Performance Evaluation Rubric for Teachers

Teacher Name:	Current Licensure Level:	School Year:
School:	Evaluator:	Evaluator Position:

Domain 1: Planning and Preparation

Indicator 1a. *Demonstrating Knowledge of Content and Pedagogy*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher: • Includes content errors in plans and practice and/or does not correct errors made by students. • Displays little understanding of the prerequisite knowledge important to student learning of the content. • Demonstrates little or no understanding of the range of pedagogical approaches suitable to student learning of the content. • Uses inappropriate strategies for the discipline in lessons/activity plans. • Does not reference student and tribal connections and does not incorporate Santa Fe Indian School (SFIS) Ideal Graduate Skills into plans in ways that complement or enhance teaching within the discipline.	The **developing** teacher: • Is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. • Indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. • Reflects a limited range of pedagogical approaches to the discipline or to students in plans and practice. • Has a rudimentary understanding of the discipline. • Uses limited instructional strategies in lesson and unit plans, and some are not suitable to the content. • Makes a few references to student and tribal connections and occasionally incorporate SFIS Ideal Graduate Skills into plans in ways that complement or enhance teaching within the discipline.	The **accomplished** teacher: • Displays solid knowledge of the important concepts in the discipline and how these relate to one another. • Demonstrates accurate understanding of prerequisite relationships among topics. • Reflects familiarity with a wide range of effective pedagogical approaches in the subject in plans and practice. • Can identify important concepts of the discipline and their relationships to one another. • Answers students' questions accurately, explains content clearly, and provides feedback that furthers their learning. • Makes references to student and tribal connections and incorporates SFIS Ideal Graduate Skills into plans in ways that complement or enhance teaching within the discipline.	The **exceeding** teacher: • Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. • Demonstrates understanding of prerequisite relationships among topics and concepts, and understands the link to necessary cognitive structures that ensure student understanding. • Reflects familiarity with a wide range of effective pedagogical approaches in the discipline in plans and practice. • Demonstrates awareness of possible student misconceptions and how they can be addressed. • Writes lesson plans that reflect recent developments in content-related pedagogy and accommodations for students as needed. • Cites intra- and interdisciplinary content relationships, incorporates references to the SFIS Ideal Graduate Skills, and references students' cultural and tribal connections.

Evidence:

Domain 1: Planning and Preparation

Indicator 1b. *Demonstrating Knowledge of Students*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher: • Displays minimal or no understanding of how students learn–and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages–and does not indicate that such knowledge is valuable. • Does not understand student development and does not try to ascertain varied ability levels among students; therefore, expectations are unrealistic for students and the teacher's planning does not reflect differentiation for students' learning needs. • Does not incorporate information about student developmental levels in lessons and does not maximize student engagement and success by including information about students' prior knowledge, special needs, interests, or cultural heritage. • Takes no responsibility to learn about students' medical or learning disabilities, and lesson plans do not reflect differentiation.	The **developing** teacher: • Displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class. • Cites developmental theory but does not seek to integrate it into lesson planning. Lesson plans reflect minimal differentiation for students' learning needs. • Is aware of students' information and developmental levels but tends to teach to the "whole group" rather than using student engagement strategies and information about students' prior knowledge, special needs, and interests to differentiate lessons. • Occasionally uses knowledge from outside sources–published and/or shared by community leaders (e.g., cultural and oral histories and lived experiences) and their tribal communities–to inform lessons, though connections between the sources and lessons are not strong.	The **accomplished** teacher: • Understands the active nature of student learning and attains information about levels of development for groups of students. • Purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. • Knows, for groups of students, their levels of cognitive development. • Is aware of students' individual information and developmental levels and differentiates instruction accordingly. • Uses knowledge from outside sources–published and/or shared by community leaders (e.g., cultural and oral histories and lived experiences) and their tribal communities–to inform lesson design in an intentional way.	The **exceeding** teacher: • Understands the active nature of student learning and acquires information about levels of development for individual students. • Systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. • Uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Actively seeks out information from all students about their cultural heritages and maintains a system of updated student records, and incorporates medical and/or learning needs into lesson plans as appropriate for individual learners. • Consistently builds upon and incorporates knowledge from outside sources–published and/or shared by community members (e.g., cultural and oral histories and lived experiences) and their tribal communities–to engage students in ongoing discussions and make connections across learning activities in very purposeful and intentional ways.

