

# Q Comp Program Update Form for 2025-26

**Due**: Annually by August 31

**General Information:** This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Quality Compensation (Q Comp) program as outlined in [Minnesota Statutes 2024, section 122A.414](https://www.revisor.mn.gov/statutes/cite/122A.414). The form will expand to fit the responses. For each core component, begin by putting an “X” next to either Yes or No to signify that there are changes, or no changes, to that component. Then, complete that section by replacing the existing purple text in parenthesis with the team’s response, if applicable, or move to the next component. Send the completed document and any related attachments via email to [mde.q-comp@state.mn.us](mailto:mde.q-comp@state.mn.us).

***Note: There is no need to submit a program update form if no changes are being made to the approved   
Q Comp program.***

District or Charter School Name: STRIDE Academy

Superintendent or Charter School Director:

**Eric Skanson**

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President of the Exclusive Representative of the Teachers:

**(Not Applicable: STRIDE Academy is a non-unionized charter school)**

* Phone: N/A
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Program Contact Person:

**Angie Lichy**

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It is the district’s responsibility to align any program changes with statutory requirements. To assist with this process, read the [*Q Comp Requirements and Guiding Principles* document](https://education.mn.gov/MDE/dse/edev/qc/Imple/) on the Teacher Development and Evaluation (TDE) and Q Comp web page, under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs and that for school districts both the school board/administration and exclusive representative of the teachers understands and agrees to all changes. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

## Core Component: Career Advancement Options

Are changes being made to this component? \_\_\_ Yes \_X\_\_ No

If yes, please complete the following sections as applicable.

**Discontinuing**—Identify any position(s) being removed:

* No positions are being removed for 2025-26

**Expanding—**Provide the full job descriptions, below, for any position(s) being added:

Title:

* All positions, titles and job descriptions remain the same for 2025-26

Qualifications:

* N/A: All Qualifications remain the same for 2025-26

Responsibilities:

* N/A: All responsibilities for teacher leaders remain the same for 2025-26

Hiring Process:

* N/A: The hiring process for teacher leaders remains the same for 2025-26

Evaluation:

* N/A: The evaluation process for teacher leaders remains the same for 2025-26

Compensation:

* N/A: The compensation process and dollar amounts remain the same for 2025-26

**Revising—**Using the categories above, describe any changes to an existing position description(s):

Title:

* There are no revisions to any existing position for 2025-26

## Core Component: Job-Embedded Professional Development

Are changes being made to this component? \_\_\_ Yes \_\_X\_ No

If yes, please complete the following sections as applicable.

**Frequency—**Describe how often teams meet: N/A: No changes in times are proposed for 2025-26.

**Length**—Describe how long each team meeting is: N/A: The length of time for team meetings is unchanged for 2025-26.

**Composition**—Describe the new team (e.g., grade levels, banded grades, departments): N/A: The composition of teams, by grade level and subject matter, remains unchanged for 2025-26.

## Core Component: Teacher Evaluation

Are changes being made to this component? \_X\_\_ Yes \_\_\_ No

If yes, please complete the following sections as applicable.

**Peer Review**—Describe the revised Peer Review Process (e.g., number of observations, number of different observers, use of the rubric, link to growth plans, observation process, training for observers, coaching):

Peer Review at STRIDE consists of two components which are required annually:

1. Q Comp Evaluator observations: observations are conducted by the same peer coach. The formal observation is conducted by Peer Coaches as a part of the Q Comp System using the Rubric found in Domains 1-3 (Planning, Classroom Environment, and Instruction) of the STRIDE Evaluation System Criteria and Descriptors. Peer Coaches rate the teacher’s performance using a 1-4 appraisal scale.
2. Colleague observation: Consists of a single observation arranged between the teacher and an observer of his/her choice to observe specific teaching practices. The teacher and colleague debrief on the observation along with the Q comp Peer Coach. Ratings are not assigned for this observation.

**Summative Evaluation**—Outline the revised Summative Evaluation Process (e.g., frequency of summative process, number of evaluations, use of the rubric, link to growth plans, evaluations process, training for evaluators, coaching):

N/A--No changes are planned for the current plan for Summative Evaluation

**Individual Growth and Development Plan**—Specify the changes to the teacher’s Individual Growth and Development Plan (IGDP) (e.g., the process for setting goals and plans, the goal and plan review process, documentation is required throughout the year):

N/A—No changes will be made to the current plan for Individual Growth and Development

**Measures of student growth and** **literacy-** Describe changes to the measures of student growth and literacy (e.g., how the goal is set, oversight, results and scoring):

N/A—No changes are being made to the current plan for Measures of Student Growth and Literacy, with scores using the FastBridge system being used to calculate the growth of students in Reading.

