

Appendix 9: Teacher Performance Rubric

Domain & Component (Year 1 Teacher)	Level 1: Below	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds
	Domain 1: Planning and Preparation			
1a: Demonstrating knowledge of content and pedagogy	<p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher's plans use inappropriate strategies for the discipline.</p> <p>HUM: Teacher skips parts of the HUM block</p> <p>STEM: Teacher unable to execute all components of the STEM block with basic fidelity</p>	<p>The teacher's understanding of the discipline is rudimentary.</p> <p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and are not suitable to the content.</p> <p>HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) but may give too little / too much time on any give component.</p> <p>STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) though may struggle with pacing and spend too little/much time on any given component</p> <p>Teacher struggles to incorporate manipulatives into instruction and student worktime</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content.</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p> <p>HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang)</p> <p>STEM Block: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing</p> <p>Teacher incorporates manipulatives into instruction and student worktime</p>	<p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher's plans reflect recent developments in content-related pedagogy.</p> <p>HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) and also makes appropriate adjustments as necessary</p> <p>Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students</p> <p>Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning</p> <p>STEM: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing, making appropriate adjustments as necessary</p> <p>Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student</p> <p>Teacher regularly incorporates manipulatives into instruction and student worktime, demonstrating an understanding of how manipulatives are connected to student understanding by capitalizing on key moments for their use.</p>
1b: Demonstrating knowledge of students and MTSS	<p>The teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>The teacher is not aware of students' interests or cultural heritages.</p> <p>The teacher takes no responsibility to learn about students' medical or learning disabilities.</p> <p>The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST)</p> <p>The teacher does not know which students are receiving tiered academic and behavioral support</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p> <p>The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST</p> <p>The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p> <p>T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.)</p> <p>Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)</p>	<p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information from all students about their cultural heritage.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p> <p>The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions</p> <p>The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)</p>
1f: Data Driven Instruction	<p>Teacher is unaware of assessments, purpose, and ways to leverage student data</p> <p>Assessment results do not affect future plans.</p> <p>Teacher does not give assessments on schedule and does not review data.</p> <p>Teacher does not review the assessment before teaching the unit.</p> <p>Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</p>	<p>Plans refer to the use of formative assessment data but are not fully utilized</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p> <p>Teacher has some systems to ensure students are aware of their data, but they are not consistently followed</p>	<p>Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit.</p> <p>General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate</p> <p>Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach)</p> <p>Lesson plans indicate possible adjustments based on formative data.</p> <p>Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>	<p>Students are actively involved in collecting information from formative assessments and provide input.</p> <p>Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals.</p> <p>Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)</p>	<p>Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.</p>
<p>Domain 2: Classroom Environment</p>				
<p>2a: Creating an environment of respect and rapport</p>	<p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. Provides SEL lessons at least 3 times per week.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Provides SEL lessons at least 3 times per week.</p>	<p>Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides daily SEL lessons generally targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills (e.g, Kimochis or other program to build SEL skills)</p>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills</p>
<p>2b: Establish culture for Learning</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly, the teacher does not correct them.</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.</p>	<p>The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.</p>
<p>2c: Managing Classroom Procedures</p>	<p>Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

2d: Managing student behavior	<p>The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart</p>	<p>Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. Has a classroom incentive system (e.g., clip chart or class dojo) tied to the classroom communication tool that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.</p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notifies trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.</p>
2e Organizing Physical Space	<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on</p>	<p>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on</p>	<p>Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on</p>
Domain 3: Instruction				
3a: Communicating with students	<p>At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curricular context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable</p>
3b: Using Questions and Discussion Techniques	<p>Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement</p>	<p>Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>3c: Engaging students in learning</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>
<p>Domain 4: Professional Responsibilities</p>				
<p>4a: Reflect on teaching</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.</p>
<p>4b: Maintain accurate records</p>	<p>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

