**T-TESS RUBRIC**

**PLANNING 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

**Distinguished**

- **Instructional Planning Includes:**
  - All measurable goals aligned to state content standards.
  - All activities, materials and assessments that:
    - are 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 sustaining extensions of the lesson
  - Integration of technology to enhance mastery of goal(s)

**Accomplished**

- **Instructional Planning Includes:**
  - Most goals aligned to state content standards.
  - Most activities, materials and assessments that:
    - 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.

**Proficient**

- **Instructional Planning Includes:**
  - 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.

**Developing**

- **Instructional Planning Includes:**
  - 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.

**Improvement Needed**

- **Instructional Planning Includes:**
  - Few goals aligned to state content standards.

**Possible Sources of Evidence:**

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
## PLANNING 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

### Instructional Planning Includes:

**Distinguished**

- 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.
- Integration of technology to enhance mastery of goal(s).

**Accomplished**

- 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 to the lesson’s goal.
- Integration of technology when applicable.

**Proficient**

- All goals aligned to state content standards.
- All activities, materials and assessments that:
  - 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.

**Developing**

- 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.

**Improvement Needed**

- 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.

### Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
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

### Data and Assessment

#### Instructional Planning Includes:

- **Distinguished**
  - 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 other school personnel on the growth of students in relation to classroom and campus goals while maintaining confidentiality.
  - Analysis of student data connected to specific instructional strategies.

- **Accomplished**
  - 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.

- **Proficient**
  - Formal and informal assessments to monitor progress of most students.
  - Timely feedback to students and families.
  - Utilization of multiple sources of student data.

- **Developing**
  - 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.

- **Improvement Needed**
  - 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.

### Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
**PLANNING 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

<table>
<thead>
<tr>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Improvement Needed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
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<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
</tr>
</tbody>
</table>

### Instructional Planning Includes:
- 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.

### Instructional Planning Includes:
- 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 each other’s learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

### Instructional Planning Includes:
- 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.

### Instructional Planning Includes:
- 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.

### Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

**Standards Basis:** 1B, 1C, 1D, 1E

### PLANNING DIMENSION 1.4

### Activities

#### Distinguished

**Instructional Planning Includes:**
- 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.

#### Accomplished

**Instructional Planning Includes:**
- 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.

#### Proficient

**Instructional Planning Includes:**
- 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.

#### Developing

**Instructional Planning Includes:**
- 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.

#### Improvement Needed

**Instructional Planning Includes:**
- 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.

### Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
## INSTRUCTION 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

### Distinguished

**STUDENT-CENTERED ACTIONS**
- 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.

**TEACHER-CENTERED ACTIONS**
- 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.

### Accomplished

**STUDENT-CENTERED ACTIONS**
- 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 follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

**TEACHER-CENTERED ACTIONS**
- 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.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

### Proficient

**STUDENT-CENTERED ACTIONS**
- Sets academic expectations that challenge all students.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

**TEACHER-CENTERED ACTIONS**
- 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.

### Developing

**STUDENT-CENTERED ACTIONS**
- 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.

**TEACHER-CENTERED ACTIONS**
- 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.

### Improvement Needed

**STUDENT-CENTERED ACTIONS**
- 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.

**TEACHER-CENTERED ACTIONS**
- 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.

### Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Student Growth Processes
- Analysis of Student Data
### INSTRUCTION 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

#### Distinguished

**STUDENT-CENTERED ACTIONS**
- 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.

#### Accomplished

**STUDENT-CENTERED ACTIONS**
- 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.

#### Proficient

**STUDENT-CENTERED ACTIONS**
- 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.

#### Developing

**STUDENT-CENTERED ACTIONS**
- 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).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

#### Improvement Needed

**STUDENT-CENTERED ACTIONS**
- 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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**TEACHER-CENTERED ACTIONS**

#### Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Student Growth Processes
- Analysis of Student Data
**INSTRUCTION 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

