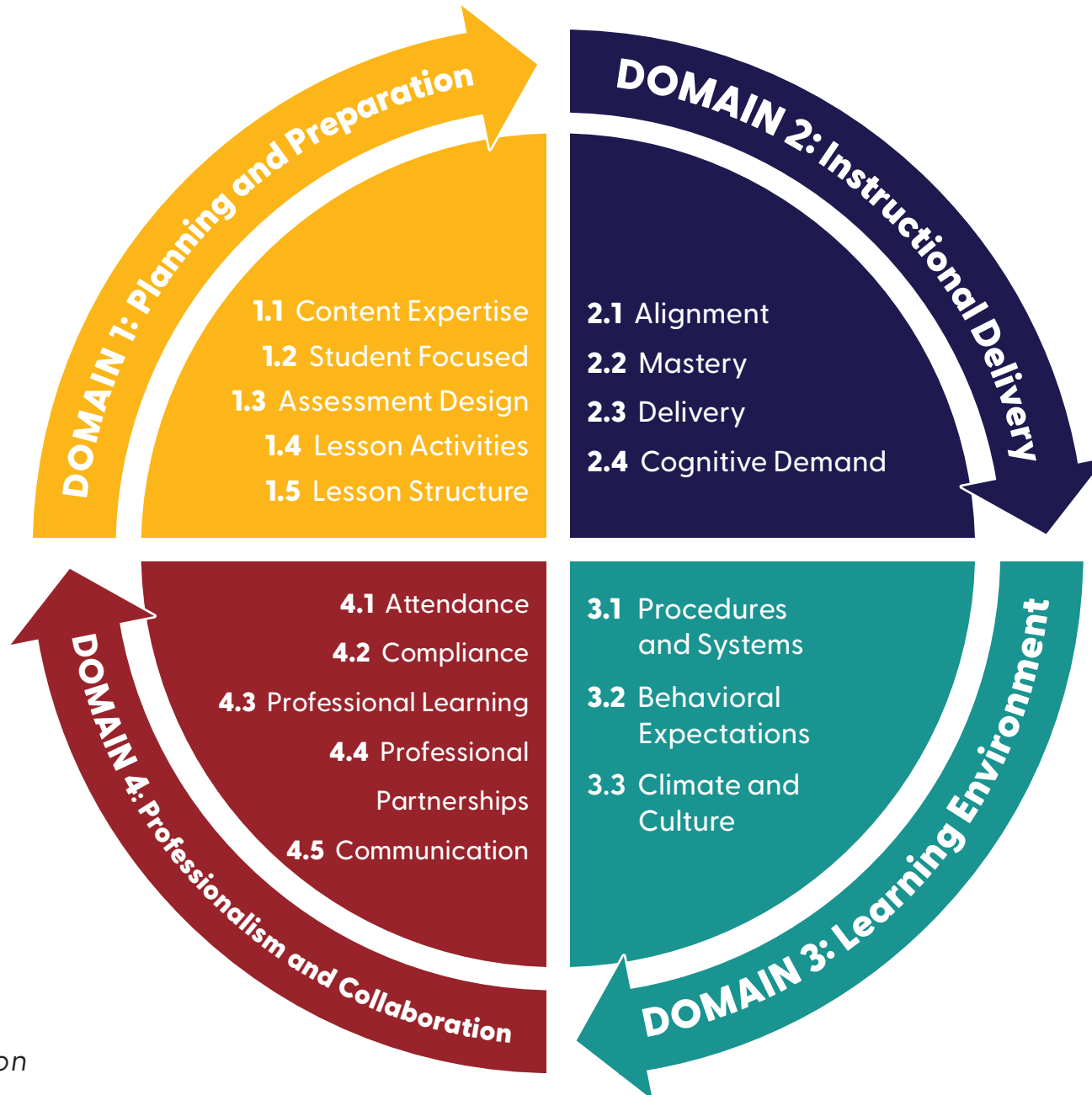




Domain 1: Planning and Preparation

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Displays extensive content expertise including: - Prerequisite knowledge - Concept knowledge - Intra- & interdisciplinary content knowledge - Skill enhancement - Adaptability - Accesses content specific language and tools at a high level of rigor - Demonstrates awareness of common misconceptions and how they can be addressed	Demonstrates extensive content expertise by effectively and accurately identifying, explaining, and enhancing: - Key concepts - Skills - Intra- and interdisciplinary content relationships to students Exhibits extensive awareness of prerequisite knowledge and plans for common student misconceptions and content extension at a high level of rigor When using high quality instructional materials, the teacher displays extensive understanding of the lesson content, internalizes the content to deepen their understanding and can: - identify and respond to key teacher and student actions - work through the lesson from the perspective of the student	Demonstrates appropriate content expertise by accurately identifying, explaining, adapting, and enhancing: - Key concepts - Skills - Intradisciplinary content relationships to students Exhibits appropriate awareness of prerequisite knowledge and plans for common student misconceptions and content extension at a high level of rigor When using high quality instructional materials, the teacher displays appropriate understanding of the lesson content, internalizes the content to deepen their understanding and can: - identify teacher and student actions - work through the lesson from the perspective of the student	Demonstrates familiarity with the content and is sometimes able to accurately identify and explain: - Key concepts - Skills Can accurately convey some information to students Exhibits some awareness of prerequisite knowledge, may not plan for common student misconceptions, and limited in ability to extend content at a high level of rigor When using high quality instructional materials, the teacher displays some understanding of the lesson content	Demonstrates inadequate knowledge of content and displays little to no ability in identifying and explaining: - Key concepts - Skills Sometimes conveys inaccurate information or fails to correct errors made by students Exhibits little awareness of prerequisite knowledge; does not plan for common student misconceptions, and is unable to extend content at a high level of rigor When using high quality instructional materials, the teacher displays limited understanding of the lesson content

Domain 1: Planning and Preparation

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- When planning lessons, uses individual student data that aligns to: - Accommodations and/or modifications - Cognitive level - Social and emotional development - Interest and culture - Creates flexible groupings based on data of levels, readiness, and skill - Aligns re-teaching and enrichment opportunities to specific data points - Plans for the collection and usage of data	All lessons seamlessly reflect knowledge and inclusion of each individual student's skills, language proficiency, culture, interests, social/emotional development, learning style, developmental level and special/behavioral needs Actively plans, seeks and obtains ongoing knowledge from a variety of data sources to consistently and effectively identify student deficiencies and acts on data through re-teaching, adjusting lesson design and learning goals until students reach mastery and beyond When using high quality instructional materials, consistently and effectively tailors plan to students, and connects lesson to their lives, prior knowledge, and previous/future learning	Lessons demonstrate knowledge of students' skills, language proficiency, cultures, interests, social/emotional development, learning styles, developmental level, special/behavioral needs