		etanaarao ana / mginnon	t (Dimension 1.1): Rigor		
Dimension 1.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
The teacher designs clear, well- organized, sequential und lessons that reflect are best practice, align to s with ILTexas real YAG->IFD->Daily Pacing Tools and and are appropriate dis for diverse learners. for <b>Potential Sources of</b> <b>Evidence:</b> Conferences and alig conversations with the teacher; PLCs, formal observations and Fra walkthroughs; alw classroom artifacts; but student growth und processes, K+S Chart less lan ass app	sessments (ie, aligned activities, rmative exit tickets, checks for inderstanding) that: e logically sequenced are relevant students' prior understanding and al-world applications, integrate ind reinforce concepts from other sciplines, provide appropriate time r student work, student reflection, sson and lesson closure, in the rget language, deepen inderstanding of broader unit and burse objectives, are vertically igned to state standards are oppropriate for diverse learners. aming the lesson: Objectives are ways not only visible to students at it is evident they know and inderstand and circle back to the sson. Both the content and inguage objectives and formative	students' prior understanding, integrate other disciplines provide appropriate time for student work, lesson and lesson closure, in the target language, reinforce broader unit and course objectives are vertically aligned to state standards, and are appropriate for diverse learners Framing the lesson: Objectives (are	Framing the lesson: Objectives and	appropriate time for lesson and	objectives are visible, aligned and sequenced to the lesson's goal. Little to no scaffolding or

	PLANNING Data and Assessment (Dimension 1.2): Relationships, Relevance, Rigor, Results							
	Data	and Assessment (Dimension 1.2): F	Relationships, Relevance, Rigor, Re	suits				
Dimension 1.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED			
Dimension 1.2 Data and	Consistent formative assessments	Consistent formative assessments	Consistent formative assessments	Inconsistent formative assessments	Few formative assessments			
Assessment:			(checks for understanding, exit	(checks for understanding, exit	(checks for understanding)			
The teacher uses	tickets, short quizzes) in the target	tickets, short quizzes) in the target	tickets, short quizzes) in the target	tickets, short quizzes) in the target				
formal and informal	language with immediate feedback	language with immediate feedback	language	language				
methods plan for and measure	to students.	to students.						
student								
	Analysis of student data connected		Analysis of student data connected	Utilization of multiple sources of	Utilization of a few sources of			
			to specific instructional strategies.	student data	student data.			
		and use of results to reflect on his						
to inform instruction and pacing.	or her teaching and to monitor	or her teaching and to monitor						

Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	teaching strategies and behaviors in relation to student success.	teaching strategies and behaviors in relation to student success.		

Dimension 1.3         DISTINGUISHED         ACCOMPLISHED         PROFICIENT         DEVELOPING         IMPROVEMENT NEEDED           Dimension 1.3 Knowledge of Students:         All lessons that connect to students prior knowledge, experiences, interests and future learning expectations across content areas students and proven practices. Ite teacher emotional development and activerent for all students.         All lessons that connect to students         I all essons that connect to students         Students         Few lessons that connect to students         Students         Few lessons that connect to students         Students         Few lessons that connect to students         Students         Students         Students         Few lessons that connect to students         Students         Students <td< th=""><th>Dimension 1.3         DISTINGUISHED         ACCOMPLISHED         PROFICIENT         DEVELOPING         IMPROVEMENT NEEDED           Dimension 1.3         All lessons that connect to students' prior knowledge of Students:         All lessons that connect to students' prior knowledge and experiences, interests and future learning expectations across content areas and are culturally relevant.         All lessons that connect to students' prior knowledge and experiences and culturally relevant.         All lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Students' prior knowledge and experiences and sometimes culturally relevant.         Students' prior knowledge and experiences and sometimes culturally relevant.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills to enhance their own learning.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.         Students' prior knowledge and experiences and skills of most students.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.         Students' prior knowledge and experiences and skills of most students.         Students' prior knowledge and experiences and skills of most students.           Potential Sources of alad conversations with he tea</th><th></th><th></th><th>51.44</th><th></th><th></th><th></th></td<>	Dimension 1.3         DISTINGUISHED         ACCOMPLISHED         PROFICIENT         DEVELOPING         IMPROVEMENT NEEDED           Dimension 1.3         All lessons that connect to students' prior knowledge of Students:         All lessons that connect to students' prior knowledge and experiences, interests and future learning expectations across content areas and are culturally relevant.         All lessons that connect to students' prior knowledge and experiences and culturally relevant.         All lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Students' prior knowledge and experiences and sometimes culturally relevant.         Students' prior knowledge and experiences and sometimes culturally relevant.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills to enhance their own learning.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.         Students' prior knowledge and experiences and skills of most students.         Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.         Students' prior knowledge and experiences and skills of most students.         Students' prior knowledge and experiences and skills of most students.           Potential Sources of alad conversations with he tea			51.44			
Dimension 1.3 Knowledge of Students:       All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas and are culturally relevant.       All lessons that connect to students' prior knowledge and experiences and culturally relevant.       Most lessons that connect to students' prior knowledge and experiences and culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge.       Few lessons that	Dimension 1.3 Knowledge of Students:       All lessons that connect to students' prior knowledge, experiences, and are culturally relevant.       All lessons that connect to students' prior knowledge, experiences, and culturally relevant.       Most lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.       Few lessons that connect to students' prior knowledge and experiences and sometimes culturally relevant.         Adjustments to address strengths and gaps in background knowledge, iffe experiences and skills to enhance each other's learning, students.       Guidance for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social- emotional success. Consistent evidence of small-group purposeful talk session.       Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social- emotional success. Consistent evidence of small-group purposeful talk session.       Opportunities for students to students;		ľ				
Knowledge of Students:prior knowledge, experiences, interests and future learning expectations across content areas and are culturally relevant.prior knowledge, experiences and future learning, expectations across content areas and are culturally relevant.students in on woldege, experiences and culturally relevant.students' prior knowledge and experiences and sometimes culturally relevant.students' prior knowledge and experiences and sometimes culturally relevant.students' prior knowledge and experiences and sometimesstudents' prior knowledge, experiences and sometimesstudents' prior knowledge, experiences and swills of experiences and swills to and gaps in background knowledge, life experiences and skills to enhance each other's learning, achievement for all students.prior knowledge, and experiences and skills to enhance each other's learning, and gaps in background knowledge, life experiences and skills of few shalts and needs to achieve high levels of academic and social- enviolence of small-group purposeful talk session.prior knowledge, and experiences and skills of few shalts and needs to achieve high levels of academic and social- enviolence of small-group purposeful talk session.prior knowledge, and culturally relevant.students, brit culturally relevant.students, brit culturally relevant.students, brit culturally releva	Knowledge of Students:prior knowledge, experiences, interests and future learning expectations across content areas and are culturally relevant.prior knowledge, experiences, and are culturally relevant.students interests and culturally relevant.students' prior knowledge and experiences and sometimes culturally relevant.Adjustments to eacher ferengement for all students.Guidance for students to atply their strengths, background knowledge, life experiences and skills to enhance each other's learning.Guidance for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social- evidence of small-group purposeful talk session.prior knowledge and experiences and skills to enhance each other's learning.prior knowledge, experiences and skills to terming and gaps in background knowledge, life experiences and skills of few students.prior knowledge and experiences and skills of few students.Potential Sources of baservations and walkthroughs; lassroom attracts; student growth roocceses; analysis	Dimension 1.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students. Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of	prior knowledge, experiences, interests and future learning expectations across content areas and are culturally relevant. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social- emotional success. Consistent evidence of small-group purposeful	prior knowledge, experiences and future learning expectations and are culturally relevant. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs, and consistent	prior knowledge and experiences and culturally relevant. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. Evidence of small-group	students' prior knowledge and experiences and sometimes culturally relevant. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most	students' prior knowledge and experiences and rarely culturally relevant. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few

