Texas Teacher Evaluation and Support System (T-TESS) Rubric

Planning Standards and Alignment (Dimension 1.1)

Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis:1A, 1B, 3A, 3B, 3C
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: ○ are logically sequenced ○ are relevant to students' prior understanding and real-world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	• All measurable goals aligned to state content standards. • All activities, materials and assessments that: ○ are sequenced ○ are relevant to students' prior understanding ○ integrate other disciplines ○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	• All goals aligned to state content standards. • All activities, materials and assessments that: ○ are sequenced ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	• Most goals aligned to state content standards. • Most activities, materials and assessments that: ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Few goals aligned to state content standards. • Few activities, materials and assessments that: ○ are sequenced ○ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

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Planning Data and Assessment (Dimension 1.2)

Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. • Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.

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Planning Knowledge of Students (Dimension 1.3)

Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	• All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

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Planning Activities (Dimension 1.4)

Dimension 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
Standards Basis: 1B, 1C, 1D, 1E
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

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Instruction Achieving Expectations (Dimension 2.1)

Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.
Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic and social- emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor.	• Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning.	• Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.

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Instruction Content Knowledge and Expertise (Dimension 2.2)

Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	• Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	• Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	• Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).

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Instruction Communication (Dimension 2.3)

Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Standards Basis:1D, 1E, 2A, 3A, 4D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	• Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.	• Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that is generally clear with minor errors of grammar. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	• Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. • Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

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Instruction Differentiation (Dimension 2.4)

Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	• Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	• Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs.

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Instruction Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	• Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

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Learning Environment Classroom Environment, Routines and Procedures (Dimension 3.1)

Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C, 4D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.

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Learning Environment Managing Student Behavior (Dimension 3.2)

Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.
Standards Basis: 4A, 4B, 4C, 4D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

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Learning Environment Classroom Culture (Dimension 3.3)

Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.

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Professional Practices and Responsibilities Professional Demeanor and Ethics (Dimension 4.1)

Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
Standards Basis: 6B, 6C, 6D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

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Professional Practices and Responsibilities Goal Setting (Dimension 4.2)

Dimension 4.2 Goal Setting: The teacher reflects on his/her practice.
Standards Basis: 5D, 6A, 6B
Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of- year conference; analysis of student data

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

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Professional Practices and Responsibilities Professional Development (Dimension 4.3)

Dimension 4.3 Professional Development: The teacher enhances the professional community.
Standards Basis: 3A, 6A, 6B, 6C
Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.

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Professional Practices and Responsibilities School Community Involvement (Dimension 4.4)

Dimension 4.4 School Community Involvement: The teacher Demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.
Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D
Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of- year conference; classroom artifacts; student data; daily interaction with others

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

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Rubric Word Bank (with examples of qualifiers that are interchangeably used)

Dimension example:	Distinguished	Accomplished	Proficient	Developing	Improvement needed
Learning Environment: Classroom Culture	All	All	All	Most	Few
Learning Environment: Managing Student Behavior	Consistently	Consistently	Consistently	Inconsistently	Rarely
Instruction: Achieving Expectations	All	Most	Most	Some	Few
Instruction: Content Knowledge and Expertise	Consistently	Regularly	Does (action)	Sometimes	Few
Instruction: Differentiation	Always	Regularly	Does (action)	Sometimes	Does not (action)
No Label	Moves to student centered actions	Moves to student centered actions	Focus on mostly teacher-centered Actions	Focus on teacher-centered actions	Focus on teacher-centered actions

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