

Teacher Performance Rubric

Companion Document

TEACHER EXCELLENCE INITIATIVE

EFFECTIVE INSTRUCTION

We support teachers by defining excellence in teacher performance practice.

- *Teacher Performance Rubric*
- *Distinguished Teacher Review*

EQUITABLE ACCESS AND OUTCOMES

We support leaders in providing intentional feedback and coaching for every teacher.

- *Annual appraiser training and calibration*
- *Differentiated professional learning*
- *Leveraging data*
- *Instructional resources*

EXCELLENCE

We are committed to ensuring that there is an effective teacher in every classroom.

INTRODUCTION

The Dallas Independent School District believes that its people are its greatest asset. The District's commitment to educating all students for success begins and ends with ensuring that those supporting students are dedicated, highly effective professionals. This spirit of high expectations for performance outcomes is further embraced within Dallas ISD's Teacher Excellence Initiative (TEI).

TEI is grounded in comprehensive research that proved teachers are the most important school-based factor in improving student achievement. Through a commitment to continuous improvement, Dallas ISD teachers are afforded opportunities to grow their pedagogy and facilitate exemplary student performance. TEI is central to teacher growth as its initiatives define, support, and reward excellence.



The Teacher Performance Rubric (TPR) is the instrument utilized by Dallas ISD evaluators to define teacher quality. The TPR is research-based and was developed in collaboration with Dallas ISD leadership, curriculum departments, and teachers. It transcends classroom, school type, and varied instructional protocols to serve as a reliable tool for providing a fair and accurate assessment of teacher effectiveness.

*10,000 teachers in 240 school locations across Dallas are assessed using the Teacher Performance Rubric, resulting in it being foundational to the professional development of those tasked with educating our 140,000+ school-aged children. Thus, a surface level understanding of the TPR is not an option. With that in mind, the Teacher Excellence Initiative introduces the **Teacher Performance Rubric Companion Document**. The Companion Document outlines the anchoring tenets and guiding beliefs for defining excellence within TEI's Evaluation System. TEI welcomes this document to its cache of resources that work in concert to define, support, and reward excellence.*

The following are the six components foundational to all Domains and Indicators of the Teacher Performance Rubric. They are established guideposts for all teaching and learning collaborations undertaken by members of the Dallas Independent School District's instructional staff.

LEARNER FOCUSED

Teachers are tasked with collecting and using both formal and informal data sources to inform their decisions when planning to meet each individual student's needs. This knowledge is then used to ensure that the assessment and instructional needs of all students are met. Learner focused strategies allow all learners to develop an understanding of their own needs, interests and strengths in learning. Students thrive when their learning experiences are developmentally appropriate and relevant to their lives. As a result, student voice is an integral part of this process, as teachers use their knowledge of students to drive their instructional practices as they educate all students for success.

HIGH EXPECTATIONS

Dallas ISD believes that all students can grow; therefore, our responsibility as educators is to determine each student's starting point and to set aggressive expectations for their learning and development. To fully understand and support our students, we must evaluate their social, emotional, and cognitive needs to establish realistic and individualized goals while continuously revising those goals when they are met ahead of schedule. Lessons should be designed to scaffold students to think critically, to consider what happens next, and to arrive at their own conclusions.

We also believe that teachers and leaders must model the high expectations we expect from our students. This means Dallas ISD educators will set expectations for themselves to deeply evaluate pedagogy and utilize student work artifacts and data to intentionally collaborate. Educators must never be satisfied with the status quo. They must actively and continuously seek opportunities to improve all aspects of teaching and learning.

COMPREHENSIVE ACCOUNTABILITY

Holding ourselves to the mission of educating all students for success involves systemic accountability. From the superintendent to our youngest learners, the Dallas Independent School District promotes ownership of our work at all levels of the organization and work to build independent thinkers and collaborative teams.

To that end, Dallas ISD has built a multi-dimensional evaluation and appraisal tool so that we can differentiate teacher performance and identify, retain, and reward our most effective educators. With the data collected during the appraisal process, we can strategically leverage our talent to give our students the best opportunity to succeed.

In addition, we recognize that teachers and students share accountability for their roles in the learning process. While quality instruction is critical to ensuring learning is achieved, we also believe that students' meaningful participation in the classroom ensures strong outcomes. Finally, we continuously evaluate and realign human capital and budgetary resources in support of rigorous accountability for all.

CULTURALLY RESPONSIVE

Children do not enter school a blank slate. They are a unique blend of social behaviors, languages, ethnicities, attitudes, and values all of which will influence their perception of the educational process. The Dallas Independent School District is proud to be a district of diversity and as such, we recognize and embrace the critical role that culture plays in the learning process.

As Dallas ISD educators transport students through their educational journey, they continually strive to ensure that individual and cultural perspectives are intentionally woven throughout all components of the learning process. From planning to delivery and pedagogical development, Dallas ISD uses the cultural knowledge, prior experiences, and learning styles of its diverse students to make learning more appropriate and effective. Thus, we create learning environment that are conducive to all students, no matter their ethnic, cultural, or linguistic background. Being culturally responsive is a cornerstone for building and sustaining the high-quality educational experience provided by the Dallas Independent School District.

MAXIMIZED RESOURCES

A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. Dallas ISD strategically uses its resources (staff, facilities, and materials) in a manner that supports content development, learner style and interest, and varied cognitive and/or developmental levels. To that end, staff are deployed in a manner that aligns their talents and areas of expertise to students' needs. Schools prioritize and target instructional supports and resources to maximize engagement, remediation, and enrichment, thus ensuring an active learning environment with improved achievement outcomes for all students.