	PLANNING Activities (Dimension 1.4)							
Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED			
The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement (in the target language). Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	further inquiry and promote complex, higher- order thinking, problem solving and real-world application (in the target language). Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. Students always given opportunities to engage with content and peers in meaningful conversations through well planned out engagement activities. Activities, resources, technology and instructional materials that are all aligned to instructional purposes,	Questions that encourage all students to engage in complex, higher-order thinking and problem solving (in the target language) Instructional groups based on the needs of all students and maintains both group and individual accountability. All students understand their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. Students consistently given opportunities to engage with content and peers in meaningful conversations through well planned out engagement activities. Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	Questions that encourage all students to engage in complex, higher- order thinking (in the target language). Instructional groups based on the needs of all students. All students understand their individual roles within instructional groups. Students consistently given opportunities to engage with content and peers in meaningful conversations through well planned out engagement activities. Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	Questions that promote limited, predictable or rote responses and encourage some complex, higher- order thinking (in the target language). Instructional groups based on the needs of most students. Most students understand their individual roles within instructional groups. Students given some opportunities to engage with content and peers in meaningful conversations through well planned out engagement activities. Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	Encourages little to no complex, higher-order thinking. Instructional groups based on the needs of a few students. Lack of student understanding of their individual roles within instructional groups. Students given few opportunities to engage with content and peers in meaningful conversations. Activities, resources, technology and/or instructional materials misaligned to instructional purposes.			
		INSTRI Achieving Expectat						
Dimension 2.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED			

Dimension 2.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Persists with the lesson until there	Persists with the lesson until there		Concludes the lesson even though
Achieving		is evidence (ie, Skyward, data wall,		is evidence(ie, Skyward) that some	
Expectations:	,	etc) that all students demonstrate mastery of the content/language	etc) that all students demonstrate mastery of the content/language	students demonstrate mastery of the objective.	demonstrate mastery of the objective.
The teacher	objectives.	objectives.	objectives.		objective.
supports all learners in					
their pursuit of high	Provides opportunities for students	Anticipates student mistakes and	Addresses student mistakes and	Sometimes addresses student	Allows student mistakes to go