for groups of students Seeks and obtains knowledge of students as needed from a variety of data sources, to consistently identify student deficiencies and acts on data through re-teaching, adjusting lesson design and learning goals until students reach proficiency When using high quality instructional materials, consistently tailors plans to students, and connects lesson to their lives, prior knowledge, and previous/future learning	Lessons indicate some knowledge of students' skills, language proficiency, cultures, interests, social/emotional development, learning styles, and special needs, attaining this knowledge for the class as a whole Obtains knowledge of students through passive means, and is sometimes able to identify student deficiencies but struggles to act on data through re-teaching, adjusting lesson design and learning goals When using high quality instructional materials, is sometimes able to tailor plans to students and connect the lesson to their lives, prior knowledge, and previous learning	Lessons do not appropriately show respect and understanding of individual student's skills, language proficiency, backgrounds, cultures, social/emotional development, interests, learning styles, and special needs Obtains knowledge of students through passive means and/or only at beginning of the year but has limited ability to identify student deficiencies and rarely responds to data through re-teaching, adjusting lesson design and learning goals When using high quality instructional materials, rarely able to tailor plan to students and/or connect the lesson to their lives, prior knowledge, and previous learning

Domain 1: Planning and Preparation

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Selects varied assessments that align lesson objectives and allow students to demonstrate complex understanding - Aligns and scaffolds formative assessments to summative - Records progress and engages in purposeful data analysis - Exhibits knowledge of individual student progress toward mastery	All formative and summative assessments are tightly aligned to lesson objectives and provide sufficient data to monitor progress of all students Develops multiple types of assessments and consistently provides modifications when appropriate Systematically records student achievement data using a system that allows for purposeful, extensive analysis of progress towards mastery When using high quality instructional materials, always evaluates formal and informal curriculum assessments and includes assessment data in lesson plans	Most formative and summative assessments are aligned to lesson objectives and provide sufficient data to monitor progress of all students Develops multiple types of assessments and generally provides modifications when appropriate Frequently records student achievement data using a system that allows for targeted analysis of progress towards proficiency When using high quality instructional materials, sometimes evaluates formal and informal curriculum assessments and includes assessment data in lesson plans	Formative and summative assessments are somewhat aligned to lesson objectives and to summative assessments but may not provide sufficient data to monitor the progress of all students Develops multiple types of assessments, yet seldom provides modifications Occasionally records student achievement data and subsequent analysis is basic and often not useful When using high quality instructional materials, occasionally evaluates formal and informal curriculum assessments and includes assessment data in lesson plans	Little to no evidence that formative and summative assessments are aligned to lesson objectives Relies on the same assessment type with little to no modification Almost never records student achievement data and subsequent analysis is limited and not useful When using high quality instructional materials, rarely evaluates formal and informal curriculum assessments and includes assessment data in lesson plans