**Teacher Improvement Process-** Provide the updated Teacher Improvement Process (TIP) (e.g., identification for the process, goal setting, support, moving out of the process):

N/A—No changes are being made to the current plan for Teacher Improvement Process (TIP).

**Rubric-** Identify any changes to the rubric, including:

* What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach.

STRIDE Academy has used the Charlotte Danielson Model from the inception of its Q Comp program. Each year a limited number of components have been used to evaluate the performance of teachers. Typically, each year one or two of the previous year’s components are replaced with new components to add variety and relevance to the evaluation process. For 2025-26 the rubric has been changed, using the structure of the Danielson Rubric as well as the content from the Standards of Effective Practice (See **Attachment A** below). The STRIDE Q Comp team engaged in a series of meetings to create this revised rubric to comply with Minnesota Rules, part 8710.2000*.*

The eight (8) components of this revised rubric that will be used to evaluate teachers during the 2025-26 school year are:

Component 1b. Demonstrating Knowledge of Students

Component 1e. Designing Coherent Instruction

Component 2c. Managing Classroom Procedures

Component 2d. Managing Student Behavior

Component 3a. Communicating with Students

Component 3b. Using Question and Discussion Techniques

Component 3c. Engaging Students in Learning

Component 3d. Using Assessment in Instruction

* Describe the process used to ensure that the instructional framework or rubric(s) is based on the Standards of Effective Practice (SEPs) found in Minnesota Rules, part 8710.2000*.*

Beginning in May of 2025, the STRIDE Q Comp Leadership Team began the process of evaluating the results of the 2024-25 teacher evaluations, as well as reviewing the statutory requirements of Minnesota Rules, part 8710.2000*.*

A subcommittee was created in June of 2025 to review the current evaluation rubric and assess its effectiveness in implementing statutory requirements. Several areas were identified for revision, and concepts from the Standards of Effective Practice were blended with the current Danielson system to create a statute-compliant rubric. This rubric, found as **Attachment A** below, represents the culmination of the work of this committee and will be used as the STRIDE teacher evaluation rubric during the 2025-26 school year.

* Describe how culturally responsive methodologies have been incorporated into the instructional framework or rubrics*.*

During the review process, the Q Comp Committee was charged with revising the teacher evaluation rubric and thus placed special emphasis on incorporating culturally responsive methodologies into the revised rubric. They made liberal use of language found in the Standards of Effective Practice, and the final rubric, shown as **Attachment A** below, contains 30 or more specific references to “culture” or “culturally responsive” methodologies compared with only 5 or references to these terms in the previous rubric.

Among the many examples of culturally responsive methodologies referenced in STRIDE’s new teacher performance rubric is Ib. **Demonstrates knowledge of Students: *“****The teacher thoughtfully incorporates information about students’ backgrounds, families, and communities to design culturally relevant learning experiences.”*

* The instructional framework or rubrics must include at least three levels of performance. List the levels of performance in the local framework or rubric.

STRIDE’s teacher performance evaluation system is built using four distinct levels of performance, as follows:

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| Unsatisfactory | Progressing | Meets | Exemplary |

For each component in the revised teacher evaluation rubric (See **Attachment A** below), there are specific descriptors that define the teacher’s behavior and actions associated with each level of performance.

* What is the standard of performance expected of tenured/continuing contract teachers?

Not Applicable: STRIDE Academy is not a unionized school, and therefore there is no designation of teachers as either tenured/continuing contract or probationary. The standard of performance for all teachers remains the same for 2025-26 as the previous year.

## Core Component: Performance Pay and Reformed Salary Schedule

Are changes being made to this component? \_\_\_ Yes \_\_X\_ No

If yes, please complete the following sections as applicable.