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

**Possible Sources of Evidence:**

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

### INSTRUCTION DIMENSION 2.4

**Differentiation**

<table>
<thead>
<tr>
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<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
</tr>
<tr>
<td><strong>The Teacher</strong></td>
<td>• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.</td>
<td>• Consistently monitors the quality of student participation and performance.</td>
<td>• Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>• Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</td>
</tr>
<tr>
<td><strong>The Teacher</strong></td>
<td>• Adapts lessons to address individual needs of all students.</td>
<td>• Regularly monitors the quality of student participation and performance.</td>
<td>• Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</td>
<td>• Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</td>
</tr>
<tr>
<td><strong>Possible Sources of Evidence:</strong></td>
<td>• Conferences and Conversations with the Teacher</td>
<td>• Formal Observations/Walkthroughs</td>
<td>• Classroom Artifacts</td>
<td>• Student Growth Processes</td>
</tr>
</tbody>
</table>
### INSTRUCTION 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

<table>
<thead>
<tr>
<th>The Teacher</th>
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<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
</tr>
<tr>
<td>- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</td>
<td>- Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</td>
<td>- Consistently invites input from students in order to monitor and adjust instruction and activities.</td>
<td>- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</td>
<td>- Rarely utilizes input from students in order to monitor and adjust instruction and activities.</td>
</tr>
<tr>
<td>- Adjusts instruction and activities to maintain student engagement.</td>
<td>- Adjusts instruction and activities to maintain student engagement.</td>
<td>- Adjusts instruction and activities to maintain student engagement.</td>
<td>- Adjusts some instruction within a limited range.</td>
<td>- Persists with instruction or activities that do not engage students.</td>
</tr>
<tr>
<td>- Uses discreet and explicit checks for understanding through questioning and academic feedback.</td>
<td>- Continually checks for understanding through purposeful questioning and academic feedback.</td>
<td>- Monitors student behavior and responses for engagement and understanding.</td>
<td>- Sees student behavior but misses some signs of disengagement.</td>
<td>- Generally does not link student behavior and responses with student engagement and understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Is aware of most student responses but misses some clues of misunderstanding.</td>
<td>- Makes no attempts to engage students who appear disengaged or disinterested.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data
**LEARNING ENVIRONMENT DIMENSION 3.1**

**Classroom Environment, Routines and Procedures**

The teacher organizes a safe, accessible and efficient classroom.

**Standards Basis:** 1D, 4A, 4B, 4C, 4D

**STUDENT-CENTERED ACTIONS**

- **Distinguished**
  - 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.

- **Accomplished**
  - 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.

- **Proficient**
  - 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.

- **Developing**
  - 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.

- **Improvement Needed**
  - 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.

**TEACHER-CENTERED ACTIONS**

- **Possible Sources of Evidence:**
  - Conferences and Conversations with the Teacher
  - Formal Observations/Walkthroughs
  - Classroom Artifacts
  - Analysis of Student Data
LEARNING ENVIRONMENT DIMENSION 3.2
Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

<table>
<thead>
<tr>
<th>Distinguished</th>
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</tr>
<tr>
<td>• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</td>
<td>• Consistently implements the campus and/or classroom behavior system proficiently.</td>
<td>• Inconsistently implements the campus and/or classroom behavior system.</td>
<td>• Rarely or unfairly enforces campus or classroom behavior standards.</td>
</tr>
<tr>
<td>• Students and the teacher create, adopt and maintain classroom behavior standards.</td>
<td>• Most students meet expected classroom behavior standards.</td>
<td>• Student failure to meet expected classroom behavior standards interrupts learning.</td>
<td>• Student behavior impedes learning in the classroom.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
### LEARNING ENVIRONMENT 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

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
<td><strong>TEACHER-CENTERED ACTIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.</td>
<td>• Establishes a learning environment where most students are engaged in the curriculum.</td>
<td>• Consistently engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</td>
<td>• Establishes a learning environment where few students are engaged in the curriculum.</td>
<td>• Establishes a learning environment where few students are engaged in the curriculum.</td>
</tr>
<tr>
<td>• Students collaborate positively and encourage each other’s efforts and achievements.</td>
<td>• Students are sometimes disrespectful of each other.</td>
<td>• Engages all students in relevant, meaningful learning.</td>
<td>• Students are disrespectful of each other and of the teacher.</td>
<td>• Students are disrespectful of each other and of the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students work respectfully individually and in groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**

