The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

**Standards and Alignment**

**Instructional Planning Includes:**
- 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).

**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
  - 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).

**Instructional Planning Includes:**
- 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.

**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.

**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.

**Sources of Evidence:**
- Pre-Conference, Formal Observation, Classroom

**Standards Basis:** 1A, 1B, 3A, 3B, 3C
Instructional Planning Includes:

**DATA AND ASSESSMENT**

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

- **Formal and informal assessments to monitor progress of all students, share 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, maintaining student confidentiality.**
- **Analysis of student data connected to specific instructional strategies.**

- **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, maintaining student 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.**

### Sources of Evidence:
- Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation, Post-Conference Instructional Planning

### Standards Basis:
- 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D
# 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.

### Instructional Planning Includes:

**STUDENT-CENTERED ACTIONS**

- All lessons that connect to students’ prior knowledge, experiences, interests 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.

**TEACHER-CENTERED ACTIONS**

- All lessons that connect to students’ prior knowledge, experiences 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.

### Sources of Evidence:
- Analysis of Student Data, Pre-Conference, Formal Observation

### Standards Basis:
- 1A, 1B, 1C, 2A, 2B, 2C

### Improvement Needed

- 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.

- 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.

- 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.

- 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.

- Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

- Improvement Needed

- Proficient

- Developing

- Accomplished

- Distinguished
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

**Activities**

- 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.

**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.

**Sources of Evidence:**

- Pre-Conference, Formal Observation

**Standards Basis:**

- 1B, 1C, 1D, 1E
INSTRUCTION DIMENSION 2.1
Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

**STUDENT-CENTERED ACTIONS**

The Teacher
- 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**

The Teacher
- 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 encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

Sources of Evidence:
- Pre-Conference, Formal Observation

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B
**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.

**STUDENT-CENTERED ACTIONS**

- **The Teacher**
  - 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.

**TEACHER-CENTERED ACTIONS**

- **The Teacher**
  - 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.

**Distinguished**

- 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.

**Developing**

- 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**

- 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).

**Sources of Evidence:**

- Pre-Conference, Formal Observation

**Standards Basis:** 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C
The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

**INSTRUCTION DIMENSION 2.3 Communication**

**Distinguished**
- 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.

**Developing**
- Establishes classroom practices that provide opportunities for most students to communicate effectively 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.

**Improvement Needed**
- 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.

**Sources of Evidence:**
Pre-Conference, Formal Observation

**Standards Basis:**
1D, 1E, 2A, 3A, 4D
**INSTRUCTION DIMENSION 2.4**  
**Differentiation**

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

**The Teacher**

- 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.

**The Teacher**

- 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.

**The Teacher**

- 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.

**The Teacher**

- 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.

**The Teacher**

- 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.

---

**Sources of Evidence:**  
Pre-Conference, Formal Observation

**Standards Basis:** 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D
**INSTRUCTION DIMENSION 2.5**

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

**STUDENT-CENTERED ACTIONS**

**Distinguished**
- 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.

**Accomplished**
- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Continually checks for understanding through purposeful questioning and academic feedback.

**Proficient**
- 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.

**Developing**
- 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.

**TEACHER-CENTERED ACTIONS**

**Distinguished**
- 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.

**Accomplished**
- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.

**Proficient**
- Occasionally utilizes input from students in order to monitor and adjust instruction and activities.
- Adjusts some instruction within a limited range.

**Developing**
- Occasionally utilizes input from students in order to monitor and adjust instruction and activities.
- Persist with instruction or activities that do not engage students.

**Improvement Needed**
- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Generally does not link student behavior and responses with student engagement and understanding.
- Makes no attempts to engage students who appear disengaged or disinterested.

**Sources of Evidence:**
- Pre-Conference, Formal Observation

**Standards Basis:** Monitor and Adjust 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D
LEARNING ENVIRONMENT DIMENSION 3.1
Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

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.
- 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 all 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.

Sources of Evidence: Formal Observation, Pre-Classroom

Standards Basis: 1D, 4A, 4B, 4C, 4D
LEARNING ENVIRONMENT DIMENSION 3.2
Managing Student Behavior

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

**STUDENT-CENTERED ACTIONS**

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
- Students and the teacher create, adopt and maintain classroom behavior standards.

**TEACHER-CENTERED ACTIONS**

- Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.
- Most students know, understand and respect classroom behavior standards.

**Sources of Evidence:**
Formal Observation, Classroom, Pre-Conference

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

#### Sources of Evidence:
- Formal Observation, Classroom

<table>
<thead>
<tr>
<th>Distinguished</th>
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<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
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<td><strong>TEACHER-CENTERED ACTIONS</strong></td>
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<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>
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<tr>
<td>• Students collaborate positively and encourage each other’s efforts and achievements.</td>
<td>• Students are disrespectful of each other and of the teacher.</td>
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<tr>
<td>• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</td>
<td>• Students work respectfully individually and in groups.</td>
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<td>• Students collaborate positively with each other and the teacher.</td>
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### Professional Demeanor and Ethics

**The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.**

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<thead>
<tr>
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<td>- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.</td>
<td>- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
<td>- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</td>
<td>- Meets most professional standards (e.g., attendance, professional appearance and behaviors).</td>
<td>- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</td>
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<td>- Advocates for the needs of all students in the classroom and campus.</td>
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<td>- Advocates for the needs of all students in the classroom.</td>
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**Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

**Standards Basis:** 6B, 6C, 6D
### Goal Setting

**The teacher reflects on his/her practice.**

#### Distinguished

- 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.

#### Accomplished

- 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.

#### Proficient

- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets most professional goals resulting in some visible changes in practice.

#### Developing

- Sets short-term goals based on self-assessment.
- Meets all professional goals resulting in improvement in practice and student performance.

#### Improvement Needed

- 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.

**Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

**Standards Basis:** 5D, 6A, 6B
The teacher enhances the professional community.

**Professional Development**

- 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 membership or other opportunities beyond the campus.

**Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

**Standards Basis:** 3A, 6A, 6B, 6C
The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

**PROFESSIONAL PRACTICES AND RESPONSIBILITIES 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.

**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**

**TEACHER-CENTERED ACTIONS**

Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D
## RUBRIC WORD BANK
with example qualifiers that are interchangeably used:

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STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

TEXAS Teacher Evaluation and Support System (T-TESS) Appraiser Training Handbook