No Changes are being made to the performance Pay System for the 2025-26 school year, with pay allocations as follows:

* **Site Goal:** $300 for schoolwide student achievement gains will be awarded to all teachers if the schoolwide Site Goal (updated annually) is met.
* **Measure of Student Growth and Literacy:** $300 for the measure of student growth and literacy will be awarded to each teacher if their annual measure of student growth goal is met.
* **Teacher Observation/Evaluation:** $1,700 for teacher evaluation will be awarded to each licensed teacher who achieves a score of 3.0 or better based on observations by the Peer Evaluator, using the newly revised Teacher Evaluation Rubric (see **Attachment A** below).
* **Additional Measure of Performance:** N/A:

No additional measures of performance are included in the Q Comp system for 2025-26.

* + **OPTIONAL Hiring bonus**—Describe how Q Comp funding is being used for hiring bonuses for hard to staff positions (e.g., bonus amount, process for determining who receives, positions eligible):

Not Applicable: Stride Academy does not plan to use any Q Comp Funds to provide hiring bonuses.

* **OPTIONAL Additional Licensure**—Outline how Q Comp funding is being used to provide compensation for additional licensure or grow your own systems (e.g., positions eligible, length and amount of funding):

Not Applicable: STRIDE Academy does not plan to use any Q Comp funds to provide compensation for additional licensure.

The undersigned hereby certifies on behalf of the district/charter school that all the proposed changes meet statutory requirements.

Superintendent/Executive Director Name Signature Date

Local Union President Name\* Signature Date

\*Districts/Charter schools without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.

**Attachment A: Teacher Evaluation Rubric, STRIDE Academy, 2025-26**

**STRIDE Academy**

**TEACHER PERFORMANCE APPRAISAL RUBRIC**

**2025-26**

**TEACHER PERFORMANCE STANDARDS\***

|  |  |
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| **Domain 1: Planning and Preparation**   1. Demonstrating Knowledge of Content and Pedagogy 2. Demonstrating Knowledge of Students\*\* 3. Selecting Instructional Outcomes 4. Demonstrating Knowledge of Resources 5. Designing Coherent Instruction 6. Designing Student Assessments   **Domain 3: Instruction**   1. Communicating with Students 2. Using Questioning and Discussion Techniques 3. Engaging Students in Learning 4. Using Assessment in Instruction   \*From: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, ASCD Publications, 2013, and Standards of Effective Practice, Professional Educator Licensing and Standards Board, State of Minnesota, 2023.  \*\* Shaded text shows the components that will be used in the 2025-26 school year in the evaluation of all teachers by Peer Evaluators in the Q Comp System. | **Domain 2: The Classroom Environment**   1. Creating an Environment of Respect and Rapport 2. Establishing a Culture for Learning 3. Managing Classroom Procedures 4. Managing Student Behavior 5. Organizing Physical Space   **Domain 4: Professional Responsibilities**   1. Reflecting on Teaching 2. Maintaining Accurate Records 3. Communicating with Families 4. Participating in the Professional Community 5. Growing and Developing Professionally 6. Showing Professionalism |
| This Page intentionally left Blank: See Attachment A: Teacher Performance Standards beginning on Page 8. |  |