COLLABORATIVE – GROWTH MINDSET

Teachers who work together not only positively impact each other, but their collaboration leads to gains for all students and improvements across the school campus. Educating all students for success requires teachers to have a collaborative mindset. No one person has all solutions; thus, collaboration is a key contributor to the success of any school campus. Research supports the fact that the most effective schools are ones that promote teamwork and collaborative practices. This includes teachers working together to develop and share instructional resources and strategies during professional learning communities. School leaders and teachers must establish a learner-centered environment that identifies and responds to student data and needs while challenging all stakeholders (teachers, parents, and community members) to share responsibility for campus improvement and the improvement of learning outcomes for all students. There should be systems in place that encourage teachers to pursue professional learning and growth opportunities not only for their benefit, but also to support campus needs as documented in the campus action plan.



*"Becoming an exemplary teacher is not a matter of chance,
it is a matter of the choices we make;
it is not something that simply comes with years of experience,
it is something that must be purposefully achieved."*

- Robert John Meehan

INSTRUCTIONAL DOMAINS

1

Our teachers plan research-based, rigorous lessons for diverse student populations.

Content Expertise • Student Focused • Assessment Design • Lesson Activities • Lesson Structure

2

Our teachers provide and deliver purposeful, highly effective, and rigorous instruction.

Alignment • Mastery • Delivery • Cognitive Demand

3

Our teachers build safe, supportive, and rigorous learning environments.

Procedures and Systems • Behavioral Expectations • Climate and Culture

4

Our teachers embrace professionalism with a mindset of continuous improvement and accountability.

Attendance • Compliance • Professional Learning • Professional Partnerships • Communication

DOMAIN 1: PLANNING & PREPARATION

Our teachers plan research-based, rigorous lessons for diverse student populations.

Planning and preparation are at the core of effective instruction. During this stage of the lesson cycle, the vision for learning transforms into a concrete set of objectives and action steps that support delivery of an exemplary learning experience. Specifically, planning affords instructors an opportunity to think deliberately about content, student needs, practice/application, resource usage, and assessment.

In addition to lesson design, planning and preparation also allow educators to bring instruction and student outcomes into focus through intentional reflection. Through continuous reflection, teachers identify correlations between past, present, and future lessons and activities and evaluate lesson alignment, progression, content, and cognitive demand to support remediation and/or enrichment. Reflection also allows educators to ensure lessons are meaningful, engaging, and challenging students toward intellectual, cognitive, and social development.

Continuous intentional planning and preparation cannot be underestimated. It is here that an educator answers the questions: What do I want students to know? How will I know if they have learned it? and What will I do if they struggle and/or need to be stretched? Educators who have a well-developed plan and have appropriately prepared for its implementation are more confident and better equipped to answer these questions as they meet student needs, maximize learning opportunities, and accelerate achievement.

ESSENTIAL TEACHER SKILLS & ACTIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> • Displays extensive content expertise including: <ul style="list-style-type: none"> ◦ Prerequisite knowledge ◦ Concept knowledge ◦ Intra- & interdisciplinary content knowledge ◦ Skill enhancement ◦ Adaptability • Accesses content specific language and tools at a high level of rigor • Demonstrates awareness of common misconceptions and how they can be addressed • When planning and selecting lessons, uses individual student data that aligns to: <ul style="list-style-type: none"> ◦ Accommodations and/or modifications ◦ Cognitive level ◦ Social and emotional development ◦ Interest and culture • Creates flexible groupings based on data of levels, readiness, and skill • Aligns re-teaching and enrichment opportunities to specific data points • Plans for the collection and usage of data • Selects varied assessments that align • lesson objectives and allow students to • demonstrate complex understanding • Records progress and engages in • purposeful data analysis • Exhibits knowledge of individual • student progress toward mastery | <ul style="list-style-type: none"> • Varies instructional resources and • activities • Aligns resources activities to content, cognitive/ developmental levels, interest, and culture • Integrates technology/digital resources to supplement and enhance mastery of lesson content <p>Ensures that lessons are:</p> <ul style="list-style-type: none"> • Aligned to appropriate content standards • Linked to prior and future knowledge, broader goals and/or transferrable skills • Representative of a complete lesson cycle • Differentiated to consider individual student cognitive/developmental, social, emotional, and cultural needs |
|--|---|

1.1 CONTENT EXPERTISE

TPR Essentials:

- Shows extensive content expertise
- Able to access the content to provide a high level of rigor
- Aware of common misconceptions and how to address

Considerations:

- Are learning goals appropriately demanding for students?
- Are students able to articulate what they are learning and why?
- Are a variety of aligned tasks available for students based on need?

Look fors:

- Aligned goals, objectives and materials noted in lesson plans
- Ability to lead Professional Learning Community discussions
- One on one discussions with the teacher
- Objectives tied to other disciplines
- Anticipates misunderstandings
- Incorporates different types of teaching techniques
- Student learning tied to real world experiences



Student Driven



Teacher Directed

Exemplary

Students research a global climate issue, drawing on knowledge from science to understand the environmental impact, from social studies to analyze policy, and from language arts to write persuasive arguments or conduct interviews.

Proficient

The teacher plans to extend the compare and contrast lesson by having students compare and contrast the Frank Sinatra song New York to Jay-z's Empire State of Mind song.

Progressing

The teacher plans for students to copy key terms and definitions from the board in preparation for the lesson.

Unsatisfactory

The teacher's lesson plans contain inaccurate information. He/she has confused homophone, homonym, and homograph.

1.2 STUDENT FOCUSED

TPR Essentials:

- Uses individual student data to plan lessons
- Creates flexible groupings based on levels, readiness and skills
- Collects and uses data
- Provides reteaching and extension activities, as applicable

Considerations:

- Is knowledge from a variety of data sources used to plan lessons?
- Do lessons use knowledge of individual students' skills and needs?
- Are instructional materials tailored to students, allowing them to connect instruction to their lives?

Look fors:

- Student inventory sheets
- Individual student portfolios
- Adjustments based on students' needs
- Student connections with assessments and data
- Use of learning strengths and weaknesses
- Students' prior knowledge and future learning is considered during lesson planning



Student Driven



Teacher Directed

Exemplary

The teacher plans multiple learning options (use of play lists) for students to demonstrate their learning.