Domain 1: Planning and Preparation

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Varies instructional resources and activities - Aligns resources and activities to content, cognitive/developmental levels, interest, and culture - Integrates technology/digital resources and activities to supplement and enhance mastery of lesson content	Plans lessons that consistently involve an appropriate mixture of high-quality activities that are tightly aligned to: - Content - Developmental level - Language proficiency - Culture - Interest Consistently uses available technology to substantially: - Reinforce, accelerate, and enhance learning - Communicate effectively - Produce creative innovative products - Engage and motivate - Deepen critical thinking Continually seeks, identifies, and/or develops creative methods and material to differentiate, remediate, and enhance instruction When using high quality instructional materials, analyzes the lesson and - Adds notes for student accommodations - Makes appropriate adjustments to instruction based on feedback received	Plans lessons that usually involve a mixture of high-quality resources that are aligned to: - Content - Developmental level - Language proficiency - Culture Routinely uses available technology to appropriately: - Reinforce, accelerate, and enhance learning - Communicate effectively - Produce creative innovative products - Engage and motivate Frequently identifies and/or develops creative methods and material to remediate and enhance instruction When using high quality instructional materials, reviews the lesson and - Adds notes for student accommodations - Makes some adjustments to instruction based on feedback received	Plans lessons that occasionally involve a mixture of resources that are somewhat aligned to: - Content - Developmental level - Language proficiency Sporadic and often compromised use of available technology to: - Reinforce, accelerate, and enhance learning - Communicate effectively - Produce creative innovative products - Engage and motivate Occasionally identifies creative methods and material to remediate and enhance instruction When using high quality instructional materials, reviews the lesson and - Adds notes for student accommodations	Plans lessons that rarely involve a mixture of resources that are aligned to: - Content - Developmental level - Language proficiency Rare and ineffective use of available technology to: - Reinforce, accelerate, and enhance learning - Communicate effectively - Produce creative innovative products - Engage and motivate Rarely identifies creative methods and materials to support instruction When using high quality instructional materials, reviews the lesson and - Sometimes adds notes for student accommodations

Domain 1: Planning and Preparation

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
Ensures that lessons are: - Aligned to appropriate content standards - Linked to prior and future knowledge, broader goals and/or transferable skills - Representative of a complete lesson cycle - Differentiated to consider individual student cognitive/developmental, social, emotional, and cultural needs	Lesson plans always: - Align to appropriate standards, end of year expectations and interim goals - Include criteria that are aligned to the LO and include a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) - Include preplanned questions, CFUs, exemplars and instructional strategies that give students multiple opportunities to engage in a high level of rigor when addressing objectives - Align learning experiences with instructional outcomes and differentiate at a high level for all learners - Allow for students to take ownership of learning within a coherent complete lesson cycle If using high quality instructional materials, without exception analyzes lessons to ensure activities, resources, and technology are aligned to standards	Lesson plans consistently: - Align to appropriate standards, end of year expectations and interim goals - Include criteria that are aligned to the LO and include a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) - Include preplanned questions, CFUs, exemplars and instructional strategies that give students multiple opportunities to engage in appropriate level of rigor required by objectives - Align learning experiences with instructional outcomes and differentiate to ensure appropriateness for all learners - Allow for reflection and closure within a coherent complete lesson cycle If using high quality instructional materials, consistently and effectively analyzes lessons to ensure activities, resources, and technology are aligned to standards	Lesson plans occasionally: - Align to appropriate standards, end of year expectations and interim goals - Include criteria that are aligned to the LO and include a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) - Include CFUs, exemplars, and instructional strategies that give students multiple opportunities to engage in appropriate level of rigor required by objectives - Align learning experiences with instructional outcomes and differentiate to ensure appropriateness for all learners - Allow for reflection and closure within a coherent complete lesson cycle If using high quality instructional materials, analyzes lessons to ensure activities, resources, and technology are mostly aligned to standards	Lesson plans rarely: - Align to appropriate standards, end of year expectations and interim goals - Include criteria that are aligned to the LO and include a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) - Include CFUs, exemplars and instructional strategies that give students multiple opportunities to engage in appropriate level of rigor required by objectives - Align learning experiences with instructional outcomes and differentiate to ensure appropriateness for all learners - Allow for reflection and closure within a coherent complete lesson cycle If using high quality instructional materials, analyzes lessons, but activities, resources, and technology are misaligned to standards