Social - emotional       further effort.         Standards Basis:       If Units of them selves and the indicative of their own learning.       further effort.         Standards Basis:       Systematically enables students to saturate to saturate to saturate to saturate to saturate to saturate to sate initiative of their own learning.       Sometimes provides opportunities to take initiative of their own learning.         Potential Sources of Evidence:       monitor their progress over time.       Establishes systems where students take initiative of their own learning.       Sometimes provides opportunities to take initiative of their own learning.         Conferences       and conversations and	success/PBIS. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with	Systematically enables students to set goals for themselves and	Establishes systems where students take initiative of their own	Provides students opportunities to	Sometimes provides opportunities	errors in a way that discourages further effort.		
success/PBIS.       Image: Content from their progress over time.       Establishes systems where students take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to for students to take initiative of their own learning.       Sometimes provides opportunities to students to take initiative of their own learning.       Sometimes provides opportunities to students to take initiative or their own learning.       Sometimes provides opportunities to students to take initiative or their own learning.         Conferences       Image: Student opportunities to students to take initiative of their own learning.       Sometimes provides opportunities to students to take initiative or their own learning.       Sometimes provides opportunities to students to take initiative or their own learning.         growth processes;       Image: Student of the student of take initiative or their own learning.       Sometimes provides opportunities to students to students to take initiative or their own learning.       Image: Student of take initiative or their own learning.         growth processes;       Image: Student of take initiative or their own learning.       Sometimes provides opportunities to students to stown own learning.       Sometimes prov	Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with	set goals for themselves and	students take initiative of their own		Sometimes provides opportunities	turtner effort.		
1B, 1D, 1E, 2A, 2C,       Systematically enables students to as effectives and monitor their progress over time.       Establishes systems where students to ke initiative of their own learning.       Sometimes provides opportunities for students to take initiative of their own learning.       Sometimes provides opportunities for students to take initiative of their own learning.         Conferences       and conversations with       item initiative of their own learning.       Sometimes provides opportunities for students to take initiative of their own learning.       Sometimes provides opportunities for students to take initiative of their own learning.         and conversations with       item initiative of their own learning.       Item initiative of their own learning.       Item initiative of their own learning.         observations and       item initiative of their own learning.       Item initiative of their own learning.       Item initiative of their own learning.         growth processes;       item initiative of students to take initiative of their own learning.       Item initiative of their own learning.       Item initiative of their own learning.         growth processes;       item initiative of students to take initiative of their own learning.       Item initiative of their own learning.       Item initiative of their own learning.         growth processes;       item initiative of students to take initiative of their own learning.       Item initiative of their own learning.       Item initiative of their own learning.         Gontent Knowledge       DISTINGUISHED	1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B <b>Potential Sources of Evidence:</b> Conferences and conversations with	set goals for themselves and	students take initiative of their own		Sometimes provides opportunities			
3B, 4A, 4D, 5B       set goals for themselves and monitor their progress over time.       students take initiative of their own learning.       for students to take initiative of their own learning.       for students to take initiative of their own learning.         Conferences	3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with	set goals for themselves and	students take initiative of their own		Sometimes provides opportunities			
3B, 4A, 4D, 5B       set goals for themselves and monitor their progress over time.       students take initiative of their own learning.       for students to take initiative of their own learning.       for students to take initiative of their own learning.         Conferences	3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with	set goals for themselves and	students take initiative of their own			Rarely provides opportunities for		
Potential Sources of Evidence:         monitor their progress over time.         learning and self-monitor.         own learning.         own learning.           Conferences         and conversations with         image: content conversations with         image: conversations with         im	Potential Sources of Evidence: Conferences and conversations with	monitor their progress over time.	learning and self- monitor.		for students to take initiative of their	students to take initiative of their		
and conversations with	and conversations with				own learning.	own learning.		
the teacher, formal observations and walkthroughs; student growth processes; analysis of student data.								
observations and walkthroughs; student growth processes; analysis of student data.       Image: Student data       Image: Student data         growth processes; analysis of student data.       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data         Image: Student data       Image: Student data       Image: Student data       Conveys in accurate content knowledge         Image: Student data       Image: Student data       Image: Student data       Conveys in accurate content knowledge       Convets in accurate content knowledge       Content knowledge	the teacher; formal							
walkthroughs; student								
growth processes;       analysis of student data.       Image: student data.       <	observations and							
analysis of student data.       Image: content data       Conveys accurate content knowledge and Expertise; content data data data       Conveys inaccurate content knowledge in multiple contexts as content/language content data data data       Conveys inaccurate content knowledge.       Content data       Co	walkthroughs; student							
analysis of student data.       Image: content data       Conveys accurate content knowledge and Expertise; content data data data       Conveys inaccurate content knowledge in multiple contexts as content/language content data data data       Conveys inaccurate content knowledge.       Content data       Co	growth processes;							
Content Knowledge and Expertise (Dimension 2.2)Dimension 2.2DISTINGUISHEDACCOMPLISHEDPROFICIENTDEVELOPINGIMPROVEMENT NIntegrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Conveys accurate content knowledge in multiple contexts as evidenced through content/language objectives.Conveys accurate content knowledge.Conveys accurate content<								
Content Knowledge and Expertise (Dimension 2.2)Dimension 2.2DISTINGUISHEDACCOMPLISHEDPROFICIENTDEVELOPINGIMPROVEMENT NIntegrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Conveys accurate content knowledge in multiple contexts as evidenced through content/language objectives.Conveys accurate content knowledge.Conveys accurate content<								
Content Knowledge and Expertise (Dimension 2.2)           Dimension 2.2         DISTINGUISHED         ACCOMPLISHED         PROFICIENT         DEVELOPING         IMPROVEMENT N           Content Knowledge         Integrates content/language objectives with other disciplines, content areas and real-world experience.         Integrates content/language objectives with other disciplines, content areas and real-world experience.         Conveys accurate content knowledge in multiple contexts as evidenced through content/language objectives.         Conveys accurate content knowledge.         Conv								
Dimension 2.2DISTINGUISHEDACCOMPLISHEDPROFICIENTDEVELOPINGIMPROVEMENT NContent KnowledgeIntegrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Conveys accurate content knowledge in multiple contexts as evidenced through content/language objectives.Conveys accurate content knowledge.Conveys inaccurate conte			INSTRU	ICTION				
Integrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experience.Conveys accurate content knowledge in multiple contexts as evidenced through content/language objectives.Conveys accurate content knowledge.Conveys accurate content knowledge.Conveys inaccurate content knowledge.Conveys in								
Content Knowledge and Expertise: The teacher usesobjectives with other disciplines, content areas and real-world experience.objectives with other disciplines, content areas and real-world experience.knowledge in multiple contexts as evidenced through content/language objectives.knowledge.knowledge.knowledge.The teacher usesIntegrates content/language objectives with other disciplines, content areas and real-world experience.Integrates content/language objectives with other disciplines, content areas and real-world experise/program design and execute lessons aligned with stateIntegrates possible student and execute lessonsSometimes integrates content areas and real-world experience.Rarely integrates learni objectives with other disciplines, and real-world experiences.Integrates possible studentSometimes integrates content/language objectives with other disciplines.Rarely integrates learni objectives with other disciplines.Sometimes integrates content areas and real-world experience.Integrates possible studentAnticipates possible studentSometimes anticipates possible student biographic possibleDoes not anticipate possible possible studentSometimes anticipates possible standards/ILTexas Pacing,Consistently anticipates possible student diverted dimensed deservatione and deservationeAnticipates possible studentSometimes anticipates possible student biographic possibleDoes not anticipate possible student biographic possible	Dimension 2.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED		
Content reformedige       content areas and real-world experience.       content areas and real-world experience.       evidenced through content/language objectives.       confusion.         Integrates content/language objectives with other disciplines, experience.       Integrates content/language objectives with other disciplines, content areas and real-world experience.       Integrates content/language objectives with other disciplines.       Sometimes integrates content/language objectives with other disciplines.       Rarely integrates learni objectives with other disciplines.         and execute lessons and execute lessons aligned with state       consistently anticipates possible todestention destent discently anticipates possible todestenting destent discently anticipat		Integrates content/language	Integrates content/language			Conveys inaccurate content		
and Expertise:       experience.       experience.       content/language objectives.       content/language objectives.       Sometimes integrates       Rarely integrates learni         The teacher uses       Integrates content/language       objectives with other disciplines, objectives with other disciplines, objectives with other disciplines, objectives with other disciplines.       Integrates content/language       Sometimes integrates       Rarely integrates learni         and execute lessons       aligned with state       experience.       anticipates possible student       Anticipates possible student       Anticipates possible student       Sometimes anticipates possible       Does not anticipate possible	Content Knowledge	content areas and real-world		knowledge in multiple contexts as	knowledge.			
The teacher uses       Integrates content/language       Integrates content/language       Integrates content/language       Sometimes integrates       Rarely integrates learni         content and       integrates content/language       objectives with other disciplines, content areas and real-world       Integrates content/language       objectives with other disciplines.       Sometimes integrates       Content/language objectives with other disciplines.         and execute lessons       aligned with state       Integrates possible student       Anticipates possible student       Anticipates possible student       Sometimes anticipates possible       Does not anticipate possible         standards/ILTexas Pacing,       Consistently anticipates possible       Anticipates possible student       Anticipates possible student       Sometimes anticipates possible       Does not anticipate possible	and Expertise:							
pedagogical       objectives with other disciplines, content areas and real-world experience.       objectives with other disciplines, and real-world experiences.       objectives with other disciplines.       content/language objectives with other disciplines.       ob	The teacher uses							
podgggedit       content areas and real-world       and real- world experiences.       other disciplines.         experise/program design       and execute lessons       and real- world experiences.       other disciplines.         aligned with state       standards/ILTexas Pacing,       Consistently anticipates possible       Anticipates possible student       Anticipates possible student       Sometimes anticipates possible         standards/ILTexas Pacing,       Consistently anticipates possible       Anticipates possible student       Intervaluent of the student       Sometimes anticipates possible		Integrates content/language	Integrates content/language	Integrates content/language		Rarely integrates learning		
experies/program design and execute lessons       experience.       experience.       experience.         aligned with state       aligned with state       for the standards/ILTexas Pacing,       Consistently anticipates possible       Anticipates possible student       Anticipates possible student       Does not anticipate pos         standards/ILTexas Pacing,       Consistently anticipates possible       Anticipates possible student       Sometimes anticipates possible       Does not anticipate pos	pedagogical			objectives with other disciplines.	content/language objectives with	objectives with other disciplines.		
and execute lessons       i	expertise/program design		and real- world experiences.					
standards/ILTexas Pacing, Consistently anticipates possible Anticipates possible student Anticipates possible student Does not anticipate possible and anticipates possible student ninu denter diagonal dente	and execute lessons							
			Anticipates possible student			Does not anticipate possible		
	aligned with state standards/ILTexas Pacing,	Consistently anticipates possible				Does not anticipate possible		
	aligned with state standards/ILTexas Pacing,	student misunderstandings and	misunderstandings and proactively	Anticipates possible student misunderstandings.	Sometimes anticipates possible student misunderstandings.	Does not anticipate possible student misunderstandings.		
Standards Basis: 1A,	aligned with state standards/ILTexas Pacing, related content and student	student misunderstandings and proactively develops teaching	misunderstandings and proactively develops teaching techniques to					
1C, 1E, 1F, 2C, 3A,	aligned with state standards/ILTexas Pacing, related content and student needs/language level.	student misunderstandings and proactively develops teaching	misunderstandings and proactively					
	aligned with state standards/ILTexas Pacing, related content and student needs/language level. Standards Basis: 1A,	student misunderstandings and proactively develops teaching	misunderstandings and proactively develops teaching techniques to					
	aligned with state standards/ILTexas Pacing, related content and student needs/language level. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A,	student misunderstandings and proactively develops teaching techniques to mitigate concerns.	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows	misunderstandings. Accurately reflects how the lesson	student misunderstandings.	student misunderstandings.		
Evidence	aligned with state standards/ILTexas Pacing, related content and student needs/language level. <b>Standards Basis: 1A,</b> 1C, 1E, 1F, 2C, 3A, 3B, 3C	student misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the	misunderstandings. Accurately reflects how the lesson fits within the structure of the	student misunderstandings. Sometimes reflects how the lesson fits within the structure of the	student misunderstandings. Does not reflect how the lesson fits within the structure of the discipline		
Conferences and related content and within real-	aligned with state standards/ILTexas Pacing, related content and student needs/language level. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C Potential Sources of	student misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the	misunderstandings. Accurately reflects how the lesson	student misunderstandings.	student misunderstandings.		
conversations with world scenarios.	aligned with state standards/ILTexas Pacing, related content and student needs/language level. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C Potential Sources of Evidence:	student misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards,	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the	misunderstandings. Accurately reflects how the lesson fits within the structure of the	student misunderstandings. Sometimes reflects how the lesson fits within the structure of the	student misunderstandings. Does not reflect how the lesson fits within the structure of the discipline		
the teacher; formal	aligned with state standards/ILTexas Pacing, related content and student needs/language level. <b>Standards Basis: 1A,</b> 1C, 1E, 1F, 2C, 3A, 3B, 3C <b>Potential Sources of</b> <b>Evidence:</b> Conferences and	student misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the	misunderstandings. Accurately reflects how the lesson fits within the structure of the	student misunderstandings. Sometimes reflects how the lesson fits within the structure of the	student misunderstandings. Does not reflect how the lesson fits within the structure of the discipline		
observations and	aligned with state standards/ILTexas Pacing, related content and student needs/language level. <b>Standards Basis: 1A,</b> 1C, 1E, 1F, 2C, 3A, 3B, 3C <b>Potential Sources of</b> <b>Evidence:</b> Conferences and conversations with	student misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-	misunderstandings and proactively develops teaching techniques to mitigate concerns. Sequences instruction that allows students to understand how the lesson fits within the structure of the	misunderstandings. Accurately reflects how the lesson fits within the structure of the	student misunderstandings. Sometimes reflects how the lesson fits within the structure of the	student misunderstandings. Does not reflect how the lesson fits within the structure of the discipline		

