

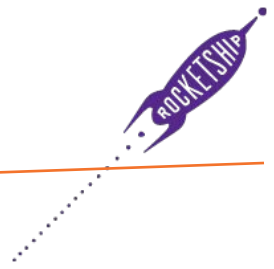


# Teacher Performance Evaluation Update 2015-16

November 2015

# Performance Management System

Review



Start of Year

## Review Evaluation

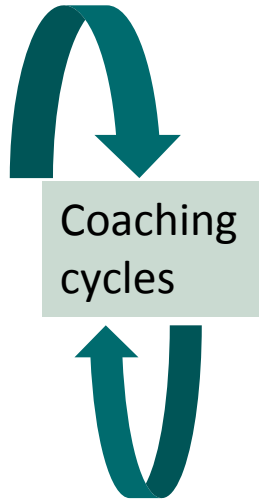
Student Achievement

Parent Metrics

Teaching Performance Rubric (VOE)

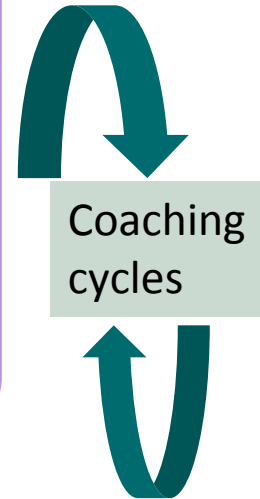
Core Characteristics

Professional Growth Plan



Mid-Year Evaluation (Jan-Feb)

Professional Growth Plan

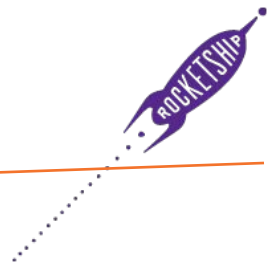


End of Year Evaluation (May-June)

Salary increase based on performance

# Two Year Roll Out of Updates

## Review



**14-15 (15-16 Comp):  
Current System with  
Improvements**

- Address most critical issues in policy and execution
- Focus on consistent use of CCs, VOE

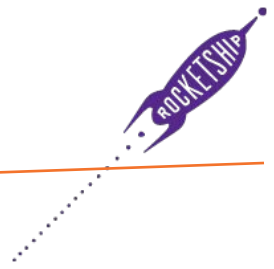
**15-16 (16-17 Comp):  
System based on  
Evaluation**

- Compensation to be set by teacher evaluation rating and not NWEA MAP Average Growth alone (requires re-weighting of full evaluation)

- Increase transparency, communication, and clarity

# Teacher Evaluation - Overview

## Review



### Student Achievement (50%)

- 2 Absolute Metrics
- 2 Growth Metrics

### Parent Metrics (10%)

- Home Visits
- Parent Partnership Hours

### Core Characteristics (20%)

- 5 core characteristics

### Teaching Performance Rubric (20%)

- 6 pillars that relate to
- 1) culture of achievement
  - 2) rigorous instruction

### Written evaluations:

2x/year (Feb and May)

### Ratings:

Based on weighting of 4 sections

- 1 Below
- 2 Approaching
- 3 Meets
- 4 Above
- 5 Exceeds

# Teacher Evaluation – Student Achievement

New



Review (From August)		NEW! Full Rating Scale	
Weight	Measure	1-5 Rating	
5%	<b>Absolute:</b> % at national norm on NWEA MAP (50%tile)	<b>Math</b>	<b>ELA</b>
		1=45 2=55 3=65 4=75 5=85	1=30 2=40 3=50 4=60 5=70
5%	<b>Absolute:</b> % Far Behind on NWEA MAP (<25%tile)	1=30 2=25 3=20 4=13 5=5	1=35 2=30 3=25 4=20 5=10
10%	<b>Growth:</b> % growing <b>one year</b> on MAP (Fall to Spring)	1=50 2=60 3=70 4=80 5=90	
30%	<b>Growth:</b> Average years of growth on MAP	1=1 2=1.2 3=1.4 4=1.6 5=1.8	

