROUS LESSONS FOR DIVERSE STUDENT POPULATIONS

1.5 LESSON STRUCTURE: Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills

ESSENTIAL TEACHER SKILLS & ACTIONS		PROFICIENT PERFORMANCE RATING <i>(Exemplary is Proficient all or nearly all of the time)</i>	
	(NEW)		(NEW)
<p>Ensures that all lesson objectives, activities, materials, and assessments are:</p> <ul style="list-style-type: none"> Logically sequenced Relevant to prior knowledge Provides appropriate time for student work, lesson, and lesson closure Aligned to state content standards Linked to broader goal or transferrable skill <p>Ensures that content and experience are accessible for all learners</p> <p>Integrates technology to supplement and enhance mastery of lesson content</p>	<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 utilization of appropriate pacing guides Representative of a complete lesson cycle Differentiated to consider individual student cognitive/developmental, social, emotional, and cultural needs 	<p>Unit objectives most of the time:</p> <ul style="list-style-type: none"> Align to end of year expectations and interim goals that will be mastered in each unit Align summative assessments to end of unit expectations 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 <p>Lesson plans usually:</p> <ul style="list-style-type: none"> Identify lesson objectives that are measurable and scaffold toward formative assessments 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 Integrate technology, when appropriate to enhance mastery of goals and objectives 	<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 measurable and scaffold toward formative assessments utilizing 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

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 PERFORMANCE RATING	
	(NEW)		(NEW)
<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 standards Utilizes a variety of aligned tasks Provides accommodations and modifications when appropriate to address specific learning needs 	<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 Utilizes 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:</p> <ul style="list-style-type: none"> Aligned to district curriculum maps & assessments Moves 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>Without exception, effectively establishes clear standards-based objectives:</p> <ul style="list-style-type: none"> Aligned to appropriate national, state, professional, and/or district curriculum standards Moves 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

DOMAIN 2: OUR TEACHERS ARE DEVELOPING AND EXECUTING PURPOSEFUL, HIGHLY EFFECTIVE, AND RIGOROUS INSTRUCTION			
2.2 MASTERY: Ensures student mastery of learning objective appropriate to standards for subject and grade			
ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> Monitors progress toward mastery with checks for understanding at appropriate opportunities Provides timely feedback that affirms, clarifies, and advances the lesson Adjusts lesson based on data Reteaches content to address misunderstandings and differentiate instruction 	<p>Establishes criteria for success that are:</p> <ul style="list-style-type: none"> Stated clearly Measurable Developmentally appropriate Aligned to learning objective <p>Monitors progress toward mastery with multiple and varied checks for understanding at appropriate opportunities</p> <p>Provides systematic feedback that affirms, clarifies, and advances the lesson</p> <p>Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding</p>	<p>Without exception, effectively develops a clear, understandable, and rigorous method to measure student mastery or growth (i.e. 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 whether or not key steps or concepts need to be discussed further before moving on Gets an accurate reading of understanding from every check <p>Consistently and effectively makes adjustments using data gathered from checks, to meet student needs, without taking away from flow of lesson or losing engagement</p>	<p>Without exception, effectively develops a clear, aligned, rigorous method to measure student mastery or growth (i.e. 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>

DOMAIN 2: OUR TEACHERS ARE DEVELOPING AND EXECUTING **PURPOSEFUL, HIGHLY EFFECTIVE, AND RIGOROUS INSTRUCTION**

2.3 DELIVERY: ~~Explains instructional content clearly and cohesively~~ **Facilitates clear, cohesive, and purposeful learning experiences**

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<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 Utilizes appropriate instructional materials Emphasizes the value and connection of content to overall learning and prior knowledge Utilizes differentiated and relevant instructional strategies, questioning techniques, procedures, and material to vary activities and maintain appropriate pacing and sequencing 	<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 and purpose:</p> <ul style="list-style-type: none"> Correctly in a logical, coherent 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 effectively uses multiple, effective differentiated instructional strategies, questioning techniques, and academic language to 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 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>