Domain 2: Instructional Delivery

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Establishes standards-based objectives that are: - Stated clearly - Measurable - Developmentally appropriate - Focused towards mastery of relevant standards - Uses a variety of aligned tasks - Provides accommodations and modifications to address specific learning needs	Without exception, internalizes and establishes clear, standards-based learning objectives that are: - Aligned to appropriate national, state, professional, and/or district curriculum standards - Moving students toward and beyond grade-level and/or developmental levels of mastery Without exception, instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals Focuses students at the beginning and throughout the lesson so that all or nearly all can clearly explain based on their subject, grade, and level: - What they are learning beyond simply repeating back the stated or posted objective - Why it is important beyond simply repeating the teacher's explanation - How to connect it to prior knowledge and/or their own lives - How the objective fits into the broader unit and course goals	Effectively internalizes and establishes clear, standards-based learning objectives that are: - Aligned to appropriate national, state, professional, and/or district curriculum standards - Moving students toward grade-level and/or developmental levels of mastery Most instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals Focuses students at the beginning and throughout the lesson so that most can clearly explain based on their subject, grade, and level: - What they are learning - Why it is important - How to connect it to prior knowledge and/or their own lives Most students can demonstrate through their actions and/or comments that they understand each of the above appropriate to their subject, grade, and level	Establishes learning objectives, but some: - Are not aligned to appropriate national, state, professional, and/or district curriculum standards - Do not move students toward grade-level and/or developmental levels of mastery Some instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals Focuses students at the beginning and throughout the lesson, so that only half can clearly explain based on their subject, grade, and level: - What they are learning Does not effectively convey the objective so only half of the students can articulate based on their subject, grade, and level: - Why it is important	Little to no evidence of: - Aligned, standards-based learning objectives - Movement toward mastery Little to no evidence that instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals Less than half of the students can clearly explain based on their subject, grade, and level: - What they are learning Does not effectively convey the objective so less than half of the students can articulate based on their subject, grade, and level: - Why it is important

Domain 2: Instructional Delivery

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Establishes criteria for success that are: - Stated clearly - Measurable - Developmentally appropriate - Aligned to learning objective - Monitors progress toward mastery with multiple and varied checks for understanding at appropriate opportunities - Provides systematic feedback that affirms, clarifies, and advances the lesson - Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding	Without exception, internalizes, develops and communicates criteria that is aligned to a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) Mastery can be identified at lesson closure in a manner appropriate to mode of instruction. Assignments can be completed independently with all or nearly all students showing proficiency. Allows time for students to reflect on their progress towards mastery (and track their overall success) Checks for Academic Understanding - Seamlessly embedded in the lesson to determine if the pace and key steps or concepts need further examination - Gets an accurate reading of mastery level from every check and uses a data collection roster to support adjustments - Provides feedback to all students Consistently and effectively responds and adjusts instruction using data gathered from checks to meet student needs without taking away from flow of lesson or losing engagement	Consistently internalizes, develops and communicates criteria that is aligned to a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) Mastery can be identified at lesson closure in a manner appropriate to mode of instruction. Assignments can be completed independently with most students showing proficiency. Allows time for students to reflect on their progress towards mastery Checks for Academic Understanding - Performed at almost all key moments to determine if the pace of the lesson and key steps or concepts need further examination - Gets an accurate reading of mastery level from almost every check and uses a data collection roster to support adjustments - Provides feedback to all students Effectively responds and adjusts instruction using data gathered from checks but may miss a few opportunities for needed adjustments	Sometimes internalizes, develops, and communicates criteria that is aligned to a method to measure student mastery (i.e., DOL/exit ticket, projects, etc.) Mastery does not assess student growth at lesson closure in a manner appropriate to mode of instruction. Assignments can be completed independently by half of the students with half demonstrating proficiency Checks for Academic Understanding - Performed sometimes but misses several key moments and/or mostly checks for understanding of directions - Gets an accurate reading of mastery level from most checks - Provides feedback to some students Responds and makes some necessary adjustments to instruction using data gathered from checks but misses some opportunities for needed adjustments	Little to no evidence of internalizing and developing a criteria or method to measure student mastery (i.e., DOL/exit ticket, projects, etc.) Mastery does not assess student growth at lesson closure in a manner appropriate to mode of instruction. Assignments can be completed independently by few students with less than half demonstrating proficiency Checks for Academic Understanding - Little to no evidence of checks being performed missing nearly all key moments, and/or only checks for understanding of directions - Does not get an accurate reading of mastery level from most checks Responses and adjustments that are made to instruction do not meet student needs and/or misses many opportunities for needed adjustment