Evidence:

Domain 1: Planning and Preparation

Indicator 1c. *Setting Instructional Outcomes*

☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher develops student outcomes that: ● Represent low expectations for students and lack of rigor, and not all outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. ● Are not rigorous and do not represent important learning in the SFIS curriculum and/or the discipline, and the outcomes lack clarity, relevance, and student focus. ● Do not provide opportunities for students to demonstrate perseverance, reflection, or different means for genuine expressions within school and tribal communities.	The **developing** teacher develops student outcomes that: ● Represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. ● Reflect several types of learning, but the teacher has made no effort at coordination or integration. ● Include outcomes that are based on global assessments of student learning and are suitable for most of the students in the class. ● Are rigorous and represent important learning in the SFIS curriculum and/or the discipline, and some outcomes are clear, relevant, and student focused some of the time. ● Provide limited opportunities for students to demonstrate perseverance, reflection, or different means for genuine expressions within school and tribal communities.	The **accomplished** teacher develops student outcomes that: ● Represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. ● Reflect several different types of learning and opportunities for coordination, and are differentiated, in whatever way is needed, for different groups of students. ● Represent rigorous and important learning in the SFIS curriculum and/or the discipline, and are clear, relevant, and student focused most of the time. ● Allow students to demonstrate perseverance, reflection, and different means for genuine expression within school and tribal communities.	The **exceeding** teacher develops student outcomes that: ● Represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. ● Reflect several different types of learning and, where appropriate, represent both coordination and integration. ● Are differentiated, in whatever way is needed, for individual students. ● Consistently represent rigorous and important learning in the SFIS curriculum and/or the discipline, and are clear, relevant, and student focused. ● Are clear and written in the form of student learning, and the teacher ensures that students can demonstrate the outcomes. ● Allow students to demonstrate perseverance and reflection through outcomes and assessments and provide different means for genuine expression within school and tribal communities.

Evidence:

Domain 1: Planning and Preparation			
Indicator 1d. *Demonstrating Knowledge of Resources*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: • Is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. • Uses only materials provided by SFIS even when more variety of resources from tribal communities and students' home communities would assist some students. • Does not show evidence of using resources for expanding one's own professional skill. • Although aware of some student needs, does not inquire about possible resources to support those needs.	The **developing** teacher: • Displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. • Sometimes uses instructional support resources beyond those provided by SFIS and sometimes seeks resources from tribal communities and students' home communities. • Participates in content-area workshops offered by SFIS but does not pursue other professional learning development. • Locates materials and resources for students that are available through SFIS but does not pursue any other avenues.	The **accomplished** teacher: • Displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. • Uses instructional support resources beyond those provided by SFIS and seeks resources from tribal communities, students' home communities, guest speakers, field experiences, and Internet resources. • Expands personal knowledge through professional learning development groups, organizations, and local universities. • Provides lists of resources outside the classroom for students to draw on.	The **exceeding** teacher: • Has extensive knowledge of resources for classroom use and for extending one's professional skills, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. • Matches instructional support resources with student skill level. • Expands personal knowledge through ongoing relationships with colleges and universities that support student learning. • Facilitates student contact with resources outside the classroom.
Evidence:			

Domain 1: Planning and Preparation			
Indicator 1e. *Designing Coherent Instruction*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher:	The **developing** teacher:	The accomplished teacher:	The **exceeding** teacher:
- Designs learning activities that are poorly aligned with the discipline-specific standards and the SFIS curriculum. - Implements instruction that does not follow an organized progression, is not designed to engage students in active intellectual activity, and has unrealistic time allocations. - Facilitates instructional groups that are not suitable to the learning activities and offer no variety. - Implements instructional activities that do not follow a logical sequence and often do not have reasonable pacing. - Provides materials and resources that are not engaging and do not help students meet SFIS curriculum outcomes. - Engages students in learning activities that are not differentiated for individual learners, do not support learning, and offer little or no opportunities for student choice.	- Designs some learning activities that are aligned with the discipline-specific standards and the SFIS curriculum, and represent moderate cognitive challenge, but with no differentiation for different students. - Facilitates instructional groups that partially support the learning activities, with some variety. - Has lessons or units with a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations. - Facilitates instructional activities that are moderately challenging and may follow a sequence, but progression of activities may be uneven and/or the pacing may be off. - Provides materials and resources that are somewhat varied and appropriately challenging to help students meet SFIS curriculum outcomes. - Sometimes engages students in learning activities that are differentiated for individual learners and thoughtfully organized to maximize learning, build on students' strengths, and offer student choice.	- Designs most learning activities to align with the discipline-specific standards and the SFIS curriculum and follow an organized progression suitable to groups of students. - Plans learning activities that have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. - Designs instructional activities that are matched to instructional outcomes, follow a logical sequence, and provide higher-level thinking and appropriate pacing. - Almost always provides materials and resources that are varied and appropriately challenging to help students meet SFIS curriculum outcomes. - Engages students in learning activities that are differentiated for individual learners and thoughtfully organized to maximize learning, build on students' strengths, and offer student choice.	- Plans learning activities with a coherent sequence, alignment to instructional goals, a design to engage students in high-level cognitive activity, and appropriate differentiation for individual learners. - Facilitates Instructional groups that are varied appropriately, with opportunities for student choice. - Designs instructional activities that are connected to other disciplines, follow a logical sequence, and are correctly paced. - Provides materials and resources that are varied and appropriately challenging to help individual students meet SFIS curriculum outcomes. - Engages students in learning activities that are differentiated for individual learners, with each learner contributing to group work in specific ways and instructional groups that are varied appropriately, with consistent and explicit opportunities for student choice.
Evidence:			