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| **DOMAIN 1: PLANNING AND PREPARATION** | | | | |
|  | **LEVEL OF PERFORMANCE** | | | |
| **ELEMENT** | **UNSATISFACTORY** | **PROGRESSING** | **MEETS** | **EXEMPLARY** |
| **1a. Demonstration and Knowledge of Content and Pedagogy** | * Instruction lacks clear sequence or focus on essential concepts; content may be disorganized or disconnected from learning goals. * Instructional strategies are mismatched to content or learner needs and show little awareness of engagement or cultural responsiveness. * Explanations are unclear or inaccurate, and the teacher struggles to respond meaningfully to student questions. * Opportunities for questioning are minimal or limited to recall, failing to support student thinking or understanding. | * The teacher identifies basic content goals but may not prioritize essential concepts or consistently connect ideas across disciplines. * Instructional strategies show some consideration of student needs or interests, but cultural relevance and engagement may be inconsistent. * The teacher provides mostly accurate explanations and attempts to answer questions, but feedback may be general or inconsistent in promoting learning. * Questions are occasionally used to check understanding but may not consistently prompt curiosity or higher-order thinking. | * The teacher identifies and sequences essential content, emphasizing key disciplinary concepts and meaningful cross-disciplinary connections. * Instructional strategies are thoughtfully chosen to support content mastery, student engagement, and cultural relevance. * The teacher provides clear and accurate explanations, responds to questions effectively, and offers feedback that supports student learning. * Lessons incorporate opportunities for questioning that support learner understanding, curiosity, and deeper thinking. | * The content is sequenced with precision and purpose, centering essential understandings and drawing intentional, relevant cross-disciplinary and cultural connections. * Instructional strategies are differentiated and consistently responsive to student strengths, needs, and cultural identities. * Explanations are clear, adaptive, and anticipate misconceptions; feedback is timely, specific, and invites students to extend their thinking. * The teacher cultivates a classroom culture of inquiry, where students pose thoughtful questions, engage in academic discourse, and deepen learning through exploration. |
| **1b.**  **Demonstrating Knowledge of Students** | * The teacher demonstrates limited understanding of students’ developmental stages and does not adjust instruction accordingly. * Instruction is not informed by students’ prior knowledge, identities, or lived experiences. * The teacher does not consider or use student, family, or community perspectives when designing learning experiences. * The teacher makes little to no effort to learn about students’ interests or cultural contexts. * Individual learning needs, including exceptionalities and readiness levels, are overlooked or not addressed in planning. | * The teacher has some awareness of students’ developmental needs but inconsistently uses this knowledge to inform instruction. * Instruction occasionally connects to prior knowledge or student backgrounds but is not consistently relevant or affirming. * The teacher may consult student or family resources but does not systematically use them to design culturally relevant learning. * The teacher learns about student interests informally but does not consistently integrate that knowledge into instruction. * The teacher recognizes diverse learning needs but addresses them inconsistently or with limited strategies. | * The teacher understands students’ cognitive, linguistic, social, emotional, and physical development and uses this knowledge to inform instruction. * The teacher designs instruction that builds on students’ prior knowledge, cultural identities, and lived experiences to support learning and accelerate growth. * The teacher thoughtfully incorporates information about students’ backgrounds, families, and communities to design culturally relevant learning experiences. * The teacher actively learns about students' interests, identities, and community contexts to connect learning in meaningful ways. * The teacher understands and plans for the diverse learning needs of students, including those with exceptionalities and varying levels of readiness. | * The teacher skillfully integrates developmental, cultural, and linguistic understanding to plan responsive, affirming instruction for all students. * Instruction is intentionally designed to build from students’ lived experiences, with clear connections that foster academic growth and personal relevance. * The teacher meaningfully applies knowledge of students’ family and community contexts to enrich instructional design and affirm learner identity. * The teacher consistently uses rich knowledge of student interests and identities to shape instruction that affirms and empowers learners. * Instruction is proactively differentiated to meet a wide range of academic, linguistic, and social-emotional needs, ensuring equitable access and success for all. |