# Teacher Evaluation – Parent Metrics

**New**



Review (from August)		NEW! Full Rating Scale
Weight	Measure	Rating Scale
5%	<b>Home Visits:</b> % of Home Visits Completed	1=92 2=94 3=96 4=98 5=100
5%	<b>Parent Partnership Hours:</b> % of Parents Completing 30 Hours	1=50 2=60 3=70 4=80 5=90

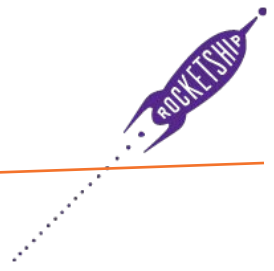
*Note: No change to scale from 2014-15.*

**NEW Resource Available to Teachers (sent by e-mail in August):**

**New**

[Network Policy on Home Visits and Parent Partnership Hours \(NEW for 2015-16\)](#)

# Teacher Evaluation - Core Characteristics



**Pursuit of Excellence**

*“Give the best and nothing less”*

**Innovation**

*“Reach Beyond”*

**Authenticity**

*“Live our values”*

**Community**

*“Broaden the circle and build”*

**Tenacity**

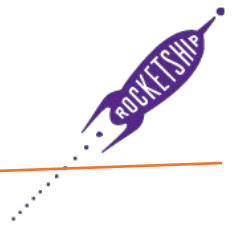
*“Blast through”*

Each characteristic includes multiple indicators which are described in detail in a rubric

**Resource Available to Teachers:**

[Core Characteristics Rubric \(Same as 2014-15\)](#)

# Teaching Performance Rubric



## Domain 1: Culture of Achievement

Pillar 1: Invest Rocketeers in Vision and Goals

Pillar 2: Establish Rigorous Classroom Expectations

Pillar 3: Create Effective, Warm Learning Environment

Pillar 4: Invest in Families and the Rocketeer Community

## Domain 2: Rigorous Instruction and Mastery

Pillar 1: Facilitate Rigorous Instruction

Pillar 2: Employ an Outcomes-Driven Approach

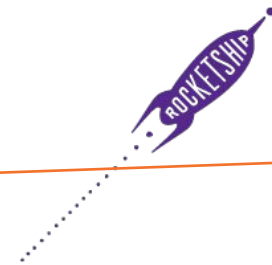
**NEW** Resource Available to Teachers:

**New**

[Teaching Performance Rubric \(NEW for 2015-16\)](#)



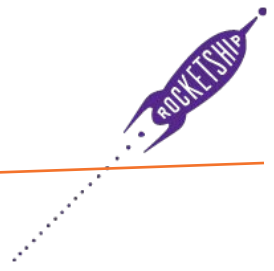
# Key Changes from 2014-15



Key Change	Rationale
Include MAP Average Growth in Eval	<ul style="list-style-type: none"><li>• Aligns eval and band placement in one system</li><li>• Provides teachers with one overview of their work</li></ul>
Use % growing 1 year instead of % growing 1.5 years	<ul style="list-style-type: none"><li>• More distinct from avg. growth than % growing 1.5 yrs</li><li>• Recognizes teachers who make growth with many/all students already at grade level</li><li>• May be better aligned with common core approach to depth over breadth</li></ul>
Implement parent metrics policies and trackers	<ul style="list-style-type: none"><li>• Provides policy to ensure consistent expectations on counting home visits and hours across all schools</li><li>• Provides tools for schools to track metrics consistently</li></ul>
Provide Teaching Performance Rubric	<ul style="list-style-type: none"><li>• Gives greater clarity and consistency in scoring</li></ul>