Domain 2: Instructional Delivery

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies - Delivers content clearly, accurately, and coherently - Incorporates appropriately varied digital, print and/or hands-on instructional resources - Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement	Consistently and effectively presents the content: - Logically, coherently, and in a grammatically correct fashion - Supporting the learning of the posted objective(s) - Building on content previously mastered - Supporting all student populations based on their subject, grade, and level - Supporting cross-curricular learning - Allowing for student input - Allowing for persistence with the lesson until there is evidence that all or almost all students have obtained mastery Consistently and appropriately uses multiple, differentiated: - Strategies/materials - Questioning techniques - Academic language - Technologies to engage and emphasize key concepts and their value with no irrelevant information Instructions, procedures, and material usage for participating in activities are clear to all or nearly all students, ensuring they have the opportunity to master what was taught	Consistently presents the content: - Logically, coherently, and in a grammatically correct fashion - Supporting the learning of the posted objective(s) - Building on content previously mastered - Supporting all student populations based on their subject, grade, and level - Allowing for persistence with the lesson until there is evidence that most students have obtained mastery Consistently uses multiple, differentiated: - Strategies/materials - Questioning techniques - Academic language - Technologies to engage and emphasize key concepts and their value with little to no irrelevant information Instructions, procedures, and material usage for participating in activities are clear to most students, ensuring they have the opportunity to master what was taught	Generally presents content logically and coherent fashion, but: - Some parts are unclear, grammatically inaccurate, or developmentally inappropriate - May not effectively support the learning of the posted objective(s) - May not build on content previously mastered - May not support all student populations based on their subject, grade, and level Uses limited: - Verbal and nonverbal techniques to convey concepts and their value - Academic language with some irrelevant information Instructions, procedures, and material usage for participating in activities are clear to some students	Presents content and purpose: - In a confusing way, using unclear, grammatically incorrect, and/or incoherent language - With little to no evidence of instruction in support of the posted objective(s) - Does not build on content previously mastered - Does not support all student populations based on their subject, grade, and level Rarely uses: - Verbal and nonverbal techniques to convey concepts and their value - Academic language (and when used, may include irrelevant or inaccurate information) Instructions, procedures, and material usage for participating in activities are clear to very few students

Domain 2: Instructional Delivery

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
• Uses leveled and/or scaffolded questioning to challenge students • Incorporates critical thinking and varied problem-solving strategies throughout the lesson • Provides opportunities for students to engage in content and respond to/build on peer ideas • Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move student toward autonomy	Consistently, effectively, and equitably adapts and enhances content and processes based on specific: • Performance levels • Interests • Learning styles • Cultures so that most students can access, respond to, and manipulate content at a high level of rigor Uses a variety of higher order questions and suggestions that push students well beyond initial thinking, and consistently provides multiple opportunities for students to extend and formulate new responses resulting in higher order thinking and discourse Purposefully and effectively uses multiple response and instructional strategies that: • Engage all or nearly all students • Promote student mastery • Are appropriate to all or nearly all student populations All or nearly all students are: • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally using accountable talk • Initiating the asking of higher order thinking questions • Synthesizing content • Evaluating diverse perspectives	Consistently and equitably adapts and enhances content and process based on general: • Performance levels • Interests • Learning styles • Cultures so that most students can access and respond to content at an appropriate level of rigor Uses a variety of questions and suggestions that push students beyond initial thinking to promote understanding Consistently utilizes multiple response and instructional strategies that: • Engage most students • Promote student mastery • Are appropriate to most student populations Most students are: • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally • Asking higher order thinking questions • Synthesizing content	Provides some adaptations of content and process. Adaptations are based on assumptions rather than data; thus, some students can access content at an appropriate level of rigor Uses varied questions and suggestions that help push student understanding of the content, but not beyond initial thinking Uses a limited repertoire of response and instructional strategies that: • Engage some students • Sometimes promote mastery • Are appropriate to some student populations Some students are: • Using authentic dialogue • Engaged in content exploration • Collaborating • Asking higher order thinking questions with most asking basic recall questions	Little to no evidence of adapting content. Adaptations are based on assumptions rather than data; thus, few students can access content at an appropriate level of rigor Uses low-level questions that do not push students beyond initial thinking nor do they promote overall content mastery Little to no evidence of utilizing response and instructional strategies that: • Engage few students • Seldom promotes student mastery • Are appropriate to few student populations Students are not: • Using authentic dialogue • Asking appropriate higher order thinking questions. Most questions are primarily focused on basic recall and directions