| **1c.**  **Setting Instructional Outcomes** | * Outcomes reflect low expectations or are too generalized, lacking challenge or consideration for diverse learners’ needs and identities. * Outcomes are disconnected from core disciplinary ideas and may appear as isolated tasks or activities. * Outcomes focus on completion of tasks rather than clear, measurable learning goals. * Outcomes address only surface-level content and lack attention to cognitive, social, or communication development. * Outcomes are not differentiated and do not reflect an understanding of students’ varied strengths, languages, or cultural backgrounds | * Outcomes include expectations for learning but may not consistently promote high levels of rigor or equity in access for all students. * Outcomes reference key disciplinary ideas but may not clearly support deeper or transferable understanding. * Outcomes attempt to define learning, but often mix learning goals with task directions or lack clarity. * Outcomes incorporate some variety of skills but may not clearly support student thinking, collaboration, or connection to lived experience. * Outcomes show some differentiation but do not yet fully consider cultural responsiveness or the full range of learner needs and backgrounds. | * Outcomes reflect high expectations for all students and are designed to promote rigorous learning, with attention to access, engagement, and meaningful progress across diverse learners. * Outcomes are connected to the essential understandings of the discipline and designed to support deep, transferable learning. * Outcomes are clearly focused on what students will know and understand, not just what they will do or complete. * Outcomes include a variety of cognitive, social, and communication skills, supporting student collaboration, academic language development, and real-world application. * Outcomes are appropriately differentiated and culturally responsive, designed with students’ strengths, needs, languages, and backgrounds in mind, with ongoing reflection to ensure equity in access and achievement. | * Outcomes are intentionally designed to elevate every learner through rigor, relevance, and equity, affirming student strengths, identities, and aspirations. * Outcomes are consistently anchored in the big ideas of the discipline and intentionally connected to students’ lived experiences, cultures, and communities. * Outcomes support deep understanding and higher-order thinking, clearly articulating what students will learn and why it matters. * Outcomes are intentionally designed to foster advanced thinking and authentic engagement, encouraging students to apply learning in complex, meaningful, and socially relevant ways. * Outcomes are proactively designed and adapted based on reflective practices, student input, and data disaggregated by factors such as language, identity, and ability to ensure equitable opportunities for growth. |
| **ELEMENT** | **UNSATISFACTORY** | **APPROACHING** | **MEETS** | **EXEMPLARY** |
| **1d.**  **Demonstrating Knowledge of Resources** | * The teacher relies on a narrow or outdated set of resources that do not reflect students’ varied backgrounds or learning needs. * Instructional materials lack diverse perspectives and may unintentionally reinforce dominant cultural narratives. * The teacher does not demonstrate understanding of multilingual learners' needs or incorporate strategies that support language development. * The teacher rarely engages in professional learning or uses available resources to inform instructional decisions. * Students are not provided access to external resources that could enrich or extend their learning. | * The teacher uses a limited range of instructional resources, with some attention to student needs and levels, but gaps remain in inclusivity or differentiation. * Some instructional materials include diverse perspectives, but representation may be inconsistent or surface-level. * The teacher shows basic awareness of multilingual learners’ needs and occasionally uses general strategies to support language development. * The teacher occasionally seeks out school or district resources but does not regularly apply new learning to instructional planning. * Students are occasionally introduced to outside resources, but connections to content or student interests may be unclear or underutilized.   . | * The teacher selects and uses a variety of instructional resources that are appropriately leveled and inclusive, supporting a wide range of learning needs and student backgrounds. * Instructional materials include diverse voices and perspectives, reflecting an intentional effort to offer inclusive representation. * The teacher uses research-based strategies and resources to support the language development of multilingual learners. * The teacher engages in ongoing professional development and draws on school and district resources to support instructional decisions. * Students are connected to relevant external resources, such as websites, texts, or local opportunities that support continued learning. | * The teacher integrates a wide range of instructional resources that are intentionally selected to reflect and extend students’ cultural identities, voices, and lived experiences ensuring they are appropriately leveled and deeply engaging. * Instruction consistently features texts and media that elevate historically underrepresented perspectives and invite students to analyze multiple viewpoints. * The teacher embeds strategies and tools that celebrate multilingualism and multiliteracy across subjects, making language an asset in learning. * The teacher proactively collaborates with colleagues, community members, and cultural organizations to source materials that reflect student identities and promote equitable learning outcomes. * Students regularly explore and utilize high-quality, real-world resources that extend learning, encourage inquiry, and connect classroom content to broader community or global contexts. |