DOMAIN 2: OUR TEACHERS ARE DEVELOPING AND EXECUTING **PURPOSEFUL, HIGHLY EFFECTIVE, AND RIGOROUS INSTRUCTION**

2.4 COGNITIVE DEMAND: Engages students in ~~appropriately-challenging~~ **rigorous content that **elicits a productive struggle****

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> 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 Utilizes leveled and/or scaffolded questioning to challenge students Provides appropriately challenging tasks that increase cognitive demand and gradually move student toward autonomy 	<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:</p> <ul style="list-style-type: none"> Adapts content and process of instruction based on specific performance levels, interests, learning styles, and diverse cultures so that most students are able to access content at a high level of rigor Uses a variety of higher order questions and suggestions that push students well beyond initial thinking, and consistently provides multiple opportunities to extend responses and learning <p>Purposefully and effectively uses multiple response and instructional strategies that:</p> <ul style="list-style-type: none"> Engage all or nearly all students and linked to objective Promotes student mastery Are appropriate to all or nearly all student populations <p>All or nearly all students are utilizing authentic dialogue, discussion, and are asking themselves and other students appropriate higher order thinking questions that explain, analyze, classify, compare, evaluate, represent, synthesize the content, and evaluate diverse perspectives</p>	<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>Utilizes 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 utilizing accountable talk Asking higher order thinking questions Synthesizing content Evaluating diverse perspectives

DOMAIN 2: OUR TEACHERS ARE DEVELOPING AND EXECUTING PURPOSEFUL, HIGHLY EFFECTIVE, AND RIGOROUS INSTRUCTION

(NEW INDICATOR) 2.5 PRACTICE/APPLICATION: Provides independent and collaborative tasks that pair digital and other supports that allow for focused practice

ESSENTIAL TEACHER SKILLS & ACTIONS	EXEMPLARY PERFORMANCE RATING	PROFICIENT PERFORMANCE RATING
<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>Practice/Task 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>

DOMAIN 3: OUR TEACHERS ARE BUILDING SAFE, SUPPORTIVE, RIGOROUS, LEARNING ENVIRONMENTS

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> Establishes routines, procedures, and transitions that allow for maximized instructional time Utilizes efficient techniques to start and end lessons Maintains an appropriate pace that allows for continual learning opportunities Organizes material and supplies in a manner that facilitates readiness and maintains lesson momentum Arranges and uses class space to ensure learning outcomes, appropriate instructional delivery, and support for enhancement of peer interactions 	<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 whereby supporting outcomes, delivery, and enhancement of peer interaction 	<p>No loss of instructional time due to inappropriate or off-task student behavior</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>Students are never idle waiting for the teacher. Students, who finish early, are always further engaged in meaningful tasks with no disruption to other students</p> <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>Class space consistently supports and extends:</p> <ul style="list-style-type: none"> Lesson content Instructional delivery Peer interactions 	<p>No loss of instructional time due to classroom procedures & 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

DOMAIN 3: OUR TEACHERS ARE BUILDING SAFE, SUPPORTIVE, RIGOROUS, LEARNING ENVIRONMENTS

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> Communicates specific, concrete, expectations and norms Promotes self-discipline and self-monitoring Responds appropriately to student behaviors Utilizes varied strategies to focus student behaviors without disruption to lesson momentum Reinforces positive behaviors with praise and other incentives when appropriate 	<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 behaviors in a manner that results in positive behavioral change 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 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 for their accomplishments and effort utilizing an external or intrinsic motivational system</p>	<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>

DOMAIN 3: OUR TEACHERS ARE BUILDING SAFE, SUPPORTIVE, RIGOROUS, LEARNING ENVIRONMENTS

3.3 CLIMATE and CULTURE: ~~Maintains a respectful academically accountable classroom~~ Establishes a culture of academic accountability steeped in mutual respect and rapport

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> Encourages students to actively participate in learning by utilizing appropriate engagement strategies Interacts equitably and respectfully with all students Conveys high expectations for learning and participation Intentionally creates opportunities to strengthen relationships with all students through words and actions Demonstrates positivity and builds rapport with all students Celebrates individual and group efforts and successes 	<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 all students Creates opportunities to strengthen relationships with all students through words and actions Demonstrates positivity and builds rapport with all students Encourages students to actively participate in learning by using appropriate engagement strategies Celebrates individual and group efforts and successes 	<p>Keeps all or nearly all students engaged 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 to the student are:</p> <ul style="list-style-type: none"> Highly motivated Take ownership of their learning Understand the relevance of tasks Setting high goals and assume responsibility <p>All or nearly all students collaborate positively and encourage each other's efforts and achievements</p>	<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>