Domain 1: Planning and Preparation			
Indicator 1f. *Designing Student Assessments*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher's assessment procedures/methodologies: ● Are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. ● Do not incorporate formative assessment in lessons or units and have no clear plan for incorporating formative assessment results into future planning for gauging and promoting students as confident critical thinkers and lifelong learners. ● Include criteria and content standards that are not clear and/or aligned to the SFIS Ideal Graduate Skills.	The **developing** teacher's assessment procedures/methodologies: ● Are partially congruent with some of the instructional outcomes. ● Include some formative assessments related to instructional outcomes, but the use of assessments for adjusting lesson design is not clear for gauging and promoting students as confident critical thinkers and lifelong learners. ● Are partially clear and/or aligned to the SFIS Ideal Graduate Skills.	The **accomplished** teacher's assessment procedures/methodologies: ● Are congruent with all the instructional outcomes, and there is evidence that assessment methodologies may have been adapted for groups of students. ● Allow for modifications for some students as needed and include formative assessments for use during instruction. There is clear evidence that formative assessment data are used to inform future lessons and the promotion of students as confident critical thinkers and lifelong learners. ● Have a well-developed strategy for using formative assessment and have designed approaches to be used. ● Are student focused, aligned with instruction, and appropriately differentiated for students' abilities, matched to instructional outcomes, and aligned to content standards and the SFIS Ideal Graduate Skills.	The **exceeding** teacher's assessment procedures/methodologies: ● Assess all the instructional outcomes in a well-developed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. ● Are adapted for individual students as the need arises, and the use of formative assessment is well designed and includes student as well as teacher use of the assessment information. The teacher uses assessment information for gauging and promoting students as confident critical thinkers and lifelong learners. ● Provide opportunities for student choice as well as student participation in designing assessments for their own work. ● Are clearly aligned to content standards and the SFIS Ideal Graduate Skills, and provide students a means of expression that is valuable to them and others.
Evidence:			

Domain 1 Overall Rating:			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
Provide evidence statements to support the overall rating for Domain 1.			

Domain 2: Classroom Environment			
Indicator 2a. *Creating an Environment of Respect and Rapport*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: ● Has a pattern of classroom interactions, both between teacher and students and among students, which are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. ● Disregards disrespectful interactions among students. ● Displays no familiarity with, or caring about, individual students. ● Does not provide a classroom environment that supports a sense of security for students, and the interactions within the classroom do not reflect the SFIS core values.	The **developing** teacher: ● Has a pattern of classroom interactions, both between teacher and students and among students, which are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. ● Attempts to respond to disrespectful behavior, with mixed results. The net result of the interactions is neutral, conveying neither warmth nor conflict, and occasionally those interactions appear to be insensitive. ● Attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. ● Sometimes models the SFIS core values and occasionally attempts to respond when students deviate from those expectations.	The accomplished teacher: ● Has friendly teacher-student interactions and demonstrates general caring and mutual respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. ● Encourages interactions among students that are generally polite and respectful, and students exhibit respect for the teacher. ● Successfully responds to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. ● Makes general connections with individual students. ● Models the SFIS core values and almost always responds appropriately when students deviate from those expectations.	The **exceeding** teacher: ● Has highly respectful classroom interactions between teacher and students and among students, and reflects genuine warmth, caring, and sensitivity to students as individuals. ● Demonstrates knowledge and caring about individual students' lives beyond the class and school. ● Fosters an environment of mutual respect with students that contributes to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. ● Respects and encourages students' efforts. ● Models the SFIS core values and responds appropriately when students deviate from those expectations.
Evidence:			

