PLANNING					
Standards and Alignment (Dimension 1.1): Rigor					
Dimension 1.1	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with ILTexas YAG->IFD->Daily Pacing Tools and are appropriate for diverse learners. **Potential Sources of Evidence:** Conferences and conversations with the teacher; PLCs, formal observations and walkthroughs; classroom artifacts; student growth processes, K+S Chart	All activities, materials and assessments (ie, aligned activities, formative exit tickets, checks for understanding) that: are logically sequenced are relevant to students' prior understanding and real-world applications, integrate and reinforce concepts from other disciplines, provide appropriate time for student work, student reflection, lesson and lesson closure, in the target language, deepen understanding of broader unit and course objectives, are vertically aligned to state standards are appropriate for diverse learners. Framing the lesson: Objectives are always not only visible to students but it is evident they know and understand and circle back to the lesson's target throughout the lesson. Both the content and language objectives and formative assessments always aligned and appropriately also aligned to the ILTexas pacing and rigor. Lesson provides relevant and enriching extensions of the lesson. Lessons	All activities, materials and assessments that: are sequenced are relevant to 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 not only visible to students, but it is evident they understand the lesson's target). Both objectives and formative assessments always are aligned and sequenced to the lesson's goal (ILTexas pacing) and appropriately scaffolded. Consistent evidence of comprehensible input Integration of technology to enhance mastery of goal(s).	All activities, materials and assessments that: are sequenced, are relevant to students, provide appropriate time for lesson and lesson closure In the target language, fit into the broader unit and course objectives, are appropriate for diverse learners. Framing the lesson: Objectives and formative assessments are not only visible to students but it is evident students are aware of the lesson's target and interact with it. They are aligned to the lesson's goal (ILTexas pacing) Consistently scaffolds instruction with evidence of comprehensible input Integration of technology when applicable.	Most activities, materials and assessments that: are sequenced, sometimes provide appropriate time for lesson and lesson closure, in the target language Framing the lesson: Lessons where most content and Language objectives are visible, aligned and sequenced to the lesson's goal scaffolding or Comprehensible Input is inconsistent.	Few activities, materials and assessments that: are sequenced, rarely provide time for lesson and lesson closure, rarely In the target language Framing the lesson: Lessons where few content and language objectives are visible, aligned and sequenced to the lesson's goal. Little to no scaffolding or comprehensible input.

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

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

PLANNING					
Knowledge of Students (Dimension 1.3): Relationships and Relevance					
Dimension 1.3	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Dimension 1.3 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 student data	All lessons that connect to students' 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 talk session.	All lessons that connect to students' 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 small-group purposeful talk session.	All lessons that connect to students' 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 purposeful talk session.	Most lessons that connect to 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.	Few lessons that connect to students' prior knowledge and experiences and rarely culturally relevant. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

PLANNING
Activities (Dimension 1.4)

Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Dimension 1.4 Activities: 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	Opportunities for students to generate questions that lead to 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, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	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.

INSTRUCTION
Achieving Expectations (Dimension 2.1)

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

levels of academic and social-emotional success/PBIS.	to self-monitor and self-correct mistakes.	encourages students to avoid common learning pitfalls.	follows through to ensure student mastery.	mistakes.	unaddressed or confronts student errors in a way that discourages further effort.
Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B	Systematically enables students to set goals for themselves and monitor their progress over time.	Establishes systems where students take initiative of their own learning and self-monitor.	Provides students opportunities to take initiative of their own learning.	Sometimes provides opportunities for students to take initiative of their own learning.	Rarely provides opportunities for students to take initiative of their own learning.
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data.					

INSTRUCTION					
Content Knowledge and Expertise (Dimension 2.2)					

Dimension 2.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Content Knowledge and Expertise: The teacher uses content and pedagogical expertise/program design and execute lessons aligned with state	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 content knowledge that leads to student confusion.
standards/ILTexas Pacing, related content and student needs/language level.	Integrates content/language objectives with other disciplines, content areas and real-world experience.	Integrates content/language objectives with other disciplines and real-world experiences.	Integrates content/language objectives with other disciplines.	Sometimes integrates content/language objectives with other disciplines.	Rarely integrates learning objectives with other disciplines.
Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A,	Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	Anticipates possible student misunderstandings.	Sometimes anticipates possible student misunderstandings.	Does not anticipate possible student misunderstandings.
3B, 3C **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and	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-world scenarios.	Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	Sometimes reflects how the lesson fits within the structure of the discipline and the state standards.	Does not reflect how the lesson fits within the structure of the discipline and the state standards.

walkthroughs; student					
growth processes;					
analysis of student					
data.					