DOMAIN 4: OUR TEACHERS ARE CONSUMMATE PROFESSIONALS PURSUING RIGOROUS, CONTINUAL IMPROVEMENT AND ACCOUNTABILITY

4.1 ATTENDANCE: Models ~~good attendance for students~~ a commitment to attendance that ensures fidelity of continuous rigorous instruction

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<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 	<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>Clearly has excellent attendance (misses 5 or fewer days). Always in compliance with the attendance policy DEC (Local)</p> <p><i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator</i></p> <p>Always leaves clear directions and lessons for substitutes</p> <p>Always meets deadlines and is never late</p>	<p>Excellent attendance that positively supports progression and mastery of content goals and objectives</p> <p>Always compliant with the attendance policy DEC (Local)</p> <p>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator. Extenuating circumstances are also considered</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>

DOMAIN 4: OUR TEACHERS ARE CONSUMMATE PROFESSIONALS PURSUING RIGOROUS, CONTINUAL IMPROVEMENT AND ACCOUNTABILITY

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<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.) 	<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 records is efficient, and students participate in its management</p>	<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>

DOMAIN 4: OUR TEACHERS ARE CONSUMMATE PROFESSIONALS PURSUING RIGOROUS, CONTINUAL IMPROVEMENT AND ACCOUNTABILITY

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<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 development Instructional practices are advanced through professional learning 	<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 development.</p> <p>Models self-reflection on practice and seeks feedback from peers</p> <p>Effectively implements new strategies from feedback, self-reflection, and professional development resulting in significant improvement in student achievement</p>	<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>

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4.4 PROFESSIONAL PARTNERSHIPS: Engages in collaborative **productive relationships with colleagues to support learning ~~community~~ **improve individual and team practices****

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> Collaborates with colleagues to plan, share, review, and seek feedback on instructional practices Develops and sustains professional and collegial relationships for the purpose of student and staff growth Understands school action plan and advocates for continuous evaluation to ensure alignment with learner and school needs 	<ul style="list-style-type: none"> Collaborates with colleagues to plan, share, review, and seek feedback on instructional practices and professional learnings 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>Collaborates at least weekly with colleagues to plan units, share teaching ideas, review student work and progress, and seek feedback on instructional practices.</p> <p>Establishes a pattern of working relationships with all colleagues in ways that demonstrate leadership, integrity, respect, flexibility, fairness, and trust</p> <p>Has an in-depth understanding of the school action plan actively and consistently participates in planning sessions and models for others to meet designated performance goals and overcome performance gaps</p>	<p>Engages in extensive, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/progress (engagement may be in the form of PLCs, grade/team/content meetings, or other campus level opportunities)</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

DOMAIN 4: OUR TEACHERS ARE CONSUMMATE PROFESSIONALS PURSUING RIGOROUS, CONTINUAL IMPROVEMENT AND ACCOUNTABILITY

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

ESSENTIAL TEACHER SKILLS & ACTIONS		EXEMPLARY PERFORMANCE RATING	
	(NEW)		(NEW)
<ul style="list-style-type: none"> • Contacts parents regarding: <ul style="list-style-type: none"> ○ Academic, social, and emotional growth ○ Accommodations and/or modifications ○ Attendance ○ Behavior • Utilizes varied communication tools throughout the school year • Considers diverse populations and needs when selecting communication method (languages/culture/ethnic) • Responds to all communications in a timely manner • Establishes collaborative partnerships with families and community to enhance instructional programs 	<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 communication with all parents regarding student expectations, progress and/or concerns every week during the school year</p> <p>Establishes collaborative partnerships with families and community to enhance the instructional program in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, trust, and cultural sensitivity</p> <p>Creates and encourages opportunities for family involvement in classroom and/or school-wide activities and in student learning</p>	<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>