

**TES Planning & Professionalism Rubric Draft February 2025**

**Planning: Instructional Planning and/or Internalization**

*These indicators are designed to be assess the actions teachers take prior to instructional delivery, which may include, but is not limited to, lesson internalization in PLCs and/or other planning conferences and/or deliverables.*

| Key Indicators                 | 0.0<br><i>Less than 50% of the time</i>  | 0.5<br><i>Typically ~50-79% of the time</i>  | 1.0<br><i>Typically 80% or more of the time</i>   | 1.5<br><i>Is an exemplar in this area</i>   |
|--------------------------------|--|--|---|---|
| Standards Alignment            | The teacher is <b>inconsistent</b> with ensuring alignment between instructional materials and state standards.                      | The teacher ensures alignment between instructional materials and state standards the <b>majority</b> of the time.                 | The teacher <b>consistently</b> ensures alignment between instructional materials (including assessments) and state standards.                                      | N/A   |
| Lesson Objectives Alignment    | The teacher is <b>inconsistent</b> with ensuring instructional activities are aligned to the lesson objective.                       | The teacher ensures instructional activities in the lesson are aligned to the lesson objective <b>most</b> of the time.            | The teacher <b>consistently</b> ensures <b>all</b> instructional activities align to the lesson objective.  | N/A   |
| Planning for Misconceptions    | The teacher <b>rarely, inconsistently, or never</b> identifies common student misconceptions ahead of the lesson.                    | The teacher identifies common student misconceptions <b>most</b> of the time ahead of the lesson.                                  | The teacher identifies common student misconceptions <b>and</b> pre-plans targeted instructional moves to address them <b>most</b> of the time ahead of the lesson. | The teacher <b>consistently</b> identifies common student misconceptions <b>and</b> pre-plans targeted instructional moves to address them ahead of the lesson. |
| Planning to Meet Diverse Needs | The teacher <b>rarely, inconsistently, or never</b> plans to differentiate and/or scaffold instruction for specified student groups. | The teacher finds opportunities to differentiate and/or scaffold instruction for specified student groups <b>most of the time.</b> | The teacher <b>consistently</b> plans opportunities to differentiate and/or scaffold instruction for specified student groups.                                      | N/A   |

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| <b>Planning: Data-Driven Practices</b> |  |   |   |   |
|--|--|---|---|---|
| Key Indicators                         | 0.0<br><i>Less than 50% of the time</i>  | 0.5<br><i>Typically ~50-79% of the time</i>   | 1.0<br><i>Typically 80% or more of the time</i>   | 1.5<br><i>Is an exemplar in this area</i>   |
| Data-Driven Planning                   | The teacher <b>rarely or never</b> uses data analysis from previous lessons or assessments to inform planning.                       | The teacher <b>occasionally</b> uses data analysis from previous lessons or assessments to inform planning.                         | The teacher <b>consistently</b> uses data analysis from previous lessons or assessments to inform planning.                       | N/A   |
| Intervention                           | The teacher <b>does not</b> utilize district-required and/or other high-quality intervention and/or digital resources.               | The teacher <b>inconsistently</b> utilizes district-required and/or other high-quality intervention and/or digital resources.       | The teacher <b>consistently</b> utilizes district-required and/or other high-quality intervention and/or digital resources.       | The teacher <b>consistently</b> utilizes district-required and/or other high-quality intervention and digital resources <b>AND</b> intentionally uses data from these resources to inform planning. |
| Plans for Student Ownership            | The teacher <b>rarely or never</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.). | The teacher <b>inconsistently</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.). | The teacher <b>consistently</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.). | N/A   |

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| <b>Professionalism: High-Performance Culture</b> |  |  |   |
|--|--|--|---|
| Key Indicators                                   | 0.0<br><i>Less than 50% of the time</i>  | 0.5<br><i>Typically ~50-79% of the time</i>  | 1.0<br><i>Typically 80% or more of the time</i>   |
| Campus Culture Participation                     | The teacher <b>rarely</b> contributes to a positive school culture.  | The teacher contributes to a positive school culture <b>most</b> of the time.  | The teacher <b>consistently and productively</b> contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan. |
| Growth Mindset                                   | The teacher <b>rarely or never</b> approaches challenges with persistence and effort, <b>and/or struggles</b> to see challenges as opportunities to learn. | The teacher approaches challenges with persistence and effort <b>or</b> sees challenges as opportunities to learn <b>most</b> of the time. | The teacher <b>consistently</b> approaches challenges with persistence and effort <b>and</b> sees challenges as opportunities to learn.                         |
| Response to Feedback                             | The teacher <b>struggles</b> to consistently engage in meaningful, productive discussions about feedback.  | The teacher engages in meaningful, productive discussions about feedback <b>most</b> of the time.  | The teacher <b>consistently</b> engages in meaningful, productive discussions about feedback <b>and</b> proactively seeks it.                                   |

| <b>Professionalism: Expectations</b> |  |   |   |
|--------------------------------------|--|---|---|
| Key Indicators                       | 0.0<br><i>Less than 50% of the time</i>  | 0.5<br><i>Typically ~50-79% of the time</i>   | 1.0<br><i>Typically 80% or more of the time</i>   |
| Timeliness                           | The teacher is <b>inconsistent</b> with timeliness to work and/or scheduled meetings.  | The teacher is <b>typically</b> on time to work and scheduled meetings, with some rare exceptions.                                  | The teacher is <b>consistently</b> on time to work <b>and</b> all scheduled meetings.   |
| Attendance                           | The teacher is <b>inconsistent</b> with adhering to attendance requirements and rules.   | The teacher is <b>typically</b> on time to work and scheduled meetings, with some rare exceptions.                                  | The teacher <b>consistently</b> adheres to the attendance requirements and rules  |
| Adherence to Deadlines               | The teacher <b>struggles</b> to meet deadlines set by their supervisor(s) and/or district.                                     | The teacher meets deadlines set by their supervisor(s) and district <b>most of the time</b> .                                       | The teacher <b>consistently</b> meets deadlines set by their supervisor(s) and district.  |
| Respectful Workplace Behaviors       | The teacher <b>struggles</b> to model respect for others when interacting with students, parents, staff, and/or the community. | The teacher models respect for others when interacting with students, parents, staff, and the community <b>with some coaching</b> . | The teacher <b>consistently</b> models respect for others when interacting with students, parents, staff, and the community <b>without or with limited coaching</b> . |