Domain 2: Classroom Environment			
Indicator 2b. *Establishing a Culture for Learning*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: ● Promotes a classroom culture that is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. ● Conveys that there is little or no purpose for the work or that the reason for doing it is due to external factors. ● Indicates to at least some students that the work is too difficult for them. ● Has generally medium to low expectations for student achievement, with high expectations for learning reserved for only one or two students. ● Makes few, if any, connections between classroom behavior expectations and the SFIS core values when speaking to students.	The **developing** teacher: ● Promotes a classroom culture that is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions." ● Demonstrates Indifference for the work, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. ● Conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. ● Reserves high expectations for learning for those students thought to have a natural aptitude for the subject. ● Makes inconsistent connections between classroom behavior expectations and the SFIS core values when speaking to students.	The **accomplished** teacher: ● Promotes a classroom culture that is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. ● Demonstrates a high regard for students' abilities as well as high expectations for student effort. ● Supports classroom interactions that lead to learning and hard work. ● Communicates the importance of the content and the conviction that with hard work all students can master the material. Insists on the precise use of language by students. ● Makes connections between classroom behavior expectations and the SFIS core values when speaking to students.	The **exceeding** teacher: ● Promotes a classroom culture that is a cognitively busy place, characterized by a shared belief in the importance of learning and perseverance. ● Communicates passion for the subject. ● Conveys the satisfaction that accompanies a deep understanding of complex content. ● Sets high expectations for learning for all students and insists on hard work. ● Maintains that the SFIS core values are central to the way the teacher and students conduct themselves in the classroom.
Evidence:			

Domain 2: Classroom Environment			
Indicator 2c. *Managing Classroom Routines and Procedures*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: • Loses instructional time due to inefficient classroom routines and procedures. • Shows little or no evidence of managing instructional groups and transitions and/or handling of materials and supplies effectively. • Demonstrates little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	The **developing** teacher: • Loses some instructional time due to partially effective classroom routines and procedures. • Inconsistently manages instructional groups and transitions, handling of materials and supplies, or both, leading to some disruption of learning. • Demonstrates that, with regular guidance and prompting, students follow established routines.	The **accomplished** teacher: • Uses effective classroom routines and procedures; therefore, there is little loss of instructional time. • Consistently manages instructional groups and transitions, handling of materials and supplies, or both, without disruptions of learning. • Uses minimal guidance and prompting to encourage students to follow established classroom routines.	The **exceeding** teacher: • Uses efficient and seamless classroom routines and procedures, thereby maximizing instructional time. • Encourages students to take initiative in the management of instructional groups and transitions and/or the handling of materials and supplies. • Models routines until they are well understood and may be initiated by students.
Evidence:			

Domain 2: Classroom Environment			
Indicator 2d. *Managing Student Behavior*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: • Does not seem to have established standards of conduct or adherence to the SFIS core values. • Demonstrates little or no teacher monitoring of student behavior for consistency with the SFIS core values or the students openly challenge the core values. Corrective activities by the teacher occur randomly or are focused on one or a few students. • Responds to misbehavior disproportionately, repressively, or disrespectfully to students.	The **developing** teacher: • Sometimes requires student behavior to adhere to the SFIS core values. • Tries, with uneven results, to monitor student behavior for consistency with the SFIS core values. Corrective activities are inconsistent or overly focused on one or a few students. • Is generally respectful of students in taking corrective actions.	The **accomplished** teacher: • Generally requires appropriate student behavior that adheres to the SFIS core values. • Monitors student behavior for consistency, and generally student behavior adheres to the SFIS core values and expectations. • Responds to student misbehavior in consistent, respectful, and effective ways.	The **exceeding** teacher: • Expects student behavior to embody the SFIS core values. • Uses subtle and preventative methods to monitor student behavior. • Responds to student misbehavior in consistent, effective, and sensitive ways, according to individual student needs, and shows respect for students' dignity.
Evidence:			

Domain 2: Classroom Environment			
Indicator 2e. *Organizing Physical Space*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher's classroom arrangement: ● Is not culturally appropriate, comfortable, or engaging and does not inspire learning. ● Makes poor use of physical space, equipment, and resources in service to student accessibility and learning, or adjustments to classroom physical space are not effective. ● May not include student work products or may include one or more inappropriate cultural references.	The **developing** teacher's classroom arrangement: ● Is somewhat culturally appropriate, comfortable, or engaging and minimally inspires learning. ● Makes modest use of physical space, equipment, and resources, with displays of student work or other representations of Indigenous history or culture. ● Is orderly, and the teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The **accomplished** teacher's classroom arrangement: ● Is culturally appropriate, comfortable, or engaging and inspires learning. ● Creates physical space that is safe, and students have equal access to learning activities. ● Ensures that the equipment arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The **exceeding** teacher's classroom arrangement: ● Is safe, comfortable, or engaging and inspires learning. ● Includes displays that are culturally appropriate and intentionally chosen to reflect familiar cultural spaces or traditions. ● Makes effective use of physical resources. ● Ensures that the physical arrangement is appropriate for the learning activities and allows students to contribute to the use or adaptation of the physical environment to advance learning.
Evidence:			

Domain 2 Overall Rating:			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
Provide evidence statements to support the overall rating for Domain 2.			

Domain 3: Instruction

Indicator 3a. *Communicating With Students*

☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher's communication with students:	The **developing** teacher's communication with students:	The **accomplished** teacher's communication with students:	The **exceeding** teacher's communication with students:
- Is unclear regarding the instructional purpose of the lessons, and directions and procedures are confusing. - Includes major errors in explanation of the content and does not include any explanation of strategies that students might use and/or connections to the SFIS core values and foundational topics when appropriate. - Does not include opportunities for students to engage intellectually or to understand strategies they might use when working independently. - Is spoken or written language that contains errors of grammar or syntax. - Does not include explanations of academic vocabulary.	- Is somewhat unclear and attempts to explain the instructional purpose have only limited success, and/or directions and procedures must be clarified after initial student confusion. - Includes minor errors when explaining the content; some portions are clear and others are difficult to follow. Only occasionally includes strategies that students might use and/or connections to SFIS core values and foundational topics when appropriate. - Sometimes includes opportunities for students to engage intellectually or to understand strategies they might use when working independently. - Is spoken in language that is correct but uses vocabulary that is either limited or not fully appropriate to students' ages or backgrounds. - Rarely takes opportunities to explain academic vocabulary.	- Is clear about the purpose of the lesson, including where it is situated within broader learning; directions, and procedures are explained clearly and may be modeled. - Includes scaffolded, clear, and accurate explanations of content and connects it with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies that students can use when working independently and invites student intellectual engagement. - Integrates examples and stories to illustrate the SFIS core values and foundational topics into classroom discussions when appropriate. - Is spoken and written in language that is clear and correct and is suitable to students' ages and interests. - Includes precise use of academic vocabulary and serves to extend student understanding.	- Links the instructional purpose of the lesson to the larger curriculum; directions and procedures are clear and anticipate possible student misunderstanding. - Includes thorough and clear explanations of content and develops conceptual understanding through clear scaffolding and connections with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. - Seamlessly integrates the SFIS core values and foundational topics in many routine and targeted classroom discussions. - Is spoken and written in language that is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. - Demonstrates their expectations that students will contribute to the correct use of academic vocabulary.

Evidence:

Domain 3: Instruction

Indicator 3b. *Using Questioning and Discussion Techniques*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher's questioning and discussion techniques: ● Are of low cognitive challenge, with single correct responses, and are asked in rapid succession. ● Do not use strategies that reflect communication styles and patterns used by students, their families, and communities. ● Include interactions between the teacher and students that are predominantly recitation style, with the teacher mediating all questions and answers. Students are rarely or never encouraged to participate in class dialogue. ● Allow all contributions without asking students to explain their reasoning.	The **developing** teacher's questioning and discussion techniques: ● Lead students through a single path of inquiry, with answers seemingly determined in advance. ● Attempt to use strategies that reflect communication styles and patterns used by students, their families, and communities. ● Sometimes engage all students in dialogue to encourage them to respond to one another and explain their thinking but with mixed results and inconsistency. ● Include some questions designed to engage students in thinking, but teacher does not consistently encourage students to participate in class dialogue.	The **accomplished** teacher's questioning and discussion techniques: ● May use some recall or procedural questions but also pose a variety of questions designed to promote critical thinking and understanding. ● Use strategies that reflect communication styles and patterns used by students, their families, and communities. ● Create a genuine dialogue among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. ● Challenge students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.	The **exceeding** teacher's questioning and discussion techniques: ● Use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. ● Include a variety of strategies that reflect communication styles and patterns used by students, their families, and communities/tribes. ● Allow students to formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. ● Successfully encourage all students to participate in class dialogue.

