

Domain 1: Management, Culture and Climate

Do the expectations, systems and routines in this classroom promote student learning and personal growth?

Indicator	Level 1	Level 2	Level 3
Classroom Environment	The classroom is not inviting, and/or the classroom's arrangement inhibits student opportunities for engagement.	Some areas of the classroom are uninviting for students, and/or the classroom's arrangement does not maximize student opportunities for engagement.	All areas of the classroom are inviting for students and are arranged to maximize student opportunities for engagement.
Transitions, Routines and Procedures	Students do not execute transitions, routines, and procedures in an orderly manner. Very few or no students follow behavioral expectations and/or directions.	Students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. Some students follow behavioral expectations and/or directions.	Students execute transitions, routines, and procedures in an orderly and efficient manner most of the time and/or with minimal direction from the teacher. All or almost all students follow behavioral expectations and/or directions.
Instructional Norms	Very few or no students engage with and complete instructional tasks when directed, volunteer responses, and/or ask appropriate questions. Students are left without work to do for a significant portion of the class period.	Some students engage with and complete instructional tasks when directed, volunteer responses, and/or ask appropriate questions. Students are occasionally idle while waiting for the teacher or left with nothing to do for several minutes at a time.	All or almost all students engage with and complete instructional tasks when directed, volunteer responses, and/or ask appropriate questions. Students are actively engaged in the work of the lesson through the entire class period. Students who finish assigned work early engage in meaningful work without interrupting other students' learning.
Community Norms	Very few or no students interact positively with peers or the teacher. Several behaviors occur that are outside of classroom norms, and they are either not addressed or inadequately addressed.	Some students and the teacher respond to each other in a positive, productive manner. Occasionally, behaviors outside of classroom norms occur, and they are not consistently addressed.	All or almost all students and the teacher respond to each other in a positive, productive manner that affirms the dignity and cultural background of all individuals in the classroom. Rarely, behaviors outside of classroom norms occur, but they are swiftly and appropriately addressed.

Level 4

All indicators for **Level 3** are met, and at least one of the following is demonstrated:

- Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner, requiring no direction or narration from the teacher.
- Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

Domain 2: Rigorous Content

Is the content of this lesson designed to ensure student mastery of grade level standards or IEP goals?

Indicator	Level 1	Level 2	Level 3
Standards-Aligned Content	The lesson is not focused on content and practices that advance students toward course and grade-level standards and/or IEP goals.	The lesson partially focuses on content and practices that advance students toward course and grade-level standards and/or IEP goals.	The lesson focuses on content and practices that advance students toward course and grade-level standards and/or IEP goals.
High-Quality Instructional Materials	Instructional materials are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals.	Some instructional materials are appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals.	All or almost all instructional materials are appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals.
Questions and Tasks	Few questions or tasks require the use of academic language or evidence, and they are rarely sequenced in a manner that builds knowledge or empowers students to take ownership of learning.	Some questions and tasks build knowledge and require the use of academic language and evidence	All or almost all questions and tasks are effectively sequenced to build knowledge and consistently require students to make use of academic language and evidence.
Sequential Activities	Activities are poorly sequenced and do not build on each other to move students toward mastery of grade-level standard(s) and/or IEP goals.	Some activities are well-sequenced and build on each other to move students toward mastery of grade-level standard(s) and/or IEP goals.	All or almost all activities are well-sequenced and build on each other to move students toward mastery of grade-level standard(s) and/or IEP goals.
Level 4			
All indicators for Level 3 are met, and at least one of the following is demonstrated:			
- Students independently connect what they learn within and across content areas and apply their learning to real-world situations. - Students connect their historical context (local, state, national, or international), and/or their own cultural identities and daily lives to the work of their classroom.			

Domain 3: Academic Ownership

Are students responsible for doing the thinking in this classroom?

Indicator	Level 1	Level 2	Level 3
Cognitive Work	Students are responsible for doing very little of the thinking required during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.	Students are responsible for doing some of the thinking required during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.	Students are responsible for doing most of the thinking required during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.
Persistence	Very few or no students persist to complete academic work and answer questions.	Some students persist to complete academic work and answer questions, but others give up when the work is challenging.	All or almost all students persist to complete academic work and answer questions, even when the work is challenging.
Academic Discourse	Very few or no students share thinking through academic writing, oral explanations using academic language, and provide meaningful oral or written evidence to support their thinking.	Some students share thinking through academic writing, oral explanations using academic language, and provide meaningful oral or written evidence to support their thinking.	All or almost all students share thinking through academic writing, oral explanations using academic language, and by providing meaningful oral or written evidence to support their thinking.
Providing Feedback	Students do not respond to their peers' ideas or answers.	Students rarely respond to their peers' ideas or answers, or they provide feedback only with significant teacher direction.	Students routinely respond to their peers' ideas or answers.
Level 4			
All indicators for Level 3 are met, and at least one of the following is demonstrated:			
• Students synthesize diverse perspectives or points of view, or articulate evolutions in their understanding during the lesson. • Students independently articulate their successes and needs as they work toward learning outcomes. • Students independently show enthusiasm and interest in taking on advanced or more challenging content.			

Domain 4: Demonstration of Learning

Do all students demonstrate that they are learning?

Indicator	Level 1	Level 2	Level 3
Tasks Yield Data	Questions, tasks, and/or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks, and/or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks, and/or assessments yield data that help pinpoint student misunderstandings and assess students' progress toward learning goals.
Check for Understanding	Students have very few or no opportunities throughout the lesson to demonstrate learning.	Students have few opportunities throughout the lesson to demonstrate learning.	Students have frequent opportunities throughout the lesson to demonstrate learning.
Student Learning	Student responses, work, and interactions demonstrate that few students are on track to achieve stated or implied learning goal for the lesson.	Student responses, work, and interactions demonstrate that some students are on track to achieve stated or implied learning goal for the lesson.	Student responses, work, and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goal for the lesson.
Level 4			
All indicators for Level 3 are met, and at least one of the following is demonstrated: - Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. - Students monitor their own progress, identify their own errors, and advocate for lesson adjustments that will help them improve.			

APPENDIX B: COMMITMENT TO SCHOOL COMMUNITY RUBRIC

Commitment to School Community Rubric

Indicator	Level 1	Level 2	Level 3
Support of Local School Initiatives	Teacher rarely or never supports the local school initiatives in an effective manner.	Teacher sometimes supports the local school initiatives in an effective manner.	Teacher consistently supports the local school initiatives in an effective manner.
Professional Growth and Collaboration	Teacher rarely or never collaborates with colleagues to improve student achievement in an effective manner, and rarely or never seeks out opportunities to improve.	Teacher sometimes collaborates with colleagues to improve student achievement in an effective manner, and sometimes seeks out opportunities to improve.	Teacher consistently collaborates with colleagues to improve student achievement in an effective manner, and consistently seeks out opportunities to improve.
Promote High Academic and Behavioral Expectations	Teacher rarely or never promotes high academic and behavioral expectations, in an effective manner, for all students.	Teacher sometimes promotes high academic and behavioral expectations, in an effective manner, for all students.	Teacher consistently promotes high academic and behavioral expectations, in an effective manner, for all students.
Partnership with Students' Families	Teacher rarely or never engages students' families as valued partners in an effective manner.	Teacher sometimes engages students' families as valued partners in an effective manner.	Teacher consistently engages students' families as valued partners in an effective manner.
Level 4			
All indicators for Level 3 are met, and at least one of the following is demonstrated:			
- Teacher extends impact by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives. - Teacher extends impact by proactively seeking out collaborative opportunities with other teachers and/or dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration. - Teacher extends impact by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them. - Teacher extends impact by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.			

APPENDIX C: STATE AND DISTRICT ASSESSMENTS

ELA & Math Assessments

Assessments	Grades	What does it measure?	Considerations for Evaluation
M-STEP State summative assessment, online and adaptive.	3-7	The M-STEP assessment measures students' proficiency on state standards at the end of the school year. Changes in performance across multiple years can also provide an indicator of Student Growth.	State data on year-to-year student growth is released too late in the year for M-STEP to count in current year evaluations; results are included beginning with prior year results.
PSAT 8/9² State summative assessment, paper/pencil.	8	The PSAT 8/9 provides the first measurement of students' path toward college readiness on the SAT.	State data on year-to-year student growth is released too late in the year for PSAT 8/9 to count on the current year; results will be included in the next year's evaluation.
PSAT 8/9/10/NMSQT and SAT² District and state summative assessment, online and adaptive.	8-11	The PSAT and SAT assessments measure students' progress on College Board College Readiness standards.	District administers official PSAT and SAT assessments in the fall and compares growth against the state assessment administration in the spring.
i-Ready District benchmark assessment, online and adaptive.	K-8	i-Ready Reading measures students' proficiency in five aspects of reading: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. i-Ready math measures students' proficiency in five aspects of reading: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.	For evaluation, a student's first non-red rush score will be used as the accountable test score. Progress will be measured against typical growth.

² College Board PSAT and SAT growth norms are currently not available with the transition to the digital format in the 2023-24 school year. These measures will be included when College Board issues updated growth norms.