| **1e.**  **Designing Coherent Instruction** | * Learning activities are not clearly aligned to instructional outcomes and do not engage or reflect students' identities or interests. * Activities are low-level and emphasize compliance over thinking or engagement. * Materials lack variety, cultural relevance, or appropriate levels of challenge. * Groupings are arbitrary or unchanged, offering limited collaboration or differentiation. * The lesson or unit lacks clear structure, pacing is inconsistent, and time is not used effectively. | * Learning activities are loosely connected to outcomes but may not consistently engage students or reflect diverse experiences. * Some activities aim for deeper thinking, but they are not well-scaffolded or equitably accessible. * Materials show some attempt at variety or inclusion but may be uneven in cultural responsiveness or rigor. * Groupings are used occasionally for collaboration but may not be strategic or student-centered. * Lesson or unit plans include a general structure, but time allocations may not fully support instructional flow or learning goals. | * Learning activities support student learning outcomes and include relevant, respectful connections to students’ lives. * Activities encourage thoughtful engagement and support the development of thinking and reflection skills in ways that are responsive to diverse learners. * The teacher selects a variety of appropriately challenging, inclusive materials that reflect and affirm students’ cultural identities and lived experiences. * Instructional groupings are organized to support collaboration, leverage student strengths, and promote peer-to-peer learning. * The lesson or unit plan has a clear structure, with effective time allocations that support student engagement and opportunities to show understanding. | * Learning activities consistently advance student learning outcomes while affirming students’ cultural identities and lived experiences. * Activities are intentionally designed to promote critical thinking and metacognitive growth, empowering students to reflect on their learning. * The teacher consistently uses a wide range of inclusive, challenging materials to expand student perspectives and promote marginalized voices across the curriculum. * Groupings are flexible and purposefully adjusted to promote peer learning, student leadership, and inclusive academic dialogue. * The lesson or unit is strategically structured and paced to maximize engagement, allowing for reflection and students to demonstrate deep understanding. |
| **1f.**  **Designing Student Assessments** | * Assessments are not clearly aligned to learning outcomes. * Assessment methods are limited, and no adjustments are made for student needs or differences. * Assessment criteria are vague or missing. * There is little to no evidence of formative assessment during instruction. * Assessments show bias or fail to consider students’ language, ability, or cultural background. | * Some assessments align to learning outcomes, but alignment may be inconsistent or unclear. * Assessments are primarily summative, with few formative checks to guide instruction. * Some accommodations are made, but they may not fully meet the needs of all learners. * The teacher shows growing awareness of assessment bias but does not consistently address it in planning. * Assessment criteria are provided but may not be fully clear or inclusive. | * Assessments are aligned with learning outcomes and provide clear criteria for demonstrating understanding. * A variety of assessment methods are used, including formative checks, to guide instructional adjustments and monitor progress. * Plans include modifications or accommodations for students based on learning needs, language, or communication styles. * Assessments are designed or adapted to be culturally and linguistically responsive, minimizing bias and ensuring equitable access. * The teacher evaluates assessments for potential barriers and uses data to inform equitable instructional decisions. | * Assessments are intentionally designed to align with outcomes and provide opportunities for students to demonstrate learning in ways that affirm their identities and strengths. * The teacher consistently uses a range of formative and summative assessments to adjust instruction responsively and equitably. * Assessment design reflects deep understanding of student language development, neurodiversity, and cultural backgrounds. * The teacher proactively identifies and addresses assessment bias, ensuring tools and processes support all learners. * Students are involved in understanding success criteria, self-monitoring progress, and engaging in peer and self-assessment. |

