DALLAS
INDEPENDENT SCHOOL DISTRICT
Teacher Performance Rubric
Teacher Advancement Initiative
TEACHER

Domain 1: Planning and Preparation

1.4 LESSON ACTIVITIES

- Varies instructional resources and activities
- Aligns resources and activities to content, cognitive/developmental levels, interest, and culture
- Integrates technology/digital resources and activities to supplement and enhance mastery of lesson content

Domain 1: Planning and Preparation

1.5 LESSON STRUCTURE: Plans appropriate standards-based lessons that address prerequisites and advance relationships among concepts and skills

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Progressing (1 Point)
Ensures that lessons are: • Aligned to appropriate content standards • Linked to prior and future knowledge, broader goals and/or transferable skills • 5HSUHVHQWDWLYH RI D FRPSOHWH OHVVRQ cycle • 'L‡HUHQWLDWHG WR FRQVLGHU LQGLYLGXDO student cognitive/developmental, social, emotional, and cultural needs	Lesson plans always: • Align to appropriate standards, end of year expectations and interim goals • Include criteria that are aligned to the LO and include a clear, rigorous	

- Establishes standards-based objectives that are:
    - Stated clearly
    - Measurable
    - Developmentally appropriate
    - Focused towards mastery of relevant standards
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Domain 2: Instructional Delivery

SPOT

2.2 MASTERY: Ensures student mastery of learning objective appropriate to standards for subject and grade

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)		Progressing (1 Point)
• 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 DˆUPV FODULLHV DQG DGYDQFHV WKH lesson • 5HWHDFKHV DQG RU DGYDQFHV PRQWHQW to address level of mastery based on data obtained from checks for understanding	Without exception, internalizes, develops and communicates criteria that is aligned to a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) 0DVWHU\ FDQ EH LGHQWLILHG DW closure in a manner appropriate to mode of instruction. Assignments can be completed independently with all or nearly all students VKRZLQJ SURJ¿FLHQF\ progress towards mastery (and track their overall success) Checks for Academic Understanding • Seamlessly embedded in the lesson to determine if the pace and key steps or concepts need further examination • Gets an accurate reading of mastery level from every check and uses a data collection roster to support adjustments • Provides feedback to all students &RQVLVWHQWO\ DQG H‡HFWLYHO\ responds and adjusts instruction using data gathered from checks to meet student needs without taking DZD\ IURP ÀRZ RI OHVVRQ engagement	Consistently internalizes, develops and communicates criteria that is aligned to a clear, rigorous method to measure student mastery or growth (e.g. DOL/exit ticket, projects, etc.) 0DVWHU\ FDQ EH LGHQWLILHG DW lesson closure in a manner appropriate to mode of instruction. Assignments can be completed independently with most students VKRZLQJ SURJ¿FLHQF\ progress towards mastery Checks for Academic Understanding • Performed at almost all key moments to determine if the pace of the lesson and key steps or concepts need further examination • Gets an accurate reading of mastery level from almost every check and uses a data collection roster to support adjustments • Provides feedback to all students (‡HFWLYHO\ UHVSRQGV DQG DGMXVWV instruction using data gathered from checks but may miss a few opportunities for needed adjustments	Sometimes internalizes, develops, and communicates criteria that is aligned to a few opportunities for student mastery (i.e., DOL/exit ticket, projects, etc.) Mastery does not assess student $OORZV WLPH IRU VWXGHQWV WR UHÀHFW RQ WKHLU UHÀHFW RQ WKHLU

Feedback to Student 04700400588.53,

- Supports objectives, prior learning, and all student populations based on their subject, grade, and level with appropriate instructional strategies
- Delivers content clearly, accurately, and coherently
- Incorporates appropriately varied digital, print and/or hands-on instructional resources
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Domain 2: Instructional Delivery

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2.4 COGNITIVE DEMAND: Engages students in rigorous content that elicits a productive struggle