# Further questions?

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Teaching Performance Rubric						
DOMAIN 1: CULTURE OF ACHIEVEMENT						
Pillar 1.1: Invests Rocketeers in Vision and Goals		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Common vision of success	Vision of grade level excellence	Is inconsistent in establishing, communicating, and/or demanding a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Sometimes establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	The majority of the time establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Consistently establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Almost always establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.
Goal orientation	Establishes SMART goals	Is inconsistent in establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Sometimes establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Usually establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Consistently establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Almost always serves as a model for establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.
Motivation and persistence towards goals	Invests students in goals	Is inconsistent in using a range of engagement strategies to increase student investment and overall enthusiasm in attaining their goals.	Sometimes utilizes engagement strategies to increase student investment and overall enthusiasm in attaining their goals. These engagement strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals	Usually utilizes some of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals. These strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals.	Consistently utilizes the majority of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals. The majority of these engagement strategies yield intrinsic student investment in their pursuit of their goals.	Almost always serves as a model for using almost all engagement strategies. Intrinsic student investment is exceedingly high upon entering the classroom, and students display a deep enthusiasm in attaining their goals.
	Communicates progress of goals	Less than 50% of students know their goals and know what the aligned next steps are to meet their goals.	50-75% of students know their goals and know what the aligned next steps are to meet their goals.	75% of students know their goals and know what the aligned next steps are in meeting their goals.	76-85% of students know their goals and know what the aligned next steps are to meet their goals.	More than 85% of students know their goals and know what the aligned next steps are to meet their goals.
Pillar 1.2: Establish Rigorous Classroom Expectations		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Clear expectations	Clear expectations and directions	Expectations could be more consistently developed for prioritized student habits. Expectations could be more explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Could be more consistent in establishing, communicating, and demanding high expectations for student learning.	Expectations are sometimes clearly developed for prioritized student habits. Expectations are sometimes explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Usually establishes, communicates, and demands high expectations for student learning.	Expectations are usually clearly developed for prioritized student habits. Expectations are usually explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Usually establishes, communicates, and demands high expectations for student learning.	Expectations are consistently clearly developed for prioritized student habits. Expectations are consistently explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Consistently establishes, communicates, and demands high expectations for student learning.	Expectations are almost always developed for prioritized student habits. Expectations are almost always explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Almost always establishes, communicates, and demands high expectations for student learning.
Thoughtful systems and routines	Classroom procedures and what to do	Classroom routines are inconsistently efficient, allowing the teacher to maximize instructional time. Inconsistently gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are sometimes efficient, allowing the teacher to maximize instructional time. Sometimes gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are usually efficient, allowing the teacher to maximize instructional time. Usually gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are consistently efficient, allowing the teacher to maximize instructional time. Almost always gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are almost always efficient, allowing the teacher to maximize instructional time. almost always gives directions that are specific, concrete, sequential and/or observable.