Proficient

Teacher knows some of his/her students are on the debate team and plans to make them team leaders during a classroom debate.

Progressing

Teacher lesson plans do not reflect accommodations from IEPs or any modifications to meet the varied needs of learners.

Unsatisfactory

There is no evidence of data being used to plan lessons and activities based on student data, interest or cognitive levels.

1.3 ASSESSMENT DESIGN

TPR Essentials:

- Uses varied assessments that align to lesson objectives
- Engages in data analysis
- Uses assessment results to push students towards mastery

Considerations:

- Are modifications to assessments provided when appropriate?
- Is there a system to record student data that allows the teacher and students to track progress towards mastery?
- Are both informal and formal assessment data used to inform instructional decisions?

Look fors:

- Formal/informal assessments
- Using data to inform instruction
- Student understanding of data and their progress towards mastery
- Students understand their data and use it to self-reflect as they work towards mastery
- Provides immediate feedback on students' performance



Student Driven



Teacher Directed

Exemplary

The teacher plans to use a rubric to assess student learning and their progression towards mastery.

Proficient

The teacher provides modifications to assessments as required.

Progressing

The teacher records assessment results on the student tracker, but there is no evidence of any analysis being used to improve student learning.

Unsatisfactory

There is no evidence of varied assessments being used to assess learning.

1.4 LESSON ACTIVITIES

TPR Essentials:

- Varied resources and activities are provided to differentiate, remediate and extend instruction
- Uses technology to support and extend instruction
- Analyzes resources to ensure that modifications and adjustments are made to instruction, as needed

Considerations:

- Are various resources and activities used to create interest in learning?
- Is technology used to promote enhanced learning, engagement and critical thinking?
- Does the teacher consider interests, cognitive and developmental levels when selecting resources?
- Are students provided opportunities to create products as a result of their learning?

Look fors:

- Questioning types/levels
- Students have opportunities to ask each other questions
- Opportunities provided for collaboration
- Accountable talk
- Use of cues/prompts to build student independence



Student Driven



Teacher Directed

Exemplary

The teacher analyzes Amplify lessons and makes adjustments to lesson plans based on students interests.

Proficient

Teacher plans to use an Amplify lesson, and has reviewed the lesson and added notes for student accommodations.

Progressing

The teacher plans for use of an online math program and hands-on manipulatives but activities aren't always aligned to the learning objective.

Unsatisfactory

Lesson activities do not align to content.

1.5 LESSON STRUCTURE

TPR Essentials:

- Lessons, activities, and resources are aligned to standards
- Prior and future learning opportunities are presented in the lesson
- A complete lesson cycle is used to present instruction with time allowed for closure and reflection
- Students can access instruction at a high level of rigor, allowing them to take ownership of their own learning

Considerations:

- Does the lesson include a clear learning objective, aligned to appropriate standards?
- Does the teacher provide differentiated learning opportunities to ensure a high level of rigor for all learners?
- Are students provided opportunities to advance their learning and connect their learning to broader instructional goals?

Look fors:

- Aligned goals and objectives
- Lesson plans
- Professional Learning Community discussions
- One on one discussions with the teacher
- Communication/feedback
- Questioning types (HOTS)/levels
- Grouping students
- Activities are student centered and based on students' needs, levels, etc.
- Lesson objectives/success criteria/DOLs aligned
- Student expectations clearly verbalized or visible



Student Driven



Teacher Directed

Exemplary

Lesson plan reflects a flipped classroom where students are taking ownership of learning discussions.

Proficient

The teacher preplans question, but most (7/10) are low level, yes/no or recall questions, based on Bloom's.

Progressing

The teacher only plans for one lesson activity, which limits opportunities for all students to engage in higher levels of rigor.

Unsatisfactory

The teacher's lesson plans reflect a demonstration of learning that is not aligned to the lesson objective.

DOMAIN 2: INSTRUCTIONAL DELIVERY

Our teachers provide and deliver purposeful, highly effective, and rigorous instruction.

The Essential Teacher Skills and Actions specified in Domain 2, Instructional Delivery, represent the implementation of the planning and preparation of Domain 1. The process of delivering instruction involves applying multiple strategies to communicate and interact with students around specific content.

Instructional delivery is a highly complex process with many moving parts. Educators must ensure that content is appropriate and aligned to standards. Instruction should be relevant beyond test taking and motivate students to assume ownership of their learning. Additionally, flexibility is required as teachers execute real-time formative assessments that, based on student proficiency, facilitate course corrections with respect to pace, lesson content, and instructional strategy. Educators are also tasked with leveraging resources in a manner that supports active engagement and optimal practice opportunities.

Research is nearly unanimous in concluding that teachers are the most impactful school related factor with respect to student achievement. Why? Because it is the teacher who is primarily responsible for ensuring that learning - improving both understanding and ability - takes place. Teachers build bridges, through their delivery of instruction, that transport content through engagement to cognitive growth.

ESSENTIAL TEACHER SKILLS & ACTIONS	
<ul style="list-style-type: none"> Establishes standards-based objectives that are: <ul style="list-style-type: none"> Stated clearly Measurable Developmentally appropriate Focused toward mastery of relevant standards Uses a variety of aligned tasks Provides accommodations and modifications to address specific learning needs Establishes criteria for success that are: <ul style="list-style-type: none"> 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 Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies Delivers content clearly, accurately, and coherently Incorporates appropriately varied digital and/or print and/or hands-on instructional resources 	<ul style="list-style-type: none"> Combines differentiated and relevant instructional strategies and questioning techniques to maintain appropriate pace and engagement 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

2.1 ALIGNMENT

TPR Essentials:

- Learning objectives are stated clearly, measurable, focused on mastery and are tied to appropriate standards for students
- Lesson includes a variety of aligned tasks
- Accommodations and modifications are provided, as needed

Considerations:

- Are learning goals appropriately demanding for students?
- Are students able to articulate what they are learning and why?
- Are a variety of aligned tasks available for students based on need?