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	3 U R ¿ F L H Q W (2 Points)	Progressing (1 Point)	Unsatisfactory (0 Points)
• 8VHV OHYHOHG DQG RU questioning to challenge students • Incorporates critical thinking and varied problem-solving strategies throughout the lesson • Provides opportunities for students to engage in content and respond to/build on peer ideas • Provides appropriately challenging and aligned tasks that increase cognitive demand and gradually move student toward autonomy	V F D ‡ R O H H Consistently and equitably adapts and enhances content and processes based on V S H F L ¿ F • Performance levels • Interests • Learning styles • Cultures so that most students can access, respond to, and manipulate content at a high level of rigor	H ‡ H F W Consistently and equitably adapts and enhances content and process based on general: • Performance levels • Interests • Learning styles • Cultures so that most students can access and respond to content at an appropriate level of rigor	Provides some adaptations of content and process. Adaptations are based on assumptions rather than data; thus, some students can access content at an appropriate level of rigor	Little to no evidence of adapting content. Adaptations are based on assumptions rather than data; thus, few students can access content at an appropriate level of rigor
	Uses a variety of higher order questions and suggestions that push students well beyond initial thinking, and consistently provides multiple opportunities for students to extend and formulate new responses resulting in higher order thinking and discourse	Uses a variety of questions and suggestions that push students beyond initial thinking to promote understanding	Uses varied questions and suggestions that help push student understanding of the content, but not beyond initial thinking	Uses low-level questions that do not push students beyond initial thinking nor do they promote overall content mastery
	3 X U S R V H I X O O \ D Q G H ‡ H F W L Y H O \ utilizes multiple response and instructional strategies that: • Engage all or nearly all students • Promote student mastery • Are appropriate to all or nearly all student populations	Consistently utilizes multiple response and instructional strategies that: • Engage most students • Promote student mastery • Are appropriate to most student populations	Uses a limited repertoire of response and instructional strategies that: • Engage some students • Sometimes promote mastery • Are appropriate to some student populations	Little to no evidence of utilizing response and instructional strategies that: • Engage few students • Seldom promotes student mastery • Are appropriate to few student populations
	All or nearly all students are: • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally using accountable talk • Initiating the asking of higher order thinking questions • Synthesizing content • Evaluating diverse perspectives	Most students are: • Using authentic dialogue • Engaged in content exploration • Collaborating intentionally • Asking higher order thinking questions • Synthesizing content	Some students are: • Using authentic dialogue • Engaged in content exploration • Collaborating • Asking higher order thinking questions with most asking basic recall questions	Students are not: • Using authentic dialogue • Asking appropriate higher order thinking questions. Most questions are primarily focused on basic recall and directions

Domain 3: Learning Environment

3.1 PROCEDURES & SYSTEMS: Organizes classroom procedures, physical space, and resources to allow for optimal instruction

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)		Progressing (1 Point)
• Establishes an organized system of routines, procedures, and transitions that allow for maximized instructional time • Organizes materials 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	No loss of instructional time due to classroom procedures and systems		

Domain 4: Professionalism and Collaboration

4.1 ATTENDANCE: 0 R G H O V D F R P P L W P H Q W W R D W W H Q G D Q F H W K D W H Q V X U instruction

- Adheres to professional standard of attendance as outlined by district policy
- Exhibits punctuality and preparedness
- Establishes clear procedures and expectations for instruction in the event of an emergency or absence

- Operates in accordance with:
  - Federal and state laws
  - Code of Ethics
  - Standard Practice for Texas Educators
  - State and local school board policies, regulations, and practices
- 'HYHORSV DQ HˆFLHQW V\VWHP IRU maintaining accurate up-to-date academic and nonacademic records
- Adheres to federal and state laws of compliance with regard to record-NHHSLQJ DQG FRQ¿GHQWLDOW\ IRU DOO students including those with special QHHGV ,(3V $5' HWF

Domain 4: Professionalism and Collaboration

4.3 PROFESSIONAL LEARNING : Exhibits a commitment to professional growth by pursuing, implementing, and sharing new learnings

- Analyzes multiple sources of evidence to evaluate/determine individual strengths and weaknesses (self-U H À H F W L R Q
- Establishes short- and long-term professional goals based on self-U H À H F W L R Q D Q G I H H G E D F N
- Participates in relevant/current research based professional learning (campus, district, state, and national)
- Instructional practices are advanced through professional learning

Domain 4: Professionalism and Collaboration

4.4 PROFESSIONAL PARTNERSHIPS : Engages in collaborative, productive relationships with colleagues to improve individual and team practices

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Progressing (1 Point)
• Collaborates with colleagues to plan, share, review, and seek feedback on instructional practices and professional learning • Develops and sustains professional and collegial relationships for the SXUSRVH RI VWXGHQW DQG VWDII JURZWK • Understands campus action plan and advocates for continuous evaluation to ensure alignment with learner and school needs	Teacher initiates and leads extensive, consistent collaboration with colleagues to plan units, share teaching ideas, and examine student work/progress (engagement may be in the form of PLCs, grade/team/ content meetings, or other campus level opportunities) Establishes and promotes a pattern of positivity in working relationships with all colleagues in ways that demonstrate leadership, integrity, respect, ÀH[LELOLW\ IDLUQHVV DQG WUXVW leading to high levels of productivity Exhibits with respect to school action plan: •	

Domain 4: Professionalism and Collaboration

4.5 COMMUNICATION: Establishes culturally appropriate relationships with families and communities through meaningful, ongoing communication

ESSENTIAL TEACHER SKILLS & ACTIONS	Exemplary (3 Points)	Progressing (1 Point)
• Initiates contact with parents regarding: Academic, social, and emotional growth Accommodations and/or PRGL¿FDWLRQV Attendance Behavior • Considers diverse populations and needs when selecting communication method (languages/culture/ethnicity) • 5HVSRQGV WR DOO FRPPXQLFDWLRQV LQ D clear, appropriate, and timely manner • Establishes collaborative partnerships with families and community to enhance instructional programs	8VHV H‡HFWLYH WLPHO\ DQG multiple forms of personalized communication with all parents regarding student expectations, progress and/or concerns continuously throughout the school year Establishes multiple, diverse, and collaborative partnerships with families and community to continuously enhance the instructional program in a manner that demonstrates understanding of and appreciation for various: • Languages • Cultures • Values Creates, leads and encourages opportunities for family	