	Student Habits	Student inconsistently move urgently to maximize every minute. Students inconsistently demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students inconsistently demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students inconsistently go Above and Beyond in both academic and non-academic pursuits.	Student sometimes move urgently to maximize every minute. Students sometimes demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students sometimes demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students sometimes go Above and Beyond in both academic and non-academic pursuits.	Student usually move urgently to maximize every minute. Students usually demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students usually demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students usually go Above and Beyond in both academic and non-academic pursuits.	Students consistently move urgently to maximize every minute. Students almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost always go Above and Beyond in both academic and non-academic pursuits.	Student almost always move urgently to maximize every minute. Students almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost always go Above and Beyond in both academic and non-academic pursuits.
Positive Framing & Teacher Tone	Positive Framing & Teacher Tone	50-60% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is inconsistently efficient, respectful and positive. Inconsistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	60-70% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is sometimes efficient, respectful and positive. Sometimes narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	70-80% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is efficient, respectful and positive. Usually narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	80-90% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is consistently efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	90-100% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is nearly almost always efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.
	Student Joy & Engagement	Students are inconsistently joyful and excited to be in school. 60% of students are engaged in classroom activities. 60% of students exhibit professional posture	Some students usually seem to be joyful and excited to be in school. 70% of students are engaged in classroom activities. 70% of students exhibit professional posture	Most students usually seem to be joyful and excited to be in school. 80% of students are engaged in classroom activities. 80% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school. 90% of students are engaged in classroom activities. 90% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school. 100% of students are engaged in classroom activities. 100% of students exhibit professional posture
	Strong Voice	Economy of language: minimal language is rarely used to build student compliance. Teacher frequently allows student side conversations while talking. Teachers/leaders frequently engages student excuses/distraction during correction of student misbehavior. Non-verbal authority: teacher infrequently uses square up/stand still and proximity to maintain student compliance. Quiet power: teacher infrequently speaks slowly and quietly to develop compliance	Economy of language: minimal language is sometimes used to build student compliance. Teacher sometimes does not allow student side conversations while talking. Teachers/leaders sometimes engages in student excuses/distraction during correction of student misbehavior. Non-verbal authority: teacher sometimes uses square up/stand still and proximity to maintain student compliance. Quiet power: teacher sometimes speaks slowly and quietly to develop compliance	Economy of language: minimal language is usually used to build student compliance. Teacher usually do not allow student side conversations while talking. Teacher usually do not engage student excuses/distraction during correction of student misbehavior. Non-verbal authority: teacher usually uses square up/stand still and proximity to maintain student compliance. Quiet power: teacher usually speaks slowly and quietly to develop compliance	Economy of language: minimal language is consistently used to build student compliance. Teacher consistently does not allow student side conversations while talking. Teachers/leaders consistently does not engage student excuses/distraction during correction of student misbehavior. Non-verbal authority: teacher consistently uses square up/stand still and proximity to maintain student compliance. Quiet power: teacher consistently speaks slowly and quietly to develop compliance	Economy of language: minimal language is nearly almost always used to build student compliance. Teacher nearly almost always does not allow student side conversations while talking. Teachers/leaders nearly almost always does not engage student excuses/distraction during correction of student misbehavior. Non-verbal authority: teacher nearly almost always uses square up/stand still and proximity to maintain student compliance. Quiet power: teacher nearly almost always speaks slowly and quietly to develop compliance
	What to Do	Directions are often vague and can be difficult to follow/understand. Teacher may often narrates what not to do instead of what to do	Directions could be more specific, concrete, sequential and/or observable. More specific directions could be offered if students do not comply. Teacher sometimes narrates what not to do instead of what to do.	Directions are usually specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher usually narrates compliance instead of telling what not to do.	Directions are consistently specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher consistently narrates compliance instead of telling what not to do.	Directions are almost always specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher almost always narrates compliance instead of telling what not to do.