Domain 3: Learning Environment

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time - Organizes materials and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson - Aligns physical environment to lesson structure to support outcomes, delivery, and enhancement of peer interaction	No loss of instructional time due to classroom procedures and systems - Efficient routines, rules, and procedures that run smoothly with students assuming responsibility and minimal prompting from the teacher - Orderly, efficient, and seamless transitions between activities with little teacher direction to get the most out of every minute - Students take primary responsibility for the management of classroom and routines	Little loss of instructional time due to classroom procedures and systems - Routines, rules, and procedures are consistently implemented and run smoothly with some prompting from the teacher - Transitions that run smoothly with some teacher direction - Students share responsibility for the management of classroom and routines	Some loss of instructional time due to classroom procedures and systems - Some rules, routines, and procedures are in place but are leniently enforced and require significant teacher prompting and direction - Less than orderly transitions, primarily directed by the teacher	Significant loss of instructional time due to classroom procedures & systems - Non-existent or inefficient routines, rules and procedures leading the teacher to direct every activity - Disorderly and long transitions, fully directed by the teacher
	All classroom materials and supplies are always organized so that they are easily accessible to teacher and all students without disruption to lesson	Most classroom materials and supplies are organized so that they are accessible to teacher and most students without disruption to lesson	Some classroom materials and supplies are organized so that they are accessible to teacher and half of students with some disruption to lesson	Few classroom materials and supplies are easily accessible to teacher and students
	Instructional aids are visible and accessible to all students	Instructional aids are visible and accessible to most students	Instructional aids are visible and accessible to some students	Instructional aids are visible and accessible to few students
	All class space is consistently clutter free while supporting and extending: - Lesson content - Instructional delivery - Peer interactions - Collaboration	Most of the class space is clutter free while supporting and extending: - Lesson content - Instructional delivery - Peer interactions - Collaboration	Some of the class space is clutter free while supporting: - Lesson content - Instructional delivery - Peer interactions	Very little of the class space is clutter free while supporting: - Lesson content - Instructional delivery - Peer interactions

Domain 3: Learning Environment

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Communicates specific, concrete expectations and norms - Promotes self-discipline and self-monitoring using verbal and non-verbal cues - Aligns behavioral consequences to students' social, emotional, and cognitive development - Responds appropriately to student behaviors and uses varied strategies to focus student behaviors without disruption to lesson momentum - Recognizes and reinforces positive behaviors with praise and other incentives when appropriate	All or nearly all students are self-directed to follow established behavior expectations and/or behaviors Teacher consistently responds with positive redirection to off-task behavior resulting in positive behavioral change with almost all students exhibiting self-management of behavioral expectations All or nearly all strategies used to focus students are: - Timely - Specific - Sensitive to individual student needs - Proactive and preventative (to avoid possible inappropriate interactions) All or nearly all students are appropriately praised/acknowledged for their accomplishments and effort	Most students are self-directed to follow established behavior expectations and/or behaviors Teacher consistently responds appropriately to off-task behavior with positive redirection, resulting in positive behavioral change Most strategies used to focus students are: - Timely - Specific - Sensitive to individual student needs Most students are appropriately praised/acknowledged for their accomplishments and effort	Some students follow established behavior expectations and/or directions Teacher generally responds to off-task behavior, however, sometimes does not respond appropriately and the response results in only some positive behavioral change Strategies used to focus students are sometimes: - Timely - Specific - Sensitive to individual student needs Some students are appropriately praised/acknowledged; however, this may not include efforts toward improvement	Very few students follow established behavior expectations and/or behaviors Teacher rarely responds appropriately to off-task behavior and response to misbehavior has minimal results Strategies used to focus students are rarely: - Timely - Specific - Sensitive to individual student needs Very few students are appropriately praised/acknowledged; teacher's main focus is off-task behaviors