Look fors:

- Lesson plans include aligned goals, objectives, and tasks
- Students are given the opportunity to share understanding of learning
- As needed, student accommodations and modifications are used to address learning needs



Student Driven



Teacher Directed

Exemplary

The learning goals met the grade-level (4th Grade) TEKS to develop and solve problems determining perimeter and area in groups, and students were moved beyond the 4th Grade TEKS to 5(D): solve problems related to perimeter and area of rectangles where dimensions are whole numbers, creating problems and solving problems of perimeters in compound shapes. Most are successful with this extension added to the problem set.

Proficient

When asked, most students (17/20) can explain what they are learning, why it is important and can make connections to their own lives.

Progressing

7 of 15 students can explain what they are learning. No students were able to explain why it was important.

Unsatisfactory

When asked what they are learning, 15 of 20 commented "I don't know."

2.2 MASTERY

TPR Essentials:

- Criteria for success are clearly stated, measurable, developmentally appropriate and aligned to the learning objective
- Monitors progress using appropriate checks for understanding to reteach and advance the lesson, as needed
- Provides students feedback that affirms and clarifies learning

Considerations:

- Is there a system to CFU and support instructional adjustments?
- Is there a measure used that allows for an accurate mastery check for all students?
- Are students given opportunities to reflect on and track their learning?

Look fors:

- Can students show mastery of the standard both cooperatively and independently
- Monitoring and adjusting of instruction, as needed
- Checks for understanding are utilized and used to adjust instruction
- Student mastery of learning objectives
- Provides specific feedback to students
- Rigorous measure of student mastery



Student Driven



Teacher Directed

Exemplary

The teacher embedded checks throughout the lesson that were tied to the success criteria, and made an adjustment to pull a group of students to reteach bundling through manipulatives (sticks) that were pre-planned and pre-set. These students were able to be successful after the scaffolding. She provided feedback to every student as they worked through their learning playlists. 97% of students met the learning target set for the DOL.

Proficient

The teacher explained success criteria and used an assessment aligned to appropriate TEKS at the conclusion of the lesson. 85% of students achieved mastery on the DOL. Preplanned checks for understanding were provided at 3 key moments of learning when she stopped to assess learning, provided feedback and allowed students to reflect on their learning with hand signals (thumbs up/down).

Progressing

Students answered True/False questions for the DOL. There was one additional check for understanding prior to the lesson, the independent problem-solving. When a student was confused by the directions, she worked with them to complete the first problem, but did not provide any feedback to the students who completed the assignment.

Unsatisfactory

The teacher had the LO on the board, but there was no success criteria provided. Lesson internalization was not evident. She did not use the method noted in lesson plans when teaching students how to add. The teacher monitored students working to be sure they were on task, but she did not provide feedback regarding their work.

2.3 DELIVERY

TPR Essentials:

- Delivers clear and accurate instruction
- Incorporates varied instructional resources to support all student populations
- Differentiates instructional strategies and questioning to maintain student engagement

Considerations:

- Does content presented support all student populations and the learning of the posted objective?
- Are students provided opportunities to master and extend their learning?
- Are differentiated strategies and materials incorporated?
- Are students allowed to persist with the lesson until they have all reached mastery?

Look for:

- Lesson plans and resources
- Questioning types/levels
- Differentiated strategies/methods
- Technology and visual tools
- Maintains student engagement



Student Driven



Teacher Directed

Exemplary

RLA Teacher explains how the RACE essay strategy compares to paragraph writing and how it can be used in math word problems and science lab papers. Provides RACE scaffold with question stems for students who struggle providing an explanation of evidence. Students helped to develop questions for the scaffold.

Proficient

RLA teacher provides support for the learning objective by providing a writing strategy to gather information. Additional questions were provided to students who struggled with the task. They began by writing one paragraph, and then she modeled how that paragraph would fit into an overall essay. Students worked with a peer to review and strengthen writing.

Progressing

The writing scaffold provided adequate support for writing the claim and providing evidence, but several students had problems with writing explanations that were correctly tied to evidence.

Unsatisfactory

Students were told to write a literary analysis, but students were confused about how to write one. No scaffolds were provided other than the RACE anchor chart. The teacher's model was a biography essay rather than a literary analysis.

2.4 COGNITIVE DEMAND

TPR Essentials:

- Leveled and scaffolded questioning is used to drive instruction
- Critical thinking and problem-solving opportunities are present throughout the lesson
- Students are allowed to engage and build on each other's thinking
- Tasks presented are challenging and move students towards autonomy

Considerations:

- Who's doing the "heavy lifting", the teacher or the students?
- Are all students provided opportunities to collaborate and engage in authentic conversations?
- Does the teacher use a variety of questioning techniques to engage all learners?

Look fors:

- Lesson plans and resources
- Questioning types/levels
- Differentiated strategies/methods
- Technology and visual tools
- Maintains student engagement



Student Driven



Teacher Directed

Exemplary

The teacher differentiates the historical reading assignments based upon groupings by interests and cultures so that students are using authentic dialogue in groups and engaged. Students evaluate diverse perspectives in a whole-group Socratic Seminar.

Proficient

The lesson cycle builds upon increasing cognitive levels to gradual release and autonomy so that students are synthesizing one perspective in collaborative learning with partners. Scaffolds are provided for struggling learners, and 20 of 23 are engaged in the lesson.

Progressing

All students are provided the same assignment. Only 16 of 23 students are engaged in the learning, while the struggling learners are passive in completing the assignment with the group.

Unsatisfactory

The end task assignment was provided to students at the beginning of the lesson with reading assignments. No additional scaffolds were provided. Students were told to complete the essay by the end of class to get credit. Only 5 students were working on the assignment given.