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT** | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | | **APPROACHING** | | **MEETS** | **EXEMPLARY** |
| **2a.**  **Creating an Environment of Respect and Rapport** | | * Talk in the classroom may include disrespectful interactions, and the teacher fails to address them effectively. * Students are reluctant to participate or do not feel safe sharing ideas with peers. * The teacher makes little to no effort to build personal connections with students. * Communication may be impersonal, dismissive, or culturally insensitive. * The teacher is unaware of or ignores the individual backgrounds, identities, and lived experiences students bring to the classroom. | | * Talk between the teacher and students is generally respectful, but the teacher may overlook occasional student-to-student disrespect. * Some students participate in class discussions, but others remain hesitant or disengaged. * The teacher makes occasional or superficial attempts to connect with individual students. * Communication shows general politeness but lacks specific attention to students’ cultural or personal identities. * The teacher demonstrates limited awareness of or responsiveness to individual student experiences. | | * Talk between the teacher and students, and among students, is consistently respectful, and the teacher responds to any disrespectful behavior among students and within the classroom. * Students participate willingly, though some may show hesitation in sharing ideas in front of peers. * The teacher builds general connections with individual students. * The teacher communicates, both verbally and nonverbally, in ways that reflect respect for students’ cultural backgrounds and diverse perspectives. * The teacher shows responsiveness to the individual experiences learners bring to the classroom environment. | * Respectful and inclusive dialogue is a shared classroom norm, actively reinforced by both teacher and students. The teacher addresses disrespect quickly and restoratively. * All students confidently participate, with classroom routines and norms that support risk-taking and mutual respect. * The teacher builds meaningful, authentic relationships with students and uses this knowledge to inform instruction and classroom interactions. * The teacher communicates in ways that consistently affirm and celebrate students’ diverse cultural and linguistic backgrounds. * The teacher deeply understands and responds to students’ individual experiences, creating a classroom environment that honors identity and fosters belonging. |
| **2b.**  **Establishing a Culture for Learning** | | * The teacher does not clearly communicate the importance of the content or holds low expectations for student success. * Students show minimal effort or engagement and rarely complete quality work. * The teacher does not promote or correct language use that supports academic understanding. * The classroom lacks an inclusive culture. Some students may feel excluded or unseen. Student identities and perspectives are not acknowledged or are dismissed during instruction. | | * The teacher occasionally emphasizes the value of the content but may not consistently communicate high expectations for all students. * Some students put forth effort, but persistence and commitment to quality vary. * The teacher encourages academic language but may not always address imprecise or vague responses. * The classroom environment is generally respectful, but some students may not feel consistently included or supported. Student identities may be acknowledged at times, but not fully integrated into instruction | | * The teacher communicates the importance of the content and maintains high expectations for all students, expressing confidence that with effort, every student can succeed. * Students demonstrate effort and persistence in producing quality work. * The teacher insists on clear, precise use of language to support academic growth. * The teacher fosters an inclusive environment where all students feel seen, supported, and encouraged to participate fully. Student identities and perspectives are affirmed and respectfully acknowledged during learning. | * The teacher consistently communicates a strong belief in the value of content and in every student's capacity to achieve at high levels through effort. * Students display sustained focus, resilience, and pride in their work, striving for excellence. * The teacher models and reinforces precise academic language in all aspects of instruction, supporting student ownership of learning. * The classroom is a vibrant, inclusive space where all students are empowered to engage deeply and authentically, with their identities and perspectives celebrated and woven into the fabric of learning. |
| **2c.**  **Managing Classroom Procedures** | | * Students are frequently off-task or disengaged during instruction, regardless of the setting or grouping. * Transitions are disorganized, causing significant loss of instructional time or student focus. * Materials and resources are not well-managed, leading to confusion or interruptions. * Classroom routines are unclear or inconsistent, contributing to a disorganized or chaotic environment. * The teacher does not consider motivation or engagement when planning, and students show little self-direction. | | * Some students are engaged during learning activities, but engagement is inconsistent across groupings or instructional formats. * Routines are in place, but transitions may be slow or occasionally disruptive. * Materials and resources are sometimes used inefficiently, resulting in lost instructional time. * Classroom routines are partially established but require frequent reminders or corrections. * The teacher uses some strategies to build motivation and engagement, but student ownership of learning is still developing | | * Students are actively and productively engaged during whole-group, small-group, 1:1, or independent learning activities. * The teacher designs routines and procedures that support smooth transitions, whether between groupings or instructional tasks, appropriate to the setting. * Materials and resources are distributed, used, and collected efficiently to maximize instructional time. * Classroom routines are well-established and support a calm, organized learning environment. * The teacher understands the connection between motivation and engagement and uses strategies that promote student self-direction and ownership of learning. | * Students are fully engaged in purposeful learning activities across all instructional formats, showing initiative and collaboration. * Transitions are seamless and student-led, contributing to a focused, efficient learning environment. * Materials and resources are managed with student involvement, maximizing time and supporting independence. * Classroom routines are embedded, efficient, and promote student responsibility and leadership. * The teacher fosters a culture of intrinsic motivation, empowering students to take ownership of their learning with confidence and pride. |