Evidence:

Domain 3: Instruction

Indicator 3c. *Engaging Students in Learning*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The learning tasks/activities, materials, and resources of an **emerging** teacher: ● Are poorly aligned with the instructional outcomes and may not incorporate any aspects of the SFIS curriculum. ● Engage only a few students intellectually in the lesson. ● Require only recall or have a single correct response or method. ● Use only one type of instructional group (whole group, small group) when variety would promote more student engagement.	The learning tasks/activities, materials, and resources of a **developing** teacher: ● Are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The learning activities incorporate some aspects of the SFIS curriculum. ● Engage some students intellectually in the lesson. ● Require student engagement with the content that is largely passive, and the learning consists primarily of facts and procedures with a mix of opportunities for critical thinking. ● Use instructional groupings that are partially appropriate for the activity.	The learning tasks/activities, materials, and resources of an **accomplished** teacher: ● Are fully aligned with the instructional outcomes and designed to challenge student thinking, inviting students to make their thinking visible. The learning tasks address disciplinary content by building upon students' prior learning within and beyond the SFIS curriculum and other cultural perspectives and traditions. ● Display a high level of active student engagement with content. ● Engage students in conversation about substantive content, prompt students to engage in inquiry together, and encourage them to reflect critically together on personal, social, and historical implications of knowledge/learning. ● Use instructional groupings that are suitable to the lesson activities.	The learning tasks/activities, materials, and resources of an **exceeding** teacher: ● Address disciplinary content by building upon students' prior learning within and beyond the SFIS curriculum and other cultural perspectives and traditions. ● Engage virtually all students intellectually in challenging content through well-designed learning tasks and activities that require complex thinking by students. ● Are well designed and flow easily between activities, with virtually all students engaged in the lessons. ● Encourage students to take the initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

Evidence:

Domain 3: Instruction

Indicator 3d. *Using Assessment in Instruction, Including Performance Tasks for the Ideal Graduate Skills and Foundational Topics*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher's use of assessments in instruction:	The **developing** teacher's use of assessments in instruction:	The **accomplished** teacher's use of assessments in instruction:	The **exceeding** teacher's use of assessments:
- Indicates that students are not aware of the assessment criteria, including the Ideal Graduate Skills, and there is little or no monitoring of student learning. - Does not include the use of questions to demonstrate evidence of learning. - Inconsistently or rarely includes other types of formative/summative assessments or assessment strategies (e.g., performance, speaking, listening, reading, writing) to demonstrate evidence of learning. - Lacks teacher feedback on content/learning; is nonspecific, disrespectful, or of poor quality. - Does not engage students in self- or peer assessment. - Does not differentiate instruction to address individual students' misunderstandings.	- Indicates that students are partially aware of the assessment criteria, including the Ideal Graduate Skills, and somewhat monitors student learning for the class. - Rarely includes the use of questions to demonstrate evidence of learning. - Includes the use of a single assessment type (e.g., formative or summative) or strategy (e.g., performance, speaking, listening, reading, writing) to demonstrate evidence of learning. - Indicates that feedback to students on content/learning is generally respectful, and few students engage in self- or peer assessment. - Engages only a few students in assessment of their own work. - Sometimes differentiates instruction to address individual students' misunderstandings but is inconsistent with this practice.	- Indicates that students are aware of the assessment criteria, including the Ideal Graduate Skills, and monitors student learning for groups of students. - Often includes the use of questions to demonstrate evidence of learning. - Often includes a variety of assessment types (e.g., formative and summative), strategies (e.g., performance, speaking, listening, reading, writing), and questions to determine evidence of learning. - Indicates that feedback to groups of students on content/learning is constructive, respectful, and specific. - Engages some students in self-assessment. - Successfully differentiates instruction to address individual students' misunderstandings.	- Is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. - Regularly uses questions and assessments to diagnose evidence of learning by individual students. - Ensures that students are fully aware of the assessment requirements pertaining to the Ideal Graduate Skills. - Includes a variety of forms of feedback, from both teacher and peers; is accurate and specific; and advances learning. - Allows students to self-assess and monitor their own progress. - Successfully differentiates instruction to address individual students' misunderstandings and scaffolds student learning to promote learning and academic growth for all students.

Evidence:

Domain 3: Instruction			
Indicator 3e. *Demonstrating Flexibility and Responsiveness*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students do not understand the content.	The **developing** teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The **accomplished** teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The **exceeding** teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Evidence:			

Domain 3 Overall Rating:			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
Provide evidence statements to support the overall rating for Domain 3.			

Domain 4: Professional Responsibilities

Indicator 4a. *Reflecting on Teaching*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher does not see the connection the lesson has with the SFIS curriculum when there are opportunities to do so. The teacher has no suggestions for how a lesson could be improved.	The **developing** teacher has a generally accurate impression of a lesson's effectiveness, the extent to which instructional outcomes were met, and, when appropriate, makes connections to the SFIS curriculum. The teacher makes general suggestions about how a lesson could be improved.	The **accomplished** teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. When appropriate, the teacher makes connections to the SFIS curriculum and can cite general references to support the assessment. Through dialogue with students, the teacher generates a few specific suggestions of what could be tried to improve the lesson's effectiveness or, when appropriate, deepen its connection to the SFIS core values.	The **exceeding** teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. The teacher looks for, and often finds, ways to connect the SFIS curriculum to specific examples from the lesson. Drawing on continuous dialogue with students and an extensive repertoire of skills, the teacher identifies ways to improve the lesson's effectiveness and makes clear connections to the SFIS core values.

Evidence:

Domain 4: Professional Responsibilities

Indicator 4b. *Maintaining Accurate Records*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher's system for maintaining information on student completion of assignments and student progress in learning content and the SFIS curriculum is nonexistent, in disarray, or does not adequately protect confidentiality. The teacher's noninstructional records (i.e., student attendance, engagement, social-emotional needs) are nonexistent or in disarray, the result being errors and confusion.	The **developing** teacher's system for maintaining information on student completion of assignments and student progress in learning content and the SFIS curriculum is rudimentary and only partially effective but protects confidentiality. The teacher's noninstructional records (i.e., student attendance, engagement, social-emotional needs) are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The a**ccomplished** teacher's system for maintaining information on student completion of assignments, student progress in learning content and the SFIS curriculum, and noninstructional records (i.e., student attendance, engagement, social-emotional needs) is fully effective and protects confidentiality.	The **exceeding** teacher's system for maintaining information on student completion of assignments, student progress in learning content and the SFIS curriculum, and noninstructional records (i.e., student attendance, engagement, social-emotional needs) is fully effective and protects confidentiality. Students contribute information and participate in maintaining the records.

Evidence:

Domain 4: Professional Responsibilities

Indicator 4c. *Communicating With Families*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher: • Makes no attempt to provide information about the instructional program to families. • Does not communicate with families about individual students' progress. • Does not initiate or respond to students' family concerns in a manner aligned with the SFIS core values. • Does not attempt to engage families in the instructional program.	The **developing** teacher: • Makes sporadic attempts to provide information to families about the instructional program. • Occasionally communicates with students' families about the progress of individual students. • Is inconsistent about initiating or responding to family concerns in a manner aligned with the SFIS core values. • Occasionally attempts to engage families in the instructional program.	The accomplished teacher: • Has regular two-way communications with families about the instructional program. • Regularly conveys information to students' families about individual student progress. • Initiates dialogue and responds to family concerns in a manner aligned with the SFIS core values. • Encourages consistent family engagement in the academic and student living programs.	The **exceeding** teacher: • Carries on frequent two-way communications with families about the instructional program and confidently discusses the merits of the program. • Includes students in conversations with families about the student's individual progress in school. • Responds to family concerns and encourages the student to contribute to the conversation, and conversations are consistent with the SFIS core values. • Makes efforts to engage families in the academic and student living programs frequently and successfully.

Evidence:

Domain 4: Professional Responsibilities

Indicator 4d. *Participating in the Professional Community*

☐ Emerging	☐ Developing	☐ Accomplished	☐ Exceeding
The **emerging** teacher's relationships with colleagues: ● Are strained and/or uncomfortable. ● Demonstrate reluctance to participate in a professional culture of inquiry and resist opportunities to become involved. ● Demonstrate reluctance to participate in SFIS school or community events/projects.	The **developing** teacher's relationships with colleagues: ● Are cordial in order to fulfill required duties. ● Include participating in a culture of professional inquiry when invited to do so. ● Involve participating in SFIS school or community events/projects when specifically asked.	The **accomplished** teacher's relationships with colleagues: ● Are characterized by mutual support and cooperation. ● Demonstrate active participation in a culture of professional inquiry that includes culturally relevant professional learning development. ● Include volunteering in school events and contributing to, respecting, and giving back to the SFIS community.	The **exceeding** teacher's relationships with colleagues: ● Are characterized by mutual support, cooperation, and collaboration, with the teacher taking initiative in assuming leadership among the faculty. ● Take a leadership role in promoting a culture of professional inquiry that includes culturally relevant professional learning development. ● Include volunteering to participate in school events and district projects; contributing to, respecting, and giving back to the SFIS community; and assuming a leadership role in at least one aspect of the academic and student living programs.

Evidence:

Domain 4: Professional Responsibilities

Indicator 4e. *Growing and Developing Professionally*

☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: ● Does not demonstrate a growth mindset with regard to professional learning development activities to enhance knowledge or skill. ● Resists feedback on teaching performance from either evaluators or more experienced colleagues. ● Is reluctant to share knowledge with others or-give back to the learning community. ● Is hesitant to receive feedback and guidance from colleagues and/or tribal community members about their knowledge and implementation of the foundational topics and SFIS core values.	The **developing** teacher: ● Sometimes demonstrates a growth mindset with regard to professional learning development activities to enhance knowledge or skill but is inconsistent. ● Is sometimes open to feedback on teaching performance from either evaluators or more experienced colleagues. ● Occasionally shares knowledge with others or-gives back to the learning community. ● Is sometimes open to receive feedback and guidance from colleagues and/or tribal community members about their knowledge and implementation of the foundational topics and SFIS core values.	The **accomplished** teacher: ● Consistently demonstrates a growth mindset with regard to professional learning development activities to enhance knowledge or skill. ● Respectfully engages with colleagues and evaluators in professional conversation about the foundational topics and SFIS core values and is open to receiving feedback about their teaching practices. ● Assists other educators and looks for ways to contribute to the profession, share learning, and give back to the learning community. ● With humility, is open to receive feedback and guidance from colleagues and/or tribal community members about their knowledge and implementation of the foundational topics and SFIS core values.	The **exceeding** teacher: ● Demonstrates a growth mindset with regard to professional learning development activities to enhance knowledge or skill and seeks out opportunities to deepen content knowledge or understanding of Indigenous pedagogical approaches. ● Solicits feedback on their teaching practices from colleagues and evaluators and engages in professional conversations about the foundational topics and SFIS core values. ● Initiates activities to contribute to the profession, share knowledge, and give back to the learning community. ● With humility, invites feedback and guidance from colleagues and/or tribal community members to improve their knowledge and implementation of the foundational topics and SFIS core values.

Evidence:

Domain 4: Professional Responsibilities			
Indicator 4f. *Showing Professionalism*			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
The **emerging** teacher: ● Is perceived as disingenuous in interactions with colleagues, students, community members, and families. ● Is not alert to students' needs and contributes to practices that result in some students being ill served by the school. ● Appears to make decisions and recommendations that are based on self-serving interests.	The **developing** teacher: ● Is perceived as genuine in interactions with colleagues, students, community members, and families. ● Attempts to serve students but is inconsistent and unknowingly contributes to some students being ill served by the school. ● Makes decisions and recommendations based on professional considerations but that do not reflect a growth mindset or the SFIS core values.	The **accomplished** teacher: ● Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, community members, and families. ● Is active in serving students; maintains student focus while working to ensure that all students receive a fair opportunity to succeed. ● Maintains a growth mindset in team or departmental decisionmaking, and their choices reflect the SFIS core values.	The **exceeding** teacher: ● Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues or in the SFIS community. ● Maintains a student focus by being highly proactive in serving students, seeking out resources when needed. ● Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ● Takes a leadership role in team or departmental decisionmaking and helps ensure that such decisions are based on the highest professional standards and reflect the SFIS core values. Often serves as a model for colleagues.
Evidence:			

Domain 4 Overall Rating:			
☐ **Emerging**	☐ **Developing**	☐ **Accomplished**	☐ **Exceeding**
Provide evidence statements to support the overall rating for Domain 4.			