**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*

<table>
<thead>
<tr>
<th>Distinguished</th>
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<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
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<td><strong>TEACHER-CENTERED ACTIONS</strong></td>
<td><strong>STUDENT-CENTERED ACTIONS</strong></td>
</tr>
<tr>
<td>• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</td>
<td>• Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.</td>
<td>• Advocates for the needs of all students in the classroom.</td>
<td>• Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</td>
<td>• Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
</tr>
<tr>
<td>• Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</td>
<td>• Advocates for the needs of all students in the classroom.</td>
<td>• Advocates for the needs of all students in the classroom.</td>
<td>• Meets most professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>• Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</td>
</tr>
<tr>
<td>• Advocates for the needs of all students in the classroom.</td>
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</table>

**Possible Sources of Evidence:**

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.
Standards Basis: 5D, 6A, 6B

<table>
<thead>
<tr>
<th>STUDENT-CENTERED ACTIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished</strong></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.</td>
</tr>
<tr>
<td>• Implements substantial changes in practice resulting in significant improvement in student performance.</td>
<td>• Meets all professional goals resulting in improvement in practice and student performance.</td>
</tr>
<tr>
<td><strong>Accomplished</strong></td>
<td></td>
</tr>
<tr>
<td>• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</td>
<td>• Sets short- and long-term professional goals based on self-assessment.</td>
</tr>
<tr>
<td>• Meets all professional goals resulting in improvement in practice and student performance.</td>
<td>• Meets most professional goals resulting in some visible changes in practice.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td></td>
</tr>
<tr>
<td>• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.</td>
<td>• Sets short-term goals based on self-assessment.</td>
</tr>
<tr>
<td>• Meets all professional goals resulting in improvement in practice and student performance.</td>
<td>• Meets most professional goals resulting in some visible changes in practice.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td></td>
</tr>
<tr>
<td>• Sets short-term goals based on self-assessment.</td>
<td>• Sets low or ambiguous goals unrelated to student needs or self-assessment.</td>
</tr>
<tr>
<td>• Meets most professional goals resulting in some visible changes in practice.</td>
<td>• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
</tr>
<tr>
<td><strong>Improvement Needed</strong></td>
<td></td>
</tr>
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<td>• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</td>
<td></td>
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Possible 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
**PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3**

**Professional Development**

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

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**Distinguished**

- 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.

**Accomplished**

- 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.

**Proficient**

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

**Developing**

- Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

**Improvement Needed**

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.

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**Possible 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
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

**Possible Sources of Evidence:**
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

**School Community Involvement**

**Dimension 4.4**

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**

### Distinguished
- 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.

### Accomplished
- 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.

### Proficient
- 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.

### Developing
- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

### Improvement Needed
- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

**STUDENT-CENTERED ACTIONS**
- 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.

**TEACHER-CENTERED ACTIONS**
- 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.
# Rubric Word Bank

with example qualifiers that are interchangeably used:

<table>
<thead>
<tr>
<th>Dimension Example:</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment Classroom Culture</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>MOST</td>
<td>FEW</td>
</tr>
<tr>
<td>Learning Environment Managing Student Behavior</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>INCONSISTENTLY</td>
<td>RARELY</td>
</tr>
<tr>
<td>Instruction Achieving Expectations</td>
<td>ALL</td>
<td>MOST</td>
<td>MOST</td>
<td>SOME</td>
<td>FEW</td>
</tr>
<tr>
<td>Instruction Content Knowledge and Expertise</td>
<td>CONSISTENTLY</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>FEW</td>
</tr>
<tr>
<td>Instruction Differentiation</td>
<td>ALWAYS</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>DOES NOT (ACTION)</td>
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