DOMAIN 3: LEARNING ENVIRONMENT

Our teachers build safe, supportive, and rigorous learning environments.

Creating an environment that encourages active learning through engagement, rigor, and intellectual curiosity garners the same level of importance as planning a high-quality lesson. A well-managed classroom environment addresses everything from room arrangement and routines to discipline and emotional/physical safety.

From the time a student steps into the classroom, it is imperative they understand the teacher’s expectations for all inter-workings of the instructional environment. This includes routine activities such as sharpening pencils, turning in assignments, getting into groups, and entering/exiting the classroom. Additionally, expectations and protocols for classroom behavior must also be addressed. By implementing clear, concise procedures and systems, instructors reduce the probability of off task behaviors and classroom interruptions and increase opportunities for learning.

An instructor’s ability to establish and support a system of efficient management techniques will be reciprocated through a more functional, active learning environment. Their commitment to developing a positive, productive learning environment demonstrates that learning is valued and all members of the learning community, teachers and students, are respected and share responsibility for learning.

ESSENTIAL TEACHER SKILLS & ACTIONS	
<ul style="list-style-type: none">• Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time• Organizes material and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson• Aligns physical environment to lesson structure to support outcomes, delivery, and enhancement of peer interaction• 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	<ul style="list-style-type: none">• Conveys high expectations for learning and participation 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

3.1 PROCEDURES AND SYSTEMS

TPR Essentials:

- Organized system of routines, procedures and transitions
- Manages resources to allow for continued learning at an appropriate pace
- Aligns physical environment to support outcomes, delivery and peer interactions

Considerations:

- Are students involved in the management of the class space?
- Are routines, rules and procedures efficient, allowing for maximized instruction?
- Are materials and supplies easily accessible to all students?

Look fors:

- Implementation of procedures, routines and transitions
- Management of materials and supplies
- Safety and organization of the class space



Student Driven



Teacher Directed

Exemplary

All students have jobs/roles in the classroom to assist with the management of class routines. As they enter the classroom, a student leader took attendance and began the lesson by using popsicle sticks to determine the leaders for the Do Now activity. The same student leader directed transitions. A student from each group hands out materials, as another student in the group leads a discussion about the work assignment. There is minimal prompting from the teacher for management of routines and transitions.

Proficient

Students work in their small groups, following the instructions on the task cards provided. The teacher directed transitions and used a timer with no loss of instructional time. Student group leaders retrieved materials for the group assignment.

Progressing

As materials are being distributed, students repeatedly ask what they should be doing, resulting in a loss of instructional time. The teacher constantly had to stop during the transitions to remind students to which specific center they were transitioning. Due to several questions from groups, the teacher printed an additional resource during the lesson, which took away learning time from the lesson.

Unsatisfactory

Students entered the room and stood around with friends talking loudly until the teacher raised her voice to call class to order after the tardy bell rang. Students slowly transitioned to their seats. The teacher did not use a timer during transitions, and the time it took from the whole group to center rotations was 3 minutes. When it was time for dismissal, all students closed their books and ran to get in line, despite the teacher telling them that the bell had not sounded yet.

3.2 BEHAVIOR EXPECTATIONS

TPR Essentials:

- Communicates expectations/norms
- Promotes self-discipline and self-monitoring
- Aligns consequences to students' needs
- Responds appropriately to student behaviors
- Recognizes and reinforces positive behavior

Considerations:

- Are behavior expectations established and known to students?
- How does the teacher respond to undesired behaviors?
- Does the teacher use praise to reinforce desired behaviors?

Look fors:

- Students/teachers understand expectations and show mutual respect
- Behavior expectations applied consistently
- Students are praised for their efforts by teacher



Student Driven



Teacher Directed

Exemplary

Anticipating potential disruptions, the teacher has an anchor chart of hand signals students can use to redirect each other. 5 students use hand signals to redirect others. All students are on task, and they make positive statements to peers to encourage each other to stay engaged in the work.

Proficient

Overall, students follow established rules of the classroom. Once one student is redirected, when the teacher quietly explains why it's important for the student to engage in the activity, the student engaged in the learning from that point on. When working with students during small group instruction, the teacher positively reminds a student to use his flag rather than interrupting him as he is working with students.

Progressing

When it is time for small group work, 6 students are off task, talking to each other, passing notes, and the teacher stops the lesson to collect the notes and reads them aloud. One student does not engage in learning after the incident and places his head on his desk during the learning time. Students repeatedly call a classmate "dumb and stupid", despite the teacher's directive for them to stop.

Unsatisfactory

The teacher had to ask the class to have a seat 5 times before all students complied with the request. The teacher redirects a student 5 times to stop talking but he does not comply. The teacher lets the student continue to talk, with no further redirection.

3.3 CLIMATE AND CULTURE

TPR Essentials:

- Conveys high expectations for learning and encourages participation
- Interacts equitably, creating opportunities to build relationships and rapport with students
- Celebrates individual and group efforts and successes

Considerations:

- Does the teacher use a variety of engagement strategies to engage students?
- Does the classroom culture allow for mutual respect to be displayed by both the teacher and students?

Look for:

- Students have positive interactions with each other
- Students engaged in learning
- SEL strategies incorporated



Student Driven



Teacher Directed

Exemplary

As students enter between classes, the teacher asks a student about their championship soccer game that took place over the weekend. The teacher stands at the door, greeting each individual student with their own handshake. As they discuss text evidence for the central idea, students discuss diverse perspectives and cultural contexts and show appreciation for each other's diverse viewpoints. Students actively listen to one another and build on others' ideas and offer encouragement.

Proficient

The teacher leads the students by directing them to "rollercoaster" when students are successful in answering questions. Students participate in class cheers. Students speak positively in group work. The teacher uses the grand conversation strategy so that most students were engaged in group discussion.

Progressing

When directed to work in a small group, one student refuses to work with their team members and the teacher does not address. The teacher explains the directions without a model or scaffold, and 5 students continually ask questions. After 10 minutes, the 5 are disengaged from the activity.