Domain & Component (Experienced Teacher)	Level 1: Below	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds
	Domain 1: Planning and Preparation			
1a: Demonstrating knowledge of content and pedagogy	<p>The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. HUM: Teacher skips parts of the HUM block STEM: Teacher unable to execute all components of the STEM block with basic fidelity</p>	<p>The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content. HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) but may give too little / too much time on any given component. STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) though may struggle with pacing and spend too little/much time on any given component Teacher struggles to incorporate manipulatives into instruction and student worktime</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. Instructional strategies in unit and lesson plans are entirely suitable to the content. HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) STEM Block: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing Teacher incorporates manipulatives into instruction and student worktime</p>	<p>The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy. HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) and also makes appropriate adjustments as necessary Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning STEM: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing, making appropriate adjustments as necessary Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student Teacher regularly incorporates manipulatives into instruction and student worktime, demonstrating an understanding of how manipulatives are connected to student understanding by capitalizing on key moments for their use.</p>
1b: Demonstrating knowledge of students and MTSS	<p>The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST) The teacher does not know which students are receiving tiered academic and behavioral support</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom</p>	<p>The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)</p>	<p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)</p>
1c: Setting Instructional Outcomes	<p>Outcomes lack rigor. Outcomes/objectives do not represent important learning in the discipline. Outcomes are not clear or are stated as activities and not posted on the board. Outcomes are not suitable for many students in the class.</p>	<p>Outcomes /objectives represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, STEP growth, class math goals, etc) Outcomes are related to the "big ideas" of the discipline. Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p>	<p>The teacher's plans reference curricular frameworks (unit plans / assessment analysis) or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.</p>
1e: Designing Coherent Instruction	<p>Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction). Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).</p>	<p>Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).</p>	<p>Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).</p>
1f: Data Driven Instruction	<p>Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</p>	<p>Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed</p>	<p>Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>	<p>Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)</p>	<p>Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.</p>
Domain 2: Classroom Environment				
<p>2a: Creating an environment of respect and rapport</p>	<p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. Provides SEL lessons at least 3 times per week.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Provides SEL lessons at least 3 times per week.</p>	<p>Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequenceing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides daily SEL lessons generally targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills (e.g. Kimochi or other program to build SEL skills)</p>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills</p>
<p>2b: Establish culture for Learning</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.</p>	<p>The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.</p>
<p>2c: Managing Classroom Procedures</p>	<p>Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.</p>
<p>2d: Managing student behavior</p>	<p>The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart</p>	<p>Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. Has a classroom incentive system (e.g., clip chart or class dojo) tied to the classroom communication tool that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notifies trends to make strategic shifts prior to the need for a student huddle.</p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>2e Organizing Physical Space</p>	<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson, Lights are not always turned on</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on</p>	<p>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on</p>	<p>Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on</p>
Domain 3: Instruction				
<p>3a: Communicating with students</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable</p>
<p>3b: Using Questions and Discussion Techniques</p>	<p>Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement</p>	<p>Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking. Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.</p>
<p>3c: Engaging students in learning</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>
<p>3d: Using assessments in instruction (Defining Excellence with Exemplars)</p>	<p>The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.</p>	<p>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improving becomes necessary, the teacher makes adjustments to the lesson.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p>
*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (https://danielsongroup.org/framework/). Goals and frameworks described in this Attachment 25 may also have been used in other charter applications.				

Appendix 9: Teacher Performance Rubric

<p>4a: Reflect on teaching</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.</p>
<p>4b: Maintain accurate records</p>	<p>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

Domain & Component		New Specialist		
Levels	Level 1: Below	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds
Domain 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline.	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST) The teacher does not know which students are receiving tiered academic and behavioral support	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)
1d: Demonstrating knowledge of resources	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels (using F&P/STEP bottom lines to align with GR texts). Texts are supplemented by guest speakers and field experiences, where applicable (e.g., Los Dichos) The teacher facilitates the use of Internet resources (including leveraging OLP data to align to student needs) Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. (e.g. College Visits if applicable) The teacher provides lists of resources outside the class for students to draw on.	Texts are matched to student skill level and students have an appropriate independent reading book and aware of their reading strengths and areas of growth. The teacher has ongoing relationship with their coach, principal, network support that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>1f: Data Driven Instruction</p>	<p>Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</p>	<p>Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed</p>	<p>Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. ISE Specialists connect with General education teachers to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>	<p>Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>
<p>Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)</p>	<p>Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The ISE teacher regularly co-plans with GE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.</p>
<p>Domain 2: Classroom Environment</p>				
<p>2a: Creating an environment of respect and rapport</p>	<p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequenceing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides opportunities throughout the day for students to apply the SEL skills (e.g. Kimochis or other program to build SEL skills)</p>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>2b: Establish culture for Learning</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.</p>	<p>The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.</p>
<p>2c: Managing Classroom Procedures</p>	<p>Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.</p>
<p>2d: Managing student behavior</p>	<p>The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart</p>	<p>Standards of conduct appear to have been established and implemented successfully Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior The teacher's response to student misbehavior is effective. Has a incentive system (e.g., clip chart or class dojo) that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.</p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.</p>
<p>2e Organizing Physical Space</p>	<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on</p>	<p>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on</p>	<p>Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on</p>
<p>Domain 3: Instruction</p>				