INSTRUCTION					
Communication (Dimension 2.3)					
Dimension 2.3	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Communication: The teacher clearly and accurately communicates to support persistence,	Establishes classroom practices that encourage all students to communicate (in target language) safely and effectively using a variety of tools and methods with the teacher and their peers.	Establishes classroom practices that encourage all students to communicate (in target language) effectively, including the use of visual tools and technology, with the teacher and their peers.	Establishes classroom practices that provide opportunities for most students to communicate effectively (in target language) with the teacher and their peers.	Leads lessons with some opportunity for dialogue, clarification or elaboration.	Directs lessons with little opportunity for dialogue, clarification or elaboration
deeper learning and effective effort. **Standards Basis:** 1D, 1E, 2A, 3A, 4D	Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.	Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.	Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.	Recognizes student misunderstandings but has a limited ability to respond.	Is sometimes unaware of or unresponsive to student misunderstandings.
Potential Sources of **Evidence:** Conferences and conversations with	Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.	Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.	Provides explanations that are clear and uses verbal and written communication that is clear and correct.	Uses verbal and written communication that is generally clear with minor errors of grammar.	Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
the teacher; formal observations and walkthroughs; student growth processes; analysis of student data.	Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.	Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.	Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.	Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

INSTRUCTION					
Differentiation (Dimension 2.4)					
Dimension 2.4	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Differentiation: The teacher differentiates	Adapts lessons with a wide variety of instructional strategies to address individual needs of all students and language levels.	Adapts lessons to address individual needs of all students and language levels.	Adapts lessons to address individual needs of all students and language levels.	Adapts lessons to address some student needs and language levels.	Provides one-size-fits- all lessons without meaningful differentiation

instruction, aligning					
methods and techniques to diverse student needs.	Consistently monitors the quality of student participation and performance.	Regularly monitors the quality of student participation and performance.	Regularly monitors the quality of student participation and performance.	Sometimes monitors the quality of student participation and performance.	Rarely monitors the quality of student participation and performance.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D **Potential Sources of Evidence:**	Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	Sometimes provides differentiated instructional methods and content.	Rarely provides differentiated instructional methods and content.
Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs.

INSTRUCTION
Monitor and Adjust (Dimension 2.5)

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

					Makes no attempts to engage students who appear disengaged or disinterested
conversations with the teacher; formal observations and 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**
Environment, Routines and Procedures (in target language): The teacher organizes a safe, accessible and efficient classroom. **Standards Basis:** 1D, 4A, 4B, 4C, 4D **Potential Sources of Evidence:** Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility and in the target language. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high- level learning beyond the learning objectives.	Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly, and in the target language. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	All procedures, routines and transitions are posted, clear and efficient, and in the target language. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to all students.	Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered.	Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

LEARNING ENVIRONMENT **Managing Student Behavior (Dimension 3.2)**					
Dimension 3.2	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Managing Student	Always encourages and monitors	Consistently encourages and	Often implements the campus	Inconsistently implements the	Rarely or unfairly enforces campus

Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. GBF TVB Modeling Videos	behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly, consistent use of Get Better Faster Management Hierarchy, in the target language.	monitors student behavior subtly and responds to misbehavior swiftly, consistent use of Get Better Faster Management Hierarchy, in the target language.	and/or classroom behavior system proficiently, frequent use of Get Better Faster Management Hierarchy, in the target language.	campus and/or classroom behavior system.	or classroom behavior standards.
Standards Basis: 4A, 4B, 4C, 4D	Students and the teacher create, adopt and maintain classroom behavior standards (Teach Like A Champion techniques).	Most students know, understand and respect classroom behavior standard (Teach Like A Champion techniques).	Most students meet expected classroom behavior standards (Teach Like A Champion techniques)	Student behavior often interrupts learning in the classroom.	Student behavior frequently interrupts learning in the classroom.
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					

LEARNING ENVIRONMENT Classroom Culture (Dimension 3.3)					
Dimension 3.3	**DISTINGUISHED**	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners. **Standards Basis:** 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D **Potential Sources of Evidence:**	Always engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements (Others Before Self). All students exhibit the 3Bs all of the time.	Consistently engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher (Others Before Self). All students exhibit the 3Bs most of the time.	Consistently engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. (Others Before Self). Most students exhibit the 3Bs most of the time.	Often engages most students in relevant, meaningful learning. Students are sometimes disrespectful toward each other.	Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful toward each other and of the teacher.

Others Before Self, PBIS, 3Bs, Restorative Discipline, Conferences and					
conversations with					
the teacher; formal					
observations and					
walkthroughs;					
classroom artifacts;					
analysis of student					
data					

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

ILTEXAS MISSION **Language (Dimension 4.2)**					
Dimension 4.2 Foreign Language Acquisition [3]	**DISTINGUISHED** **100-95%**	**ACCOMPLISHED** **94-86%**	**PROFICIENT** **85-80%**	**DEVELOPING** **79-70%**	**IMPROVEMENT NEEDED** **69%-Below**
Potential sources of **evidence:**	Teacher always supports trilingual model:	Teacher most always supports trilingual model:	Teacher consistently supports trilingual model:	Teacher inconsistently supports trilingual model:	Teacher rarely supports trilingual model:

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

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

	ILTEXAS MISSION International Community (Dimension 4.3)				
Dimension 4.3 Global Community [5]	**DISTINGUISHED** 100-95%	**ACCOMPLISHED** 94-86%	**PROFICIENT** 85-80%	**DEVELOPING** 79-70%	**IMPROVEMENT NEEDED** 69%-Below
Potential sources of evidence: -Formal/Informal Observations (e.g., walkthroughs, etc.) -Artifacts (e.g., examples) -Summative and Formative Review/Conference **Campus observation locations:** -Classrooms -Hallways/Passing Period -Driveline -After-School Events -Off Campus Events	Teacher always promotes and participates in cultural activities. Teacher always connects with and actively supports guest teachers (J1). Teacher always creates cross-cultural bridges for staff and students. The teacher always demonstrates understanding of different cultural perspectives and worldview as members of an international community.	Teacher most always promotes and participates in cultural activities. Teacher most always connects with and actively supports guest teachers (J1). Teacher most always creates cross-cultural bridges for staff and students. The teacher most always demonstrates understanding of different cultural perspectives and worldviews as members of an international community.	Teacher consistently promotes and participates in cultural activities. Teacher consistently connects with and actively supports guest teachers (J1). Teacher consistently creates cross-cultural bridges for staff and students. The teacher consistently demonstrates understanding of different cultural perspectives and worldviews as members of an international community.	Teacher inconsistently promotes and participates in cultural activities. Teacher inconsistently connects with and actively supports guest teachers (J1). Teacher inconsistently creates cross-cultural bridges for staff and students. The teacher inconsistently demonstrates understanding of different cultural perspectives and worldviews as members of an international community.	Teacher rarely promotes and participates in cultural activities. Teacher rarely connects with and actively supports guest teachers (J1). Teacher rarely creates cross-cultural bridges for staff and students. The teacher rarely demonstrates understanding of different cultural perspectives and worldviews as members of an international community.

	PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Demeanor and Ethics (Dimension 5.1)				
Dimension 5.1 [6]	**DISTINGUISHED** 100-95%	**ACCOMPLISHED** 94-86%	**PROFICIENT** 85-80%	**DEVELOPING** 79-70%	**IMPROVEMENT NEEDED** 69%-Below
Potential sources of evidence: -Conference and Conversations with the Teacher -Formal Observations/Walkthroughs -Classroom Artifacts -Analysis of Student Data **Campus observation locations:** -Classrooms -Hallways/Passing Period -Driveline -After-School Events -Off Campus Events	Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g. attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus.	Behaves in accordance wiht the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g. attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom.	Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance, and behaviors). Advocates for the needs of students in the classroom.	Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors).	Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meet few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirments.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Goal Setting (Dimension 5.2)					
Dimension 5.2 [7]	**DISTINGUISHED** 100-95%	**ACCOMPLISHED** 94-86%	**PROFICIENT** 85-80%	**DEVELOPING** 79-70%	**IMPROVEMENT NEEDED** 69%-Below
Potential sources of **evidence:** Goal-Setting and Professional Development Plan (GSPD) -Conferences and Conversations with -Analysis of Student Data **Campus observation locations:** -Classrooms -Hallways/Passing Period -Driveline -After-School Events -Off Campus Events	Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance.	Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary reseach and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance.	Sets short and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance.	Sets short-term goals based on self assessment. Meets most professional goals resulting in some visible changes in practices.	Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain susbtantially unimproved over time.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Development (Dimension 5.3)					
Dimension 5.3 [8]	**DISTINGUISHED** 100-95%	**ACCOMPLISHED** 94-86%	**PROFICIENT** 85-80%	**DEVELOPING** 79-70%	**IMPROVEMENT NEEDED** 69%-Below
Potential sources of **evidence:** Goal-Setting and Professional Development Plan (GSPD) -Conferences and Conversations with -Analysis of Student Data -Daily Interactions with Others **Campus observation locations:** -Classrooms -Hallways/Passing Period -Driveline -After-School Events -Off Campus Events	Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the	Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade-or subject-level team leadership, committee membership or other opportunities beyond the campus.	Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	Engages in most scheduled activities, professional learning communities, committee, grade or subject-level team meetings as directed.	Engages in few professional development activities, professional learning communities or committees to improve professional practice.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES School Community Involvement (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 evidence: Goal-Setting and Professional Development Plan (GSPD) -Conferences and Conversations with -Analysis of Student Data -Daily Interactions with Others **Campus observation locations:** -Classrooms -Hallways/Passing Period -Driveline -After-School Events -Off Campus Events	Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities. Communicates the mission, vision, and goals of the school to students, colleagues, parents, and families.	Contact parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families.	Contacts parents generally about disciplinary matters. Attends few required school outreach activities.

[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.

[6] 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.

[7] 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.

[8] 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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