walkthroughs; student										
growth processes;										
analysis of student										
data.										
INSTRUCTION Communication (Dimension 2.3)										
Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED					
	Establishes classroom practices	Establishes classroom practices	Establishes classroom practices	Leads lessons with some	Directs lessons with little					
Communication:	that encourage all students to	that encourage all students to	that provide opportunities for most		opportunity for dialogue, clarification					
The teacher clearly	communicate (in target language) safely and effectively using a variety	communicate (in target language)	students to communicate effectively (in target language) with the teacher	or elaboration.	or elaboration					
and accurately	of tools and methods with the	visual tools and technology, with the								
communicates to	teacher and their peers.	teacher and their peers.								
support persistence,										
deeper learning and	Uses possible student	Anticipates possible student	Recognizes student	Recognizes student	Is sometimes unaware of or					
effective effort.	misunderstandings at strategic points in lessons to highlight	misunderstandings and proactively develops techniques to address	misunderstandings and responds with an array of teaching techniques	misunderstandings but has a limited ability to respond.	unresponsive to student misunderstandings.					
Standards Basis:	misconceptions and inspire exploration and discovery.	obstacles to learning.	to clarify concepts.							
1D, 1E, 2A, 3A, 4D										
Potential Sources of	Provides explanations that are clear and coherent and uses verbal and	Provides explanations that are clear and coherent and uses verbal and	Provides explanations that are clear and uses verbal and written	Uses verbal and written communication that is generally	Uses verbal communication that is characterized by inaccurate					
Evidence:	written communication that is clear	written communication that is clear	communication that is clear and	clear with minor errors of grammar.	grammar; written communication					
Conferences and	and correct.	and correct.	correct.		that has inaccurate spelling,					
conversations with					grammar, punctuation or structure.					
the teacher; formal	Asks guestions at the creative,	Asks questions at the creative,	Asks remember. understand and	Asks remember and understand	Rarely asks questions, or asks					
observations and	evaluative and/or analysis levels		apply level questions that focus on	level questions that focus on the	questions that do not amplify					
walkthroughs; student	that require a deeper learning and	that focus on the objective of the	the objective of the lesson and	objective of the lesson but do little	discussion or align to the objective					
growth processes;	broader understanding of the objective of the lesson.	lesson and provoke thought and discussion.	provoke discussion.	to amplify discussion.	of the lesson.					
analysis of student										
data.										
INSTRUCTION Differentiation (Dimension 2.4)										
Dimension 2.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED					
	Adapts lessons with a wide variety	Adapts lessons to address	Adapts lessons to address	Adapts lessons to address some	Provides one-size-fits- all lessons					
Differentiation:	of instructional strategies to address	individual needs of all students and	individual needs of all students and	student needs and language levels.	without meaningful differentiation					
The teacher	individual needs of all students and language levels.	language levels.	language levels.							
differentiates										