Domain 3: Learning Environment

SPOT

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Conveys high expectations for learning and active participation by using appropriate engagement strategies - Interacts equitably and respectfully with students - Creates opportunities to strengthen relationships and build rapport with students through words and actions - Celebrates individual and group efforts and successes	All or nearly all students at the level appropriate: - Take ownership of learning by setting high goals and assuming responsibility - Exhibit respect and sensitivity for varied cultures, developmental levels, languages, etc. Engages all or nearly all students by actively and effectively using a variety of engagement strategies where students are encouraged to take intellectual risks All or nearly all students demonstrate genuine caring for each other and monitor interactions promoting collaboration, positivity, and acceptance Without exception, maintains a welcoming and safe classroom environment that: - Drives learning - Promotes positive interactions with all students in a manner appropriate to the grade and level of the student - Respects the unique needs of all learners - Incorporates students' cultural, linguistic, and social diversity into learning opportunities	Most students at the level appropriate: - Take ownership of learning by setting appropriate goals and assuming responsibility - Exhibit respect for varied cultures, developmental levels, languages, etc. Engages most students by consistently using a variety of engagement strategies where most students are encouraged, but are cautious, when taking intellectual risks Most students are polite to each other and monitor interactions promoting collaboration and acceptance Almost always maintains a welcoming and safe classroom environment that: - Supports learning - Promotes positive interactions with most students in a manner appropriate to the grade and level of the student - Respects the unique needs of nearly all learners	Some students at the level appropriate: - Take ownership of learning by setting goals - Exhibit respect for some classroom variances Engages some students by using a limited range of engagement strategies, and misses several opportunities to use a strategy Some students interact positively and respectfully with each other Generally maintains a welcoming and safe classroom environment that: - Supports learning, with some exceptions - Promotes positive interactions appropriate to the grade and level of the student with some exceptions - Respects the unique needs of most learners	Few students at the level appropriate: - Assume ownership of learning - Exhibit respect for classroom variances Uses little to no engagement strategies resulting in few students engaged in the lesson Students seldom interact positively and respectfully with each other Does not establish a welcoming or safe classroom environment. Environment does not: - Support learning - Promote positive interactions - Respect the unique needs of most learners

Domain 4: Professionalism and Collaboration

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Adheres to professional standard of attendance as outlined by district policy - Exhibits punctuality and preparedness - Establishes clear procedures and expectations for instruction in the event of an emergency or absence	Always compliant with the attendance policy DEC(Local), <i>Days utilized for Benefits-approved leaves and religious holidays do not negatively impact this component of this indicator</i>	Always compliant with the attendance policy DEC(Local), <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator</i>	Most of the time compliant with the attendance policy DEC(Local), <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator</i>	Sometimes not compliant with the attendance policy DEC(Local), <i>Days utilized for Benefits-approved leave and religious holidays do not negatively impact this component of this indicator</i>
	Always leaves clear directions and lessons/material for substitutes that support and enhance continued progression of current content, resulting in no negative impacts to student achievement or campus operations	Almost always leaves directions and lessons/material for substitutes that supports continued progression of current content, resulting in some negative impacts to student achievement or campus operations	Most of the time leaves directions and lessons/material for substitutes that may not always continue progression of current content resulting in negative impacts to student achievement for most students or campus operations	Sometimes leaves directions and lessons for substitutes; however, lessons/material may not support current content and/or class levels, resulting in negative impacts to student achievement for most students or campus operations
	Always punctual and dependable/eager in fulfilling all responsibilities	Usually on time and dependable in fulfilling all responsibilities	Occasionally late and fulfills most responsibilities	Often late and does not follow through on assignments
	All deadlines are met with attention to a high-quality product	Almost always meets deadlines with satisfactory, quality work products	Generally meets deadlines; however, work products are often not of high quality	Frequently misses deadlines and work products are below expectations

Domain 4: Professionalism and Collaboration

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Operates in accordance with: - Federal and state laws - Code of Ethics - Standard Practice for Texas Educators - State and local school board policies, regulations, and practices - Develops an efficient system for maintaining accurate up-to-date academic and nonacademic records - Adheres to federal and state laws of compliance with regard to record-keeping and confidentiality for all students including those with special needs (IEPs, ARD, 504, etc.)	Without exception, complies with Dallas ISD and local school policies and procedures Proactively initiates and implements the development of school-wide operating procedures System for maintaining accurate academic and non-academic records is effective and highly efficient. Teacher grades and posts scores in a timely manner and proactively communicates academic progress to students and parents All student individual information is kept confidential except for "need to know" communication between colleagues	With rare exception, complies with Dallas ISD and local school policies and procedures Consistently implements school-wide operating procedures System for maintaining accurate academic and non-academic records is effective and up to date. Teacher grades and posts scores in a timely manner Most student individual information is kept confidential except for "need to know" communication between colleagues	Most of the time, complies with Dallas ISD and local school policies and procedures Attends meetings on school-wide operating procedures, and implements them as required System for maintaining accurate academic and non-academic records is moderately effective and used inconsistently. Teacher grades and posts scores in a timely manner some of the time Most communications concerning students is confidential except for "need to know" communication between colleagues, with some exceptions	Sometimes does not comply with Dallas ISD and local school policies and procedures, where the needs of the students or the school/district's effectiveness is compromised Rarely or inconsistently implements school-wide operating procedures System for maintaining academic and non-academic records is haphazard or non-existent, resulting in errors and/or inefficiencies that impact students, colleagues and/or parent communication. Teacher regularly does not grade and post scores in a timely manner Often repeats information concerning individual students to colleagues that have no vested professional rationale for the information