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>3a: Communicating with students</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students. The feedback given to students is always actionable/ sticky/ transferable</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan. Teacher always makes skills transferable</p>
<p>3b: Using Questions and Discussion Techniques</p>	<p>Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement</p>	<p>Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking. Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.</p>
<p>3c: Engaging students in learning</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragged in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>Meaningful Student Inclusion (ISE Only)</p>	<p>Students are not included in the GE classrooms in a meaningful way and specialist does not collaborate with stakeholders to support student across settings.</p>	<p>Students are included in the GE classroom per their IEP, but the times might not be the most opportune for increased student outcomes. Specialist attempts collaboration with multiple stakeholders, but it might be inconsistent.</p>	<p>Students are included during high leverage times in the general education setting, per the child's IEP. Specialist effectively collaborates across stakeholders to support generalization of skills across settings.</p>	<p>Specialist fiercely advocates for meaningful inclusion. Inclusion opportunities increase throughout the span of the year for all students on caseload. Specialists thoroughly develop and monitor inclusion plans and opportunities for students over the course of the school year. Specialists collaborate with stakeholders to promote generalization of skills across all settings (i.e use of AAC) and promote student Independence. Specialist serves as exemplar for other Specialists and teams on campus.</p>
<p>Domain 4: Professional Responsibilities</p>				
<p>4a: Reflect on teaching</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.</p>
<p>4b: Maintain accurate records</p>	<p>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</p>
<p>Case Management (ISE Only)</p>	<p>The IEP process is poorly coordinated, resulting in procedural violations and/or an inability for key stakeholders to meaningfully participate in the process.</p> <p>Teacher practice results in many compliance errors in special education documents and/or processes, significantly impacting the overall compliance of the program at the school.</p> <p>Teacher does not consistently participate in activities to support coordination of services across stakeholders.</p> <p>Teacher is not thoughtful or strategic in the creation of a service schedule. Fidelity to the service schedule is highly inconsistent.</p> <p>Teacher does not consistently advocate for the students on his or her caseload.</p>	<p>Coordination of the IEP process is at times disorganized (missing items, items out of place), resulting in unclear or insufficient communication with stakeholders. Some families are not satisfied with the IEP process.</p> <p>Teacher has more compliance errors in special education documents or processes than would be expected, but is responsive to feedback on how to improve systems.</p> <p>Teacher participates in activities to support coordination of services across stakeholders and providers, but may not take a leadership role.</p> <p>Teacher creates a service schedule that meets some of the criteria for excellence, but not all. Fidelity to the service schedule is inconsistent.</p> <p>Teacher is sometimes hesitant to advocate for the students on his or her caseload, and/or advocates in a way that damages relationships with key stakeholders.</p>	<p>Teacher effectively coordinates the IEP process for the students on his or her caseload. Stakeholders receive adequate communication to support participation in the IEP process, and families are consistently satisfied with the IEP process.</p> <p>Teacher operates in a manner that ensures minimal compliance errors in all special education documentation and processes.</p> <p>Teacher takes initiative to plan and facilitate collaboration between stakeholders to ensure coordinated support for all of the students on his or her caseload.</p> <p>Teacher creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects an adequate amount of collaborative practice. Fidelity to the schedule is generally high for both the specialist and paras.</p> <p>Teacher advocates for all of the students on his or her caseload and works diligently to ensure they get what they need.</p>	<p>Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain.</p> <p>Teacher is the unmistakable leader and driver of collaboration between stakeholders in order to ensure coordinated support for all of the students on his or her caseload.</p> <p>Teacher creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects a high level of productive collaborative practice. Fidelity to the schedule is highly consistent for all team members.</p> <p>Teacher consistently and fiercely advocates for all of the students on his or her caseload in a way that ensures students get what they need while preserving partnerships with key stakeholders.</p>

* Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

Domain & Component		Experienced Specialist		
Levels	Level 1: Below	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds
Domain 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy	The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline.	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and are not suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
1b: Demonstrating knowledge of students and MTSS	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities. The teacher fails to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST) The teacher does not know which students are receiving tiered academic and behavioral support	The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritage. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)
1c: Setting Instructional Outcomes	Outcomes lack rigor. Outcomes/objectives do not represent important learning in the discipline. Outcomes are not clear or are stated as activities and not posted on the board. Outcomes are not suitable for many students in the class.	Outcomes /objectives represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, STEP growth, class math goals, etc) Outcomes are related to the "big ideas" of the discipline. Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	The teacher's plans reference curricular frameworks (unit plans / assessment analysis) or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
1d: Demonstrating knowledge of resources	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels (using F&P/STEP bottom lines to align with GR texts). Texts are supplemented by guest speakers and field experiences, where applicable (e.g., Los Dichos) The teacher facilitates the use of Internet resources (including leveraging OLP data to align to student needs) Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. (e.g. College Visits if applicable) The teacher provides lists of resources outside the class for students to draw on.	Texts are matched to student skill level and students have an appropriate independent reading book and aware of their reading strengths and areas of growth. The teacher has ongoing relationship with their coach, principal, network support that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>1e: Designing Coherent Instruction</p>	<p>Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction). Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).</p>	<p>Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).</p>	<p>Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).</p>
<p>1f: Data Driven Instruction</p>	<p>Teacher is unaware of assessments, purpose, and ways to leverage student data Assessment results do not affect future plans. Teacher does not give assessments on schedule and does not review data. Teacher does not review the assessment before teaching the unit. Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</p>	<p>Plans refer to the use of formative assessment data but are not fully utilized Assessment results are used to design lesson plans for the whole class, not individual students. Teacher has some systems to ensure students are aware of their data, but they are not consistently followed</p>	<p>Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. ISE Specialists connect with General education teachers to ensure any assessment modifications are made for students with special needs as appropriate Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) Lesson plans indicate possible adjustments based on formative data. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>	<p>Students are actively involved in collecting information from formative assessments and provide input. Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>
<p>Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)</p>	<p>Does not always provide a welcoming classroom environment for students Often does not know students' disability or language proficiency status Unaware of students with disabilities' academic performance Rarely co-plans with ISE teachers Poorly supports Individualized Education Plan (IEP) development process and IEP meetings Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. Inconsistently supports IEP development process and IEP meetings Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction The ISE teacher regularly co-plans with GE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings Consistently implements designated ELD every day of the week Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.</p>
<p>Domain 2: Classroom Environment</p>				