instruction, aligning					1
methods and	Consistently monitors the quality of		Regularly monitors the quality of	Sometimes monitors the quality of	Rarely monitors the quality of
techniques to	student participation and	student participation and	student participation and	student participation and	student participation and
diverse student	performance.	performance.	performance.	performance.	performance.
needs.					1
Standards Basis:		Regularly provides differentiated	Provides differentiated instructional	Sometimes provides differentiated	Rarely provides differentiated
1C, 1F, 2A, 2B, 2C,	instructional methods and content	instructional methods and content	methods and content to ensure	instructional methods and content.	instructional methods and content.
3C, 4A, 5A, 5C,	to ensure students have the opportunity to master what is being	to ensure students have the	students have the opportunity to master what is being taught.		
5D		opportunity to master what is being taught.	Indster what is being taught.		
Potential Sources of					
Evidence:					1
Conferences and	Consistently prevents student	Proactively minimizes student	Recognizes when students become	Sometimes recognizes when	Does not recognize when students
conversations with	confusion or disengagement by	confusion or disengagement by	confused or disengaged and	students become confused or	become confused or disengaged, or
the teacher; formal		addressing learning and/or social/emotional needs of all	social/emotional needs. to	disengaged and minimally responds	
observations and	social/emotional needs of all students.	social/emotional needs of all students.		to student learning or social/emotional needs.	student learning or social/ emotional needs.
walkthroughs;					
classroom artifacts;					!
student growth					1
processes; analysis of					1
student data					1
			UCTION ust (Dimension 2.5)		
Dimension 2.5	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	Systematically gathers input from	Utilizes input from students in order	Consistently invites input from	Sometimes utilizes input from	Rarely utilizes input from students
Monitor and Adjust:	students in order to monitor and adjust instruction, activities or	activities and pacing to respond to		students in order to monitor and adjust instruction and activities.	in order to monitor and adjust instruction and activities.
The teacher formally	pacing to respond to differences in			adjust instruction and activities.	
and informally	student needs.				
collects, analyzes					
and uses student	Adjusts instruction and activities to	Adjusts instruction and activities to	Adjusts instruction and activities to	Adjusts some instruction within a	Persists with instruction or activities
progress data and	maintain student engagement.	maintain student engagement.	maintain student engagement.	limited range. Sees student behavior but misses some signs of	that do not engage students.
makes needed				disengagement.	
lesson adjustments.					
Standards Basis:					
1D, 1F, 2B, 2C, 3B,		Continually checks for	Monitors student behavior and	Is aware of most student responses	
4D, 5C, 5D	for understanding through	understanding through purposeful	responses for engagement and	but misses some clues of	behavior and responses with
Potential Sources of	questioning and academic feedback.	questioning and academic feedback.	understanding.	misunderstanding.	student engagement and understanding.
Evidence:					undorstanding.
					,

INSTRUCTION Monitor and Adjust (Dimension 2.5)							
Dimension 2.5	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED		
Monitor and Adjust:	Systematically gathers input from students in order to monitor and	Utilizes input from students in order to monitor and adjust instruction,	Consistently invites input from students in order to monitor and	Sometimes utilizes input from students in order to monitor and	Rarely utilizes input from students in order to monitor and adjust		
The teacher formally	adjust instruction, activities or pacing to respond to differences in	activities and pacing to respond to differences in student needs.	adjust instruction and activities.	adjust instruction and activities.	instruction and activities.		
and informally	student needs.						
collects, analyzes							
and uses student	Adjusts instruction and activities to	Adjusts instruction and activities to	Adjusts instruction and activities to	Adjusts some instruction within a	Persists with instruction or activities		
progress data and	maintain student engagement.	maintain student engagement.	maintain student engagement.	limited range. Sees student behavior but misses some signs of	that do not engage students.		
makes needed				disengagement.			
lesson adjustments.							
Standards Basis:							
1D, 1F, 2B, 2C, 3B,	Uses discreet and explicit checks for understanding through questioning and academic feedback.	Continually checks for	Monitors student behavior and	Is aware of most student responses	Generally does not link student		
4D, 5C, 5D		understanding through purposeful	responses for engagement and	but misses some clues of	behavior and responses with		
Potential Sources of		questioning and academic feedback.	understanding.	misunderstanding.	student engagement and understanding.		
Evidence:							
Conferences and							

conversations with					Makes no attempts to engage						
the teacher; formal					students who appear disengaged or						
observations and					disinterested						
walkthroughs;											
classroom artifacts;											
student growth											
processes; analysis of											
student data.											
	LEARNING ENVIRONMENT										
Classroom Environment, Routines and Procedures (Dimension 3.1)											
Dimension 3.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED						
	Establishes and uses effective	Establishes and uses effective	All procedures, routines and	Most procedures, routines and	Few procedures and routines guide						
Environment,	routines, transitions and procedures that primarily rely on student	routines, transitions and procedures that she or he implements	transitions are posted, clear and efficient, and in the target language.	transitions provide clear direction but others are unclear and	student behavior and maximize learning. Transitions are						
Routines and	leadership and responsibility and in	effortlessly, and in the target		inefficient.	characterized by confusion and						
Procedures (in target language):	the target language.	language.			inefficiency.						
The teacher											
organizes a safe,	Students take primary leadership and responsibility for managing	Students take some responsibility for managing student groups,	Students actively participate in groups, manage supplies and	Students depend on the teacher to direct them in managing student	Students often do not understand what is expected of them.						
accessible and	student groups, supplies, and/or	supplies and/or equipment.	equipment with very limited teacher	groups, supplies and/or equipment.							
efficient classroom.	equipment.		direction.								
Standards Basis:		<b>-</b>									
1D, 4A, 4B, 4C, 4D	The classroom is safe and thoughtfully designed to engage,	The classroom is safe, inviting and organized to support learning	The classroom is safe and organized to support learning	The classroom is safe and accessible to most students, but is	The classroom is unsafe, disorganized and uncomfortable.						
Potential Sources of	challenge and inspire students to	objectives and is accessible to all	objectives and is accessible to all	disorganized and cluttered.							
Evidence:	participate in high-level learning	students.	students.		Some students are not able to						
Conferences and	beyond the learning objectives.	nd the learning objectives.			access materials.						
conversations with											
the teacher; formal											
observations and											
walkthroughs;											
classroom artifacts;											
analysis of student											
data											
			NVIRONMENT havior (Dimension 3.2)								
Dimension 3.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED						
Managing Student	BIGHINGOIOILED										
	Always encourages and monitors	Consistently encourages and	Often implements the campus	Inconsistently implements the	Rarely or unfairly enforces compus						
	Always encourages and monitors	Consistently encourages and	Often implements the campus	Inconsistently implements the	Rarely or unfairly enforce						

Behavior:	behavior subtly, reinforces positive	monitors student behavior subtly	and/or classroom behavior system	campus and/or classroom behavior	or classroom behavior standards.
The teacher	behaviors appropriately and intercepts misbehavior fluidly,	and responds to misbehavior swiftly, consistent use of Get Better	proficiently, frequent use of Get Better Faster Management	system.	
establishes,	consistent use of Get Better Faster	Faster Management Hierarchy, in	Hierarchy, in the target language.		
communicates and	Management Hierarchy, in the	the target language.			
maintains clear	target language.				
expectations for			Most students meet expected	Student behavior often interrupts	Student behavior frequently
student behavior.		Most students know, understand	classroom behavior standards	learning in the classroom.	interrupts learning in the classroom.
GBF TVB Modeling Videos	Students and the teacher create,	and respect classroom behavior	(Teach Like A Champion		
Standards Basis:	adopt and maintain classroom behavior standards (Teach Like A	standard (Teach Like A Champion techniques).	techniques)		
4A, 4B, 4C, 4D	Champion techniques).				
Potential Sources of	· · · · · · · · · · · · · · · ·				
Evidence:					
Posted Student Expectations/ Anchor Charts, TVB, Restorative Discipline, Conferences and					
conversations with					
the teacher; formal					
observations and					
walkthroughs;					
classroom artifacts;					
analysis of student					
data					
			NVIRONMENT re (Dimension 3.3)		
Dimension 3.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Classroom Culture:					
	Always engages all students with	Consistently engages all students	Consistently engages all students in	Often engages most students in	Establishes a learning environment
The teacher leads a	relevant, meaningful learning based	with relevant, meaningful learning,	relevant, meaningful learning.	relevant, meaningful learning.	where few students are engaged in

					Classroom Culture:
students in Establishes a learning environment	Often engages most students in	Consistently engages all students in	Consistently engages all students	Always engages all students with	
0 0 0	, 0 0	, , ,	with relevant, meaningful learning,	relevant, meaningful learning based	The teacher leads a
the curriculum.			sometimes adjusting lessons based on student interests and abilities.	on their interests and abilities to create a positive rapport amongst	mutually respectful
				students.	and collaborative
	Students are sometimes				class of actively
each other. Students are disrespectful toward each other and of the teacher.		Students work respectfully	Students collaborate positively with each other and the teacher (Others	Students collaborate positively and encourage each other's efforts and	engaged learners.
		individually and in groups. (Others Before Self).	Before Self).	achievements (Others Before Self).	Standards Basis:
					1E, 1F, 3B, 4C, 4D,
				All students exhibit the 3Bs all of	5A, 5B, 5D
		of the time.	the time.	the time.	Potential Sources of
					Evidence:
		of the time.	the time.	the time.	Potential Sources of

Others Before Self, PBIS, 3Bs, Restorative Discipline, Conferences and
sations with
teacher; formal
bservations and
valkthroughs;
classroom artifacts;
analysis of student
data