Unsatisfactory

The teacher encourages the students at the front tables to begin working but does not provide the same encouragement to students sitting in the back of the room. The teacher attempts to walk students through several problems, but no one responds to the questions asked. Students are quietly working individually on assignments, even though the teacher encourages them to work with partners.

DOMAIN 4: PROFESSIONALISM

Our teachers embrace professionalism with a mindset of continuous improvement and accountability.

A professional demeanor shows that an employee takes their responsibilities seriously and is a quality that is foundational for all educators of the Dallas Independent School District. Dallas ISD teachers are dedicated to executing their duties to the highest standard and developing their attitudes, knowledge, and skill set through continuous professional learning.

A commitment to maintaining a rigorous standard of performance is where professionalism begins. This means accepting responsibility for what does and does not happen in the classroom. It mandates that intentionality of thought be given to school attendance/punctuality, ethics, and documentation requirements. When educators demonstrate high levels of adherence to state and district policy, stakeholder confidence increases. As a result, teachers are viewed as not only competent to perform instructional duties, but also as caring individuals dedicated to the core mission of teaching – educating students.

Just as students are encouraged to always push their learning further, teachers that exhibit professionalism recognize they must also be continuous learners. In Dallas ISD schools, students are taught to question, innovate, and think, using skills that are highly valued in our technology driven society. The district values these same skills within its instructional community. Whether it is through participation in professional learning communities, attending conferences, professional organizations, or team collaborations, teachers should enthusiastically seek out and participate in learning opportunities to stay abreast of advances in technology and emerging trends in education.

A focus on professionalism translates to purposeful accountability. Teachers are widely considered to be the most important school-based factor for student achievement and as such, they must sustain a high standard of professionalism and personal accountability as a model to the students they serve.

ESSENTIAL TEACHER SKILLS & ACTIONS

- | | |
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| <ul style="list-style-type: none"> • Adheres to professional standard of attendance as outlined by district policy • Exhibits punctuality and preparedness • Establishes clear procedures and expectations for instruction in the event of an emergency or absence • Operates in accordance with Federal and state laws, Code of Ethics, Standard Practice for Texas Educators, and 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 • 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 | <ul style="list-style-type: none"> • Instructional practices are advanced through professional learning • 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 • Initiates contact with parents regarding: <ul style="list-style-type: none"> ◦ Academic, social, and emotional growth ◦ Accommodations and/or modifications ◦ Attendance and behavior • Considers diverse populations and needs when selecting communication method • Responds to all communications in a clear, appropriate, and timely manner • Establishes collaborative partnerships with families and community to enhance instructional programs |
|--|--|

4.1 ATTENDANCE

TPR Essentials:

- Adheres to District's attendance policy
- Exhibits punctuality and preparedness in the completion of all work responsibilities
- Provides clear procedures and work so that instruction can continue in the event of absence

Considerations:

- Instead of focusing solely on the number of days missed, consider how has the teacher's attendance impacted student learning and campus operations, particularly when absent.
- Is the teacher prompt and prepared in the completion of all responsibilities and tasks?
- Does the teacher provide the substitute with plans and updated materials to support the continuation of aligned instruction?

Look for:

- Availability of substitute plans/folder/student assignments
- AESOP or other systems used to record absences/request substitutes
- Biometric clock in
- Punctuality in being on time for duty, PLC meetings, etc.
- Quality of work products such as lesson plans, curriculum planning calendars, etc.



Student Driven



Teacher Directed

Exemplary

The teacher works to secure a substitute for her planned leave. She leaves current substitute lesson plans and materials that allow students to continue to be actively engaged in learning during her absence.

Proficient

The teacher leaves substitute lessons/materials. He is always on time to pick up students from specials/lunch, with few exceptions.

Progressing

The teacher fails to submit their absence request 8 times in AESOP, according to District policies, and fails to get a substitute to cover her class as a result.

Unsatisfactory

The teacher seldom leaves substitute lessons/materials, and when they do, they are not aligned with the current learning objective. Teacher leaves a note stating, "Ask coworkers for assignments" with the plans.

4.2 COMPLIANCE

TPR Essentials:

- Operates in accordance with Federal and State laws, Educators' Code of Ethics, and district policies
- Develops and implements an efficient system of maintaining academic and nonacademic records
- Follows federal and state laws regarding confidentiality for all students, including those with special needs

Considerations:

- Does the teacher follow all federal, state and district laws and policies?
- Does the teacher follow campus expectations and procedures?
- Is an efficient system in place to accurately maintain records?
- Are assignments graded and scores posted in a timely manner to allow students and parents to track academic progress?
- Does the teacher keep student information confidential, only sharing with colleagues on a "need to know" basis?

Look fors:

- Record-keeping system
- Grading system
- Code of Ethics
- Professional Standards
- State/local policies
- Completed District Compliance Trainings



Student Driven



Teacher Directed

Exemplary

The teacher attends all meetings/PLCs on time and is always prepared to work to address students' instructional needs.

Proficient

The teacher posts students' grades in a timely manner in PowerSchool and has created systems for all students to track their learning goals.

Progressing

The teacher does not collaborate during PLCs, instead using the time to grade papers and prepare her individual lesson plans.

Unsatisfactory

The teacher consistently fails to post the DOL and LO in the classroom, as is the campus' policy.

4.3 PROFESSIONAL LEARNING

TPR Essentials:

- Uses self-reflection strategies to evaluate individual strengths and weaknesses as they create professional goals
- Engages in relevant and current professional learning opportunities
- Advances instructional practices through professional learning

Considerations:

- Are strategies acquired through professional learning opportunities implemented successfully?
- Does the implementation of the new learning positively impact student outcomes?
- Does the teacher collaborate or lead colleagues in professional learning opportunities?
- Is the teacher accepting of feedback from peers and supervisors?