Domain 4: Professionalism and Collaboration

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Analyzes multiple sources of evidence to evaluate/determine individual strengths and weaknesses (self-reflection) - Establishes short- and long-term professional goals based on self-reflection and feedback - Participates in relevant/current research based professional learning (campus, district, state, and national) - Instructional practices are advanced through professional learning	Proactively seeks out and participates in current research-based job-embedded professional learning opportunities at the campus, district, state, and national levels Models self-reflection and actively seeks feedback from peers and supervisors Effectively implements new strategies from feedback, self-reflection, and professional learning resulting in significant improvement in student achievement Leads colleagues in professional learning opportunities, using data analysis and self-reflection	Consistently engages in current, research-based, job-embedded professional learning opportunities at the campus, district, state, and national levels Self-reflects on practice and welcomes feedback from peers and supervisors Consistently implements new strategies from feedback, self-reflection, and professional learning resulting in improved student achievement Collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection	Engages in required professional learning opportunities Occasionally self-reflects and reluctantly accepts feedback from supervisors Sometimes implements new strategies from feedback, self-reflection, and professional learning; however, it may not result in any improvement in student achievement Sometimes collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection	Engages in little to no professional learning opportunities Seldom self-reflects and resists feedback Rarely implements new strategies from feedback, self-reflection, and professional learning and when they are implemented, they rarely result in any improvement in student achievement Rarely collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection

Domain 4: Professionalism and Collaboration

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Collaborates with colleagues to plan, share, review, and seek feedback on instructional practices and professional learning - Develops and sustains professional and collegial relationships for the purpose of student and staff growth - Understands campus action plan and advocates for continuous evaluation to ensure alignment with learner and school needs	Teacher initiates and leads extensive, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/progress (engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities) Establishes and promotes a pattern of positivity in working relationships with all colleagues in ways that demonstrate leadership, integrity, respect, flexibility, fairness, and trust leading to high levels of productivity Exhibits with respect to school action plan: - In-depth understanding - Actively and consistently participates in planning sessions - Contributes ideas and expertise that aids in the accomplishment of performance goals	Engages in clear, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/progress (engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities) Establishes working relationships with nearly all colleagues in ways that demonstrate integrity, respect, flexibility, fairness, and trust leading to productivity Exhibits with respect to school action plan: - Good understanding - Consistently participates in implementing aspects of the plan to achieve performance goals	Engages in surface-level, sporadic collaboration with colleagues with interactions rarely focused on instruction or student performance (engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities) Maintains cordial relationships with most colleagues to fulfill the school duties and requirements Exhibits with respect to school action plan: - Limited understanding - Participates in implementing the plan as required	Rarely engages in collaboration with colleagues Avoids interactions with colleagues Exhibits with respect to school action plan: - Little to no understanding - Does not participate in the implementation

Domain 4: Professionalism and Collaboration

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

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Proficient (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
- Initiates contact with parents regarding: - Academic, social, and emotional growth - Accommodations and/or modifications - Attendance - Behavior - Considers diverse populations and needs when selecting communication method (languages/culture/ethnicity) - Responds to all communications in a clear, appropriate, and timely manner - Establishes collaborative partnerships with families and community to enhance instructional programs	Uses effective, timely, and multiple forms of personalized communication with all parents regarding student expectations, progress and/or concerns continuously throughout the school year Establishes multiple, diverse, and collaborative partnerships with families and community to continuously enhance the instructional program in a manner that demonstrates understanding of and appreciation for various: - Languages - Cultures - Values Creates, leads and encourages opportunities for family involvement in classroom and school-wide activities in efforts to reach the mission, vision, and goals of the campus	Uses timely and multiple forms of communication with all parents regarding student expectations, progress and/or concerns throughout the school year Uses multiple collaborative partnerships to regularly engage families and community in the instructional program throughout the school year that demonstrates understanding of and appreciation for various: - Languages - Cultures - Values Encourages family involvement in classroom and school-wide activities	Uses a singular form of communication with most parents, with responses to parent concerns often being sporadic, slow, and/or inappropriate Engages families and community in the instructional program at key points in the school year, such as in the beginning of the year or at the end of each quarter that demonstrates understanding of and appreciation for various languages Supports family involvement in classroom and school-wide activities	Parent communications are often sporadic, non-existent, and/or inappropriate Makes modest, often unsuccessful attempts to engage families and community in the instructional program Creates few or no attempts to encourage family involvement in classroom and school-wide activities