



Teacher Performance Rubric

Companion Document

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

TEI is grounded in comprehensive research that proved teachers are the most important school-based factor in improving student achievement. Through a commitment to pedagogy and facilitate exemplary student performance. TEI is central to teacher growth

TEACHER EXCELLENCE

The Teacher Performance Rubric (TPR) is the instrument utilized by Dallas ISD evaluators with Dallas ISD leadership, curriculum departments, and teachers. It transcends classroom, school type, and varied instructional protocols to serve as a reliable tool for providing a

*10,000 teachers in 240 school locations across Dallas are assessed using the Teacher Performance Rubric, resulting in it being foundational to the professional development of those tasked with educating our 140,000+ school-aged children. Thus, a surface level understanding of the TPR is not an option. With that in mind, the Teacher Excellence Initiative introduces the **Teacher Performance Rubric Companion Document**.*

excellence within TEI's Evaluation System. TEI welcomes this document to its cache of

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

LEARNER FOCUSED

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

HIGH EXPECTATIONS

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

CULTURALL PONSIVE

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

- Robert John Meehan

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

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

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

Alignment • Mastery • Delivery • Cognitive Demand

DOMAIN 2: INSTRUCTIONAL DELIVERY

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

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

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

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

ESSENTIAL TEACHER SKILLS & ACTIONS

- Establishes standards-based objectives that are:
 - Stated clearly
 - Measurable
 - Developmentally appropriate
 - Focused toward mastery of relevant standards
- Uses a variety of aligned tasks
- Provides accommodations and modifications to address specific learning needs
- Establishes criteria for success that are:
 - Stated clearly
 - Measurable
 - Developmentally appropriate
 - Aligned to learning objective
- Monitors progress toward mastery with multiple and varied checks for understanding at appropriate opportunities
- Provides systematic feedback that affirms, clarifies, and advances the lesson
- Reteaches and/or advances content to address level of mastery based on data obtained from checks for understanding
- Supports objectives, prior learning, and all student

DOMAIN 3: LEARNING ENVIRONMENT

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

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

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

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

ESSENTIAL TEACHER SKILLS & ACTIONS

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| <ul style="list-style-type: none">• Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time• Organizes material and supplies (visual graphics, anchor charts, and/or technology) in a manner that facilitates readiness, progression, and enhancement of the lesson• Aligns physical environment to lesson structure to support outcomes, delivery, and enhancement of peer interaction• Communicates specific, concrete expectations and norms• Promotes self-discipline and self-monitoring using verbal and non-verbal cues• Aligns behavioral consequences to students' social, emotional, and cognitive development• Responds appropriately to student behaviors and uses varied strategies to focus student behaviors without disruption to lesson momentum• Recognizes and reinforces positive behaviors with praise and other incentives when appropriate | <ul style="list-style-type: none">• Conveys high expectations for learning and participation and active participation by using appropriate engagement strategies• Interacts equitably and respectfully with students• Creates opportunities to strengthen relationships and build rapport with students through words and actions• Celebrates individual and group efforts and successes |
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DOMAIN 4: PROFESSIONALISM

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

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

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

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

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

ESSENTIAL TEACHER SKILLS & ACTIONS

- Adheres to professional standard of attendance as outlined by district policy
- Exhibits punctuality and preparedness
- Responds to and maintains a high standard of professionalism (3.3C) (TJEMCiv)

EXEMPLARY

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

PROFICIENT

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

PROGRESSING

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

UNSATISFACTORY

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

Principals and other appraisers are tasked with conducting frequent, fair, and objective

TEACHER