Look fors:

- Participates in ongoing professional learning opportunities
- Utilizes self-reflection/feedback strategies
- Short and long terms goals are set based data, self-reflection and feedback



Student Driven



Teacher Directed

Exemplary

The teacher proactively seeks out and participates in leadership opportunities (CILT, LPAC) which impacts overall student growth for the campus.

Proficient

The teacher receives feedback regarding his classroom management, attends a training over the summer and implements the new learning, resulting in improved behavior management practices in his classroom.

Progressing

The teacher participates in mandatory professional learning opportunities, implements the new learning, but does not see improvements in student achievement or outcomes.

Unsatisfactory

The teacher does not participate in professional learning opportunities to grow their knowledge and skills.

4.4 PROFESSIONAL PARTNERSHIPS

TPR Essentials:

- Collaborates with colleagues to plan, review and seek feedback regarding instructional practices and professional learning opportunities
- Develops and sustains professional and respectful relationships to support and grow students and other colleagues
- Contributes to and understands the campus action plan, helping to accomplish the goals within the plan

Considerations:

- Does the teacher have cordial and professional relationships with colleagues that support the campus in growing?
- Does the teacher collaborate and share ideas with colleagues to plan instruction?
- Does the teacher understand the goals within the campus action plan and their role in accomplishing performance goals?

Look fors:

- Team Collaboration
- Professional Learning Community participation
- Utilizes the Campus Action Plan
- Actively involved in campus, District, and/or community programs



Student Driven



Teacher Directed

Exemplary

The teacher designs a plan of action to support remediation of low performing students and received 100% participation from coworkers and students, resulting in student gains on the Math ACP exam.

Proficient

The teacher notes that teachers are struggling to implement a district issued learning program and invites a representative from the company to discuss how utilizing the software can improve student engagement and growth.

Progressing

The teacher leaves PLC meetings early and seldom contributes in the meetings, unless asked to do so.

Unsatisfactory

The teacher leaves school immediately at dismissal every day, missing the mandatory after school PLCs.

4.5 COMMUNICATION

TPR Essentials:

- Initiates contact with parents regarding students' behavior, academic performance, attendance and learning needs
- Considers student/parent populations needs when selecting method of communication
- Responds to all communications in a timely fashion
- Works collaboratively with families and the community to support the campus' goals

Considerations:

- Does the teacher communicate with all parents regarding the students they support?
- Does the teacher consider culture and other needs when selecting communication methods?
- Are responses to communication received clear, appropriate and timely?
- Does the teacher work to establish partnerships with families and community partners?

Look fors:

- Varies types of communication used with students' families
- Makes attempts at outreach to support attendance, behavior and academic goals
- Utilizes the Campus Action Plan to support the mission, vision and goals of the campus



Student Driven



Teacher Directed

Exemplary

The teacher uses multiple platforms to communicate with families, including Class Dojo, electronic newsletters, social media, texts, emails, and hard copies of the weekly newsletter.

Proficient

The teacher maintains a communication log with parent contact information and responds to parent communication within 24 hours.

Progressing

The teacher only communicates with parents regarding students' academic and behavior concerns.

Unsatisfactory

The teacher never communicates with parents regarding students' academic progress and fails to reply to emails or return phone calls.

PERFORMANCE RATING DESCRIPTION

EXEMPLARY

The exemplary teacher is considered a role model that consistently exhibits exceptional performance translating to high levels of learning for ALL students. They show evidence of in-depth content expertise along with superior ability to implement and integrate ALL Essential Teacher Skills and Actions. Their instruction is always culturally responsive, learner focused, and branded with high expectations for all learners. The exemplary teacher's impact is not limited to their classroom but is campus wide. They possess a growth mindset that facilitates productive collaboration and compelling mentorship of colleagues. Teachers performing at this level are master teachers and leaders in the field, both within and beyond the school.

PROFICIENT

The proficient teacher is a valued educator who demonstrates consistent favorable performance that translates to most students meeting performance goals. There is evidence of increased content expertise along with implementation and integration of the Essential Teacher Skills and Actions. Proficient teachers participate in collaborative learning opportunities and are supportive of colleagues. This rating refers to a successful, professional teacher that is consistently culturally responsive and learner focused while maintaining high expectations for learners. It is the expectation that most teachers are consistently performing at a proficient level while simultaneously engaging in further development.