	100%	40%+ of class time is spent redirecting students 60% of students are on task during group work 50% of students are able to answer upon being cold-called	30% of class time is spent redirecting students 70% of students are on task during group work 60% of students are able to answer upon being cold-called	20% of class time is spent redirecting students 80% of students are on task during group work 70% of students are able to answer upon being cold-called	10% of class time is spent redirecting students 90% of students are on task during group work 80% of students are able to answer upon being cold-called	Less than 10% of class time is spent redirecting students 100% of students are on task during group work 90% of students are able to answer upon being cold-called
	Student Response to Correction	Corrections for students are infrequently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are sometimes fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are usually fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are consistently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are almost always fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.
	Do it Again	Teacher infrequently asks student to repeat incorrect group actions regularly When repeated, student behavior may still not meet expectations	When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75% of the time Actions are repeated until 90% of the the students are compliant	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 80% of the time Action are repeated until 95% the students are compliant, the do it again is usually effective.	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 90% of the time Action are repeated until 100% the students are compliant	Student group actions are done uniformly every time There is no evident need for "Do It Again"; it clearly has been done before
	Tracking	Students track the teacher less than 70% of the time. Students track their peer less than 60% the time.	Students track the teacher 70% of the time. Students track their peers 60% of the time.	Students track the teacher 80% of the time. Students track their peers 70% of the time.	Students track the teacher 90% of the time. Students track their peers 80% of the time.	Students track the teacher 100% of the time. Students track their peers 90% of the time.
	Be Seen Looking / Radar	60% of the time teacher stands in location that gives them best view of students Teacher infrequently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Infrequently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	70% of the time teacher stands in location that gives them best view of students Teacher sometimes uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	80% of the time teacher stands in location that gives them best view of students Teacher usually uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	90% of the time teacher stands in location that gives them best view of students Teacher consistently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Consistently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	100% of the time teacher stands in location that gives them best view of students Teacher almost always uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Almost always uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson
	Art of the Consequence	60% of the time teacher identifies and uses the least invasive correction for the student or group. 60% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 60% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is infrequently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	70% of the time teacher identifies and uses the least invasive correction for the student or group. 70% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 70% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is sometimes actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	80% of the time teacher identifies and uses the least invasive correction for the student or group. 80% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 80% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is usually actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	90% of the time teacher identifies and uses the least invasive correction for the student or group. 90% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 90% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is consistently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	100% of the time teacher identifies and uses the least invasive correction for the student or group. 100% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 100% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. All of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is almost always actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.
<b>Pillar 1.3: Create a Learning Environment</b>		<b>Below (1)</b>	<b>Approaching (2/3)</b>	<b>Meets (3)</b>	<b>Above (4)</b>	<b>Exceeds (5)</b>
<b>Physical space</b>	Classroom environment	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are infrequently organized, functional, and current. Classroom is infrequently clean and organized. Classroom materials are infrequently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are sometimes organized, functional, and current. Classroom is sometimes clean and organized. Classroom materials are sometimes well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are usually organized, functional, and current. Classroom is generally clean and organized. Classroom materials are usually well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are consistently organized, functional, and current. Classroom is consistently clean and organized. Classroom materials are consistently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are almost always organized, functional, and current. Classroom is almost always clean and organized. Classroom materials are almost always well maintained.
<b>Class culture</b>	Relationships with students	Infrequently establishes positive relationships with students that support learning.	Sometimes establishes positive relationships with students that support learning.	Usually establishes positive relationships with students that support learning.	Consistently establishes positive relationships with students that support learning.	almost always establishes positive relationships with students that support learning.
<b>Interpersonal relationships</b>	Building social and emotional intelligence	Few of the studnets are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher infrequently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is infrequently aligned to the SEL expectations of the classroom.	Some of the of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher consistently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is consistently aligned to the SEL expectations of the classroom.	All of the students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher almost always uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is almost always aligned to the SEL expectations of the classroom.
<b>Pillar 1.4: Invest in Rocketship Families and the Rocketeer Community</b>		<b>Below (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Above (4)</b>	<b>Exceeds (5)</b>
<b>Building relationships and mobilizing families</b>	Relationships with families	Infrequently communicates with families to inform parents of the instructional program and student progress. Infrequently makes phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Sometimes communicates with families to inform parents of the instructional program and student progress. Makes some phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Usually communicates with families to inform parents of the instructional program and student progress. Usually makes frequent phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive but sometimes proactive.	Consistently communicates frequently with families to inform them of the instructional program and student progress. Consistently makes regular, sometimes proactive phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.	Almost always communicates frequently with families to inform them of the instructional program and student progress. Almost always makes regular, sometimes proactive phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.
<b>DOMAIN 2: RIGOROUS INSTRUCTION AND MASTERY</b>						
<b>Pillar 2.1: Facilitate Rigorous Instruction</b>		<b>Below (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Above (4)</b>	<b>Exceeds (5)</b>

<b>Daily, unit, and long-term planning</b>	Streamlined instruction	Daily, unit, and long term plan for teacher's content area are infrequently backwards planned, objective driven, and well-aligned Unit plans infrequently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are sometimes backwards planned, objective driven, and well-aligned Unit plans in particular sometimes include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are usually backwards planned, objective driven, and well-aligned Unit plans in particular usually include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are consistently backwards planned, objective driven, and well-aligned Unit plans in particular consistently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area serve as an exemplar for being almost always backwards planned, objective driven, and well-aligned Unit plans in particular serve as an exemplar for well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.
<b>Clear objectives and lesson cycles</b>	Objective driven	60% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are infrequently aligned with the objectives that are outlined in the lesson plan Activities are infrequently aligned to the objectives.	70% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are sometimes aligned with the objectives that are outlined in the lesson plan Activities are sometimes aligned to the objectives.	80% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are usually aligned with the objectives that are outlined in the lesson plan Activities are usually aligned to the objectives.	90% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are consistently aligned with the objectives that are outlined in the lesson plan Activities are consistently aligned to the objectives.	100% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are almost always aligned with the objectives that are outlined in the lesson plan Activities are almost always aligned to the objectives.
	Careful planning	Lessons infrequently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is infrequently prepared to deliver high quality lessons	Lessons sometimes meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is sometimes prepared to deliver high quality lessons	Lessons usually meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is usually prepared to deliver high quality lessons	Lessons consistently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is consistently prepared to deliver high quality lessons	Lessons almost always meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is almost always prepared to deliver high quality lessons
<b>Pacing</b>	Appropriate timing	Pace of instruction is inconsistently efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is a significant amount of time that could be used more effectively. Teacher infrequently uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is sometimes efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher sometimes uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is usually efficient, engaging, and/or urgent. Most classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher usually uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is consistently efficient, engaging, and/or urgent. Most classroom time is for teaching and learning. Teacher uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is almost always efficient, engaging, and/or urgent. Classroom time is almost always for teaching and learning. Teacher almost always uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.
<b>Adjusting to Data</b>	Checking for understanding and responsiveness to daily student learning	Infrequently uses a few checking for understanding techniques to monitor student learning. Infrequently uses real-time data to adjust instruction.	Sometimes uses a few checking for understanding techniques to monitor student learning. Sometimes uses real-time data to adjust instruction.	Usually uses a few checking for understanding techniques to monitor student learning. Usually uses real-time data to adjust instruction.	Consistently uses a few checking for understanding techniques to monitor student learning. Consistently uses real-time data to adjust instruction.	Almost always uses a few checking for understanding techniques to monitor student learning. Almost always uses real-time data to adjust instruction.
<b>Rigor and differentiation</b>	Teacher-student talk ratio	Students infrequently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is infrequently a balance of being teacher and student centered Students sometimes have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students sometimes demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is sometimes a balance of being teacher and student centered Students sometimes have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students usually demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is usually a balance of being teacher and student centered Students usually have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students consistently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is consistently a balance of being teacher and student centered Students consistently have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students almost always demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is almost always a balance of being teacher and student centered Students almost always have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response
	Use of instructional strategies	Activities are infrequently academically rigorous and highly engaging. Infrequently uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are consistently academically rigorous and highly engaging. Consistently uses modeling, guided practice, and independent practice.	Activities are almost always academically rigorous and highly engaging. almost always uses modeling, guided practice, and independent practice.
	Cognitive load	During CFUs and learning objectives, infrequently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, sometimes provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, usually provides students with opportunities to apply skills, and justify or explain their thinking (high quality student discussions).	During CFUs and learning objectives, consistently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, almost always provides students with a multitude of opportunities to apply skills, and justify or explain their thinking
	Reaching a range of learners in a classroom	Teacher infrequently differentiates work for her/his students when appropriate. Infrequently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher occasionally differentiates work for her/his students when appropriate. Sometimes supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher usually differentiates work for her/his students when appropriate. Usually supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher consistently differentiates work for her/his students when appropriate. Consistently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher almost always differentiates work for her/his students when appropriate. Almost always supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.
<b>Pillar 2.2: Employ an Outcomes Driven Approach</b>		<b>Below (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Above (4)</b>	<b>Exceeds (5)</b>
<b>Assessments and student data</b>	Ability to analyze assessment results	Infrequently analyzes assessment results to understand student progress and learning needs as identified by data. Infrequently plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Sometimes analyzes assessment results to understand student progress and learning needs as identified by data. Sometimes plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Usually analyzes assessment results to understand student progress and learning needs as identified by data. Usually plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Consistently Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs as identified by data. Consistently implements that plan as written and ensures that re-teaching as spiraling happens in response to new or updated data.	Almost always analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs as identified by data. Almost always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary in response to new or updated data.
	Appropriateness of response to student assessments	Is inconsistent in providing fair, accurate, and/or constructive feedback to students on their progress. Is inconsistent in taking responsibility for student successes/failures.	Sometimes provides fair, accurate, and/or constructive feedback to students on their progress. Sometimes takes responsibility for student successes/failures.	Usually provides fair, accurate, and/or constructive feedback to students on their progress. Usually takes responsibility for student successes/failures.	Consistently provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Almost always takes full responsibility for student failure and works to respond to the students' learning needs.	Almost always provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. almost always takes full responsibility for student failure and works to respond to the students' learning needs.