			MISSION mension 4.1) [1]		
Dimension 4.1:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Leadership [2]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Teacher always demonstrates and	Teacher most always demonstrates	Teacher consistently demonstrates	Teacher inconsistently	Teacher rarely demonstrates and
evidence:	guides students with legal, moral and ethical virtues.	and guides students with legal, moral and ethical virtues.	and guides students with legal, moral and ethical virtues.	demonstrates and guides students	guides students with legal, moral and ethical virtues.
-Formal/Informal Observations (e.g., walkthroughs, etc.)	and ethical virtues.	morai and ethical virtues.	morai and ethical virtues.	with legal, moral and ethical virtues.	and ethical virtues.
-Artifacts (e.g., examples)	Teacher always demonstrates the	Teacher most always	Teacher consistently demonstrates	Teacher inconsistently	Teacher rarely demonstrates the
-Summative and Formative Review/Conference	3Bs: -Be on time -Be Respectful -Be Responsible	demonstrates the 3Bs: -Be on time -Be Respectful -Be Responsible	the 3Bs: -Be on time -Be Respectful -Be Responsible	demonstrates the 3Bs: -Be on time -Be Respectful -Be Responsible	3Bs: -Be on time -Be Respectful -Be Responsible
Campus observation locations:	De Responsible				
-Classrooms					
-Hallways/Passing Period	Teacher always exudes Others Before Self in their everyday	Teacher most always exudes Others Before Self in their everyday	Teacher consistently exudes Others Before Self in their everyday	Teacher inconsistently exudes Others Before Self in their everyday	Teacher rarely exudes Others Before Self in their everyday
-Driveline	character.	character.	character.	character.	character.
-After-School Events					
-Off Campus Events	Teacher always demonstrates Servant Leadership as a role model for students.	Teacher most always demonstrates Servant Leadership as a role model for students.	Teacher consistently demonstrates Servant Leadership as a role model for students.	Teacher inconsistently demonstrates Servant Leadership as a role model for students.	Teacher rarely demonstrates Servant Leadership as a role model for students.
			MISSION imension 4.2)		
Dimension 4.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Foreign Language Acquisition [3]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Teacher always supports trilingual	Teacher most always supports	Teacher consistently supports	Teacher inconsistently supports	Teacher rarely supports trilingual
evidence:	model:	trilingual model:	trilingual model:	trilingual model:	model:

			Chinese: Teacher consistently seeks opportunities to use Chinese with students and staff.		
-Off Campus Events	Chinese: Teacher always seeks opportunities to use Chinese with students and staff.	<b>Chinese:</b> Teacher most always seeks opportunities to use Chinese with students and staff.	<b>Spanish</b> : Teacher consistently seeks opportunities to use Spanish with students and staff.	<b>Chinese:</b> Teacher inconsistently seeks opportunities to use Chinese with students and staff.	<b>Chinese:</b> Teacher rarely seeks opportunities to use Chinese with students and staff.
-After-School Events	<b>.</b>	with students and staff.			
-Driveline	students and staff.	<b>Spanish:</b> Teacher most always seeks opportunities to use Spanish	phrases in three languages, as applicable).	with students and staff.	opportunities to use Spanish with students and staff.
-Classrooms -Hallways/Passing Period	Spanish: Teacher always seeks opportunities to use Spanish with		in three languages, attempts to learn and teach key vocabulary and	<b>Spanish:</b> Teacher inconsistently seeks opportunities to use Spanish	Spanish: Teacher rarely seeks
Campus observation locations:		teaching and learning of Spanish and Chinese.	teaching and learning of Spanish and Chinese (helps teach the 3B's	of Spanish and Chinese.	Spanish and Chinese.
-Summative and Formative Review/Conference	g., international students, etc.) and always supports the teaching and learning of Spanish and Chinese.	English with ELLs (international students, etc.) and most always demonstrates the support the	English with ELs (international students, etc.) and consistently demonstrates support of the	English with ELs (international students, etc.) and inconsistently supports the teaching and learning	(international students, etc.), with little to no evidence of supporting the teaching and learning of
-Artifacts (e.g., examples)	informal/social English with ELLs (e.	academic and informal/social	academic and informal/social	academic and informal/social	informal/social English with ELs
-Formal/Informal Observations (e.g., walkthroughs, etc.)	English: Teacher always seeks opportunities to use academic and	English: Teacher most always seeks opportunities to use	English: Teacher consistently seeks opportunities to use	English: Teacher inconsistently seeks opportunities to use	English: Teacher rarely seeks opportunities to use academic ar

			MISSION racter (Dimension 4.4)		
Dimension 4.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Character Traits [4]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Mind- Teacher always promotes	Mind- Teacher most always	Mind- Teacher consistently	Mind- Teacher inconsistently	Mind- Teacher rarely promotes and
evidence:	and demonstrates life-long learning.	1.	promotes and demonstrates life-		demonstrates life-long learning.
-Formal/Informal Observations (e.g., walkthroughs, etc.)	Body- Teacher always utilizes and	long learning.	long learning.	learning.	
-Artifacts (e.g., examples)	demonstrates physical activity	Body- Teacher most always utilizes	Body- Teacher consistently utilizes	Body- Teacher inconsistently	Body- Teacher rarely utilizes and
-Summative and Formative Review/Conference	within and outside of the classroom.	and demonstrates physical activity within and outside of the classroom.	and demonstrates physical activity within and outside of the classroom.	utilizes and demonstrates physical activity within and outside of the classroom.	demonstrates physical activity within and outside of the classroom
• • • • •	Character- Teacher always				
Campus observation locations:	demonstrates 14 Character Traits.	Character- Teacher most always	Character- Teacher		Character- Teacher rarely
-Classrooms	_	demonstrates 14 Character Traits.	consistently demonstrates 14 Character Traits.	Character- Teacher inconsistently demonstrates 14 Character Traits.	demonstrates 14 Character Traits.
-Hallways/Passing Period					
-Driveline					
-After-School Events					
-Off Campus Events					

			MISSION unity (Dimension 4.3)		
Dimension 4.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Global Community [5]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Teacher always promotes and	Teacher most always promotes and	Teacher consistently promotes and	Teacher inconsistently promotes	Teacher rarely promotes and
evidence:	participates in cultural activities.	participates in cultural activities.	participates in cultural activities.	and participates in cultural activities.	participates in cultural activities.
-Formal/Informal Observations (e.g., walkthroughs, etc.)	Teacher always connects with and actively supports guest teachers	Teacher most always connects with	Teacher consistently connects with	Teacher inconsistently connects with and actively supports guest	Teacher rarely connects with and
-Artifacts (e.g., examples)		and actively supports guest	and actively supports guest	teachers (J1).	actively supports guest teachers
-Summative and Formative Review/Conference	(J1).	teachers (J1).	teachers (J1).	Teacher inconsistently creates	(J1).
Campus observation locations:	Teacher always creates cross- cultural bridges for staff and	Teacher most always creates cross- cultural bridges for staff and	Teacher consistently creates cross- cultural bridges for staff and	cross-cultural bridges for staff and students.	Teacher rarely creates cross- cultural bridges for staff and
-Classrooms	students.	students.	students.	The teacher inconsistently	students.
-Hallways/Passing Period	The teacher always demonstrates	The teacher most always	The teacher consistently	The teacher inconsistently demonstrates understanding of	The teacher rarely demonstrates
-Driveline	understanding of different cultural	demonstrates understanding of	demonstrates understanding of	different cultural perspectives and	understanding of different cultural
-After-School Events	perspectives and worldview	different cultural perspectives and	different cultural perspectives and	worldviews as members	perspectives and worldviews as
-Off Campus Events	as members of an international community.	worldviews as members of an international community.	worldviews as members of an international community.	of an international community.	members of an international community.
			ES AND RESPONSIBILITIES nd Ethics (Dimension 5.1)		
Dimension 5.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
[6]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Behaves in accordance with the	Behaves in accordance wiht the	Behaves in accordance with the	Behaves in accordance with the	Fails to meet the Code of Ethics
evidence:	Code of Ethics and Standard	Code of Ethics and Standard	Code of Ethics and Standard	Code of Ethics and Standard	and Standard Practices for Texas
-Conference and Conversations with the Teacher	Practices for Texas Educators.	Practices for Texas Educators.	Practices for Texas Educators.	Practices for Texas Educators. Meets most professional standards	Educators. Meet few professional standards (e.
-Formal Observations/Walkthroughs	Models all professional standards	Models all professional standards	Meets all professional standards (e.	(e.g., attendance, professional	g., attendance, professional
-Classroom Artifacts	(e.g. attendance, professional	(e.g. attendance, professional	g., attendance, professional	appearance and behaviors).	appearance and behaviors) or
-Analysis of Student Data	appearance and behaviors) across the campus and district for	appearance and behaviors) within the classroom.	appearance, and behaviors).		violates legal requirments.
Campus observation locations:	educators and students.				
-Classrooms			Advocates for the needs of students		
-Hallways/Passing Period	Advantas for the people of all	Advocates for the needs of all	in the classroom.		
-Driveline	Advocates for the needs of all students in the classroom and	students in the classroom.			
-After-School Events	campus.				
-Off Campus Events					

		PROFESSIONAL PRACTICE Goal Setting (I			
Dimension 5.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
[7]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Consistently sets, modifies and	Sets some short- and long-term	Sets short and long-term		Sets low or ambiguous goals
evidence:	meets short- and long-term	professional goals based on self-	professional goals based on self- assessment, reflection and	assessment.	unrelated to student needs or self-
Goal-Setting and Professional Development Plan (GSPD)	professional goals based on self- assessment, reflection, peer and supervisor feedback, contemporary	assessment, reflection, peer and supervisor feedback, contemporary reseach and analysis of student	supervisor feedback.	Meets most professional goals resulting in some visible changes in	assessment. Meets few professional goals and
-Conferences and Conversations wit	research and analysis of student	learning.		practices.	persists in instructional practices
-Analysis of Student Data	learning.	Masta all professional cools	Meets all professional goals resulting in improvement in practice		that remain susbtantially unimproved over time.
Campus observation locations:	Implements substantial changes in	Meets all professional goals resulting in improvement in practice	and student performance.		
-Classrooms	practice resulting in significant	and student performance.			
-Hallways/Passing Period	improvement in student performance.				
-Driveline	penomance.				
-After-School Events					
-Off Campus Events					
		PROFESSIONAL PRACTICE Professional Develop			
Dimension 5.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
[8]	100-95%	94-86%	85-80%	79-70%	69%-Below
Potential sources of	Leads colleagues collaboratively in	Leads colleagues collaboratively on		Engages in most scheduled	Engages in few professional
evidence:	and beyond the school to identify	campus to identify professional	scheduled professional	activities, professional learning	development activities, professional
Goal-Setting and Professional Development Plan (GSPD)	professional development needs through detailed data analysis and self-reflection.	development needs through self- reflection.	development activities, campus professional learning communities, grade- or subject-level team	communities, committee, grade or subject-level team meetings as directed.	learning communities or committees to improve professional practice.
-Conferences and Conversations wit			membership, committee		
-Analysis of Student Data		Fosters faculty knowledge and skills	membership or other opportunities.		
-Daily Interactions with Others	Seeks resources and collaboratively fosters faculty knowledge and skills.				
	nootoro labarty knowledge and Skillo.	professional learning communities.			
Campus observation locations:		professional learning communities,			
<b>y</b>		grade-or subject-level team			
Campus observation locations:	district improvement plans through	grade-or subject-level team leadership, committee membership			
Campus observation locations: -Classrooms	district improvement plans through professional learning communities,	grade-or subject-level team			
Campus observation locations: -Classrooms -Hallways/Passing Period	district improvement plans through	grade-or subject-level team leadership, committee membership or other opportunities beyond the			

		PROFESSIONAL PRACTICE School Community Invo	ES AND RESPONSIBILITIES Ivement (Dimension 5.4)		
Dimension 5.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED

[9]	100-95%	94-86%	85-80%	79-70%	69%-Below	
Potential sources of	Systematically contacts	Systematically contacts	Contacts parents/guardians	Contact parents/guardians in	Contacts parents generally about	
evidence:	parents/guardians regarding	parents/guardians regarding	regularly regarding students	accordance with campus policy.	disciplinary matters.	
Goal-Setting and Professional Development Plan (GSPD)	students' academic and social/emotional growth through various methods.	ocial/emotional growth through social/emotional growth through gr	academic and social/emotional growth.	Attends most required school outreach activities.	Attends few required school outreach activities.	
-Conferences and Conversations with			Actively participates in all school			
-Analysis of Student Data	Initiates collaborative efforts that	Joins colleagues in collaborative	outreach activities.	Communicates school goals to		
-Daily Interactions with Others	enhance student learning and	efforts that enhance student learning and welfare.		Communicates the mission, vision,	students, parents and families.	
Campus observation locations:	growth.	learning and wenare.	and goals of the school to students.			
-Classrooms	Leads students, colleagues,	Clearly communicates the mission,	colleagues, parents, and families.			
-Hallways/Passing Period	families and community members	amilies and community members vision and goals of the school to students, colleagues, parents and families, and other community members.				
-Driveline						
-After-School Events	and goals of the school.					
-Off Campus Events						

[1] The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character.

[2] "Leadership" is our middle name.

[3] Language and cultural understanding enables human connection and deeper levels of mutual respect.

[4] Character Traits Justice Integrity Unselfishness Initiative Courage Valor Dependability Tact Decisiveness Enthusiasm Bearing Judgement Knowledge Loyalty Endurance

[5] By learning and understanding different cultures you understand why people do things the way they do. When you identify with other people, you sympathize with their situation.

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