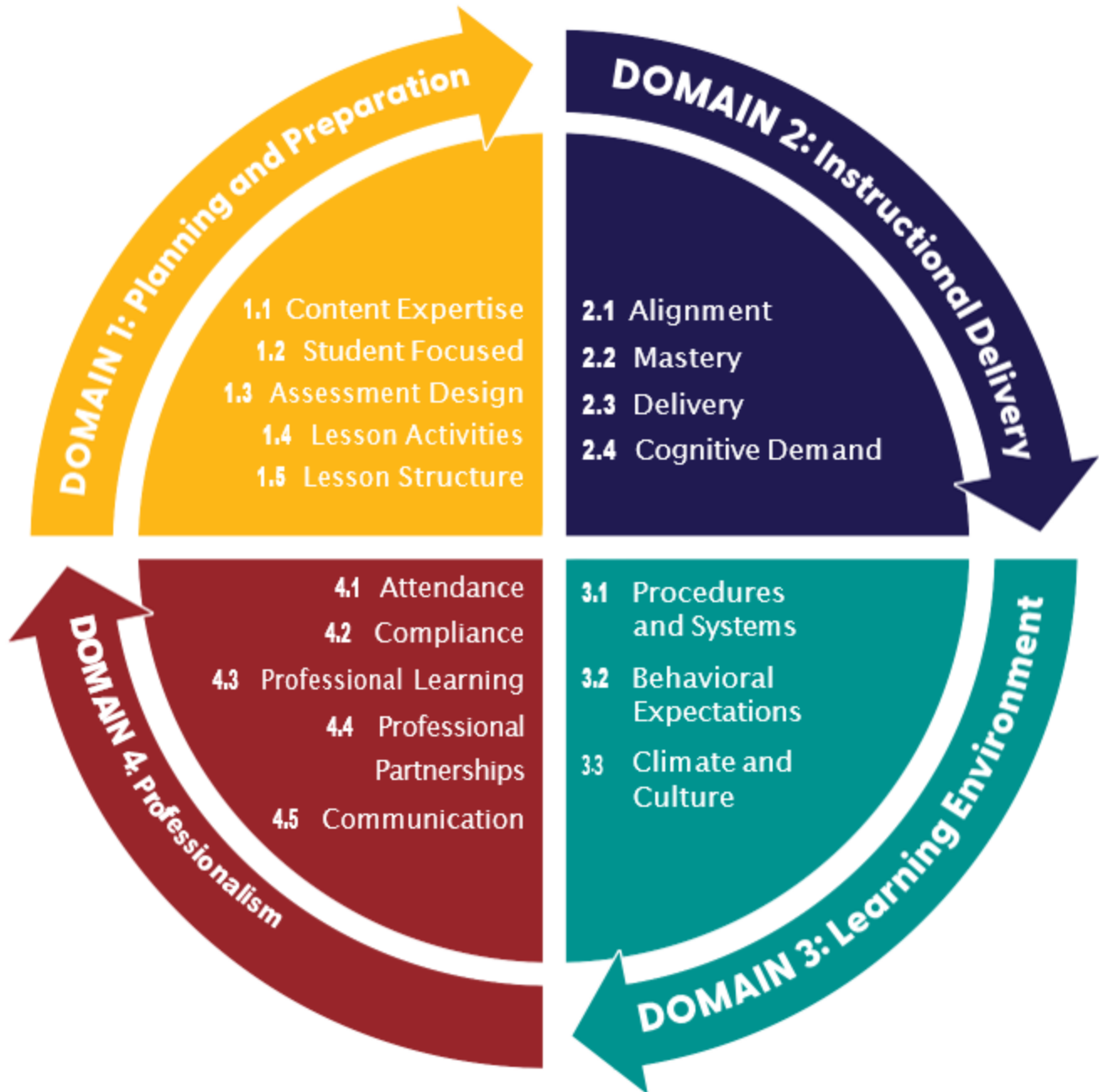
PROGRESSING

The progressing teacher displays sporadic shifts in effectiveness. There is evidence of basic content expertise and implementation of some Essential Teacher Skills and Actions, but more consistent overall performance is required. They are cordial with colleagues and collaboration is occasional and typically initiated via mandates. This rating refers to professional teaching that is occasionally culturally responsive and learner focused, while maintaining some expectations for learning. This level of performance indicates that the teacher knowledge and skills are inconsistent and often ineffective, thus opportunities for improvement are warranted.

UNSATISFACTORY

The unsatisfactory teacher is considered ineffective. The teacher shows little or no content expertise and minimal ability to implement Essential Teacher Skills and Actions. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching that is rarely culturally responsive or learner focused. This level of performance is hindering learning or is doing harm in the classroom and significant intervention is required.

TEACHER PERFORMANCE RUBRIC



Principals and other appraisers are tasked with conducting frequent, fair, and objective observations and evaluations of our teachers. To support our instructional leaders, Dallas ISD conducts annual training and calibration on the teacher performance rubric and evaluation system requirements, supports campus-level calibration through learning walks, and provides ongoing technical assistance and consultation with the performance management team.

To collect the richest evidence on the effectiveness of our teachers, we recommend the following best practices for evaluators to follow:

PREPARE: Share your instructional and cultural expectations with teachers before observing them. Understand the student population the teacher is working with during the observation. Give reasonable advance notice to teachers that you are collecting evidence of their teaching and learning practices.

VARY TIMES/SUBJECTS/SETTINGS: Teachers deserve to have evidence collected about their practices not only throughout the year but also at differing times of the day, in multiple subjects (if applicable), and in various settings. Rather than setting a routinized schedule that has the evaluator visiting the same classrooms at the same times, we recommend that evaluators vary their visits to maximize their understanding of teaching and learning in their school.

COLLECT FACTUAL EVIDENCE: Collecting evidence and evaluating effectiveness are two separate tasks; therefore, evidence should be collected which can be supported by data to assist in evaluating effectiveness. Evidence is seen, heard, or sensed in a way that can be objectively recorded and replayed. Examples: What do you see? What do you hear? What is the teacher saying/doing? What are students saying/doing? *If it is an opinion, it is not evidence.*

MITIGATE BIAS AND PERSONAL PREFERENCES: Appraisers must recognize their preferences and work to mitigate bias so that evaluations are fair and objective. Personal perceptions and observer effects (e.g. familiarity) contribute to unclear and unrealistic feedback that can impact a teacher's view of their practice and can affect the working relationship between administrator and teacher. We recommend appraisers proactively identify evidence that could lead them to rate lower or higher, recognize their pre-conceived notions, and limit value-laden language when discussing instruction.

ASK FOR CONTEXT AND PROVIDE REALISTIC FEEDBACK: To assist teachers' growth, appraisers and teachers should collaborate to establish a shared understanding of the observed lesson. Feedback needs to be focused on the "highest lever" that will make the most positive impact on teaching and learning, and it should be given in achievable segments to scaffold the teacher towards success. Last, to make it meaningful, the feedback conversation should occur as soon as possible.

ELIMINATE SURPRISES: The summative evaluation is designed to depict a culmination of the year. It is intended to provide a summary of how the teacher's practice has evolved. Spot, extended, and informal observations inform the summative evaluation, so they are to be used as evidence of teacher growth rather than numbers to "average" to arrive at a final score. By collecting fact-based data and holding constructive feedback conversations with teachers throughout the year, evaluators are ensuring the arrival of a shared understanding of the teacher's performance at the end-of-year evaluation.