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>2a: Creating an environment of respect and rapport</p>	<p>The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and sequencing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides opportunities throughout the day for students to apply the SEL skills (e.g. Kimochis or other program to build SEL skills)</p>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills</p>
<p>2b: Establish culture for Learning</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.</p>	<p>The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.</p>	<p>The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.</p>
<p>2c: Managing Classroom Procedures</p>	<p>Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors</p>	<p>Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors. Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.</p>
<p>2d: Managing student behavior</p>	<p>The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart</p>	<p>Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. Has a incentive system (e.g., clip chart or class dojo) that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.</p>	<p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>2e Organizing Physical Space</p>	<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on</p>	<p>The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on</p>	<p>Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on</p>
<p>Domain 3: Instruction</p>				
<p>3a: Communicating with students</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students The feedback given to students is always actionable/ sticky/ transferable</p>	<p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan Teacher always makes skills transferable</p>
<p>3b: Using Questions and Discussion Techniques</p>	<p>Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement</p>	<p>Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>3c: Engaging students in learning</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>
<p>3d: Using assessments in instruction (Defining Excellence with Exemplars)</p>	<p>The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.</p>	<p>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p>
<p>Meaningful Student Inclusion (ISE Only)</p>	<p>Students are not included in the GE classrooms in a meaningful way and specialist does not collaborate with stakeholders to support student across settings.</p>	<p>Students are included in the GE classroom per their IEP, but the times might not be the most opportune for increased student outcomes. Specialist attempts collaboration with multiple stakeholders, but it might be inconsistent.</p>	<p>Students are included during high leverage times in the general education setting, per the child's IEP. Specialist effectively collaborates across stakeholders to support generalization of skills across settings.</p>	<p>Specialist fiercely advocates for meaningful inclusion. Inclusion opportunities increase throughout the span of the year for all students on caseload. Specialists thoroughly develop and monitor inclusion plans and opportunities for students over the course of the school year. Specialists collaborate with stakeholders to promote generalization of skills across all settings (i.e use of AAC) and promote student Independence. Specialist serves as exemplar for other Specialists and teams on campus.</p>
<p>Domain 4: Professional Responsibilities</p>				
<p>4a: Reflect on teaching</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.

Appendix 9: Teacher Performance Rubric

<p>4b: Maintain accurate records</p>	<p>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</p>
<p>Case Management (ISE Only)</p>	<p>The IEP process is poorly coordinated, resulting in procedural violations and/or an inability for key stakeholders to meaningfully participate in the process.</p> <p>Teacher practice results in many compliance errors in special education documents and/or processes, significantly impacting the overall compliance of the program at the school.</p> <p>Teacher does not consistently participate in activities to support coordination of services across stakeholders.</p> <p>Teacher is not thoughtful or strategic in the creation of a service schedule. Fidelity to the service schedule is highly inconsistent.</p> <p>Teacher does not consistently advocate for the students on his or her caseload.</p>	<p>Coordination of the IEP process is at times disorganized (missing items, items out of place), resulting in unclear or insufficient communication with stakeholders. Some families are not satisfied with the IEP process.</p> <p>Teacher has more compliance errors in special education documents or processes than would be expected, but is responsive to feedback on how to improve systems.</p> <p>Teacher participates in activities to support coordination of services across stakeholders and providers, but may not take a leadership role.</p> <p>Teacher creates a service schedule that meets some of the criteria for excellence, but not all. Fidelity to the service schedule is inconsistent.</p> <p>Teacher is sometimes hesitant to advocate for the students on his or her caseload, and/or advocates in a way that damages relationships with key stakeholders.</p>	<p>Teacher effectively coordinates the IEP process for the students on his or her caseload. Stakeholders receive adequate communication to support participation in the IEP process, and families are consistently satisfied with the IEP process.</p> <p>Teacher operates in a manner that ensures minimal compliance errors in all special education documentation and processes.</p> <p>Teacher takes initiative to plan and facilitate collaboration between stakeholders to ensure coordinated support for all of the students on his or her caseload.</p> <p>Teacher creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects an adequate amount of collaborative practice. Fidelity to the schedule is generally high for both the specialist and paras.</p> <p>Teacher advocates for all of the students on his or her caseload and works diligently to ensure they get what they need.</p>	<p>Teacher consistently operates in a manner that ensures that all special education documents and processes meet the highest bar of compliance and teacher supports. Teacher serves as the unmistakable compliance leader on campus and supports other team members in achieving excellence in this domain.</p> <p>Teacher is the unmistakable leader and driver of collaboration between stakeholders in order to ensure coordinated support for all of the students on his or her caseload.</p> <p>Teacher creates a service schedule for self and paras which meets all IEP service minutes, does not remove students from core instruction, and reflects a high level of productive collaborative practice. Fidelity to the schedule is highly consistent for all team members.</p> <p>Teacher consistently and fiercely advocates for all of the students on his or her caseload in a way that ensures students get what they need while preserving partnerships with key stakeholders.</p>

*Tool derived from the 2013 Charlotte Danielson Framework for Teaching (<https://danielsongroup.org/framework>). Tools and frameworks described in this Attachment 25 may also have been used in other charter applications.