| **2d.**  **Managing Student Behavior** | | * Standards of conduct are unclear or inconsistently applied, leading to confusion among students. * The teacher rarely monitors behavior or addresses issues only after they escalate. * Misbehavior is met with punitive or dismissive responses that may not support student growth. * Expectations are not culturally responsive or inclusive, and student behavior is managed through control rather than connection. * Disruptions are frequent, and discipline is often exclusionary or ineffective in changing behavior. | | * Standards of conduct are posted or mentioned but not consistently reinforced. * Student behavior is monitored inconsistently, and redirection may come too late to be effective. * The teacher attempts to manage misbehavior but may rely on reactive or punitive approaches. * Some behavior expectations are rooted in positive relationships, but practices are not always inclusive or culturally affirming. * The teacher uses some proactive strategies, but classroom disruptions still occur regularly and may require exclusionary discipline. | | * Standards of conduct are clearly established and consistently reinforced. * Student behavior is appropriate, and the teacher monitors it regularly and proactively. * The teacher responds to misbehavior effectively, using strategies that are respectful and supportive. * Behavior expectations are built on positive relationships and culturally affirming practices that promote inclusion and student success. * The teacher uses proactive approaches to reduce disruptions and limit the need for exclusionary discipline. | * Standards of conduct are co-constructed with students and consistently reinforced through modeling and reflection. * The teacher anticipates and prevents behavioral issues through strong presence and proactive strategies. * Misbehavior is addressed with empathy and clarity, preserving student dignity and restoring relationships. * Behavior expectations reflect deep respect for student identities and are rooted in culturally responsive, inclusive practices. * The teacher maintains a calm, inclusive environment using restorative and preventative strategies that promote self-regulation and minimize disruptions. |
| **2e.**  **Organizing Physical Space** | | * The classroom is disorganized or unsafe, with limited visibility, accessibility, or emotional safety for students. * The learning space is poorly arranged and interferes with instructional goals or student participation. * The teacher does not intentionally create an inclusive environment, and student identities are not acknowledged. * Expectations and routines are unclear, inflexible, or fail to meet students’ diverse needs. * Technology is not used or hinders access, communication, or learning. | | * The classroom is mostly safe and accessible, but some students may have difficulty seeing, hearing, or participating fully. * The learning space is organized but may not fully support engagement or instructional flow. * The teacher makes efforts to create a welcoming space but does not regularly collaborate with students to reflect their identities or cultures. * Routines support some learners, but may not be consistently inclusive or responsive to social-emotional needs. * Technology is used inconsistently or with limited impact on access and learning. | | * The classroom is physically and emotionally safe, with clear sightlines and access to instruction for all students. * The space, both physical and virtual, is organized to support instructional goals and student engagement. * The teacher collaborates with students to create a welcoming, inclusive classroom community that reflects and affirms student identities and cultures. * Classroom expectations and routines are designed to meet the diverse needs of all learners and support social-emotional well-being. * Available technology is used effectively to enhance access, communication, and learning for all students. | * The classroom is intentionally designed to be physically safe and emotionally supportive, with full access to instruction for every student. * The learning space is dynamic, flexible, and purposefully arranged to optimize engagement and collaboration. * The teacher co-creates a classroom culture with students that celebrates and integrates their identities, languages, and lived experiences. * Expectations and routines are inclusive, responsive, and promote equity and well-being for all learners. d * Technology is seamlessly integrated to personalize learning, increase access, and foster communication and creativity. |
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| **DOMAIN 3: INSTRUCTION** | | | | | | | |
|  | **LEVEL OF PERFORMANCE** | | | | | | |
| **ELEMENT** | **UNSATISFACTORY** | | **APPROACHING** | | **MEETS** | | **EXEMPLARY** |
| **3a.**  **Communicating with Students** | * Learning goals and expectations are unclear or missing. Instruction lacks modeling or support, leaving students unsure of how to proceed. * Explanations are confusing, overly technical, or disconnected from students’ experiences. * Academic vocabulary is rarely used or is used incorrectly, without explanation. * Students are passive or disengaged; tasks are low-level and do not promote thinking or collaboration. * Lessons feel disconnected from students’ lives or broader contexts. | | * Learning goals are stated but not always reinforced or clearly connected to the learning. Modeling and strategies may be attempted but are inconsistent. * Content is generally accurate, but explanations may lack clarity or real-world connections. Student thinking is occasionally encouraged. * Vocabulary is introduced but may not be clearly explained or consistently appropriate for students’ developmental levels. * Some students are engaged but learning tasks do not consistently promote deep thinking or student ownership. * Occasional attempts are made to connect lessons to real-world or relevant experiences, but these connections may feel surface-level or inconsistent. | | * The teacher clearly communicates learning goals and expectations, and provides modeling, strategy explanations, and guided support to ensure student understanding. * The teacher’s explanation of content is clear, can be related to real-world learning opportunities, and invites student participation and thinking. * Academic vocabulary is intentionally used and explained in ways that are appropriate for students’ age and developmental levels. * Students are actively engaged in learning tasks that promote collaboration, self-direction, and critical thinking. * Lessons include opportunities for students to make connections beyond the classroom and engage with meaningful, relevant ideas and experiences. | | * Learning goals are clearly communicated and consistently reinforced throughout the lesson. Modeling and supports are adapted in real time based on student needs and feedback. * Content is explained with clarity and energy, consistently connected to real-world contexts and student interests. Students are actively prompted to make meaning and extend thinking. * Academic vocabulary is seamlessly integrated into instruction, explained with clarity, and reinforced through student use in speaking and writing. * Students take initiative in learning, work collaboratively with purpose, and demonstrate ownership of ideas and problem-solving strategies. * Students frequently engage in learning that connects deeply to real-world contexts, current events, or community issues, fostering relevance and personal meaning. |
| **3b. Using Questioning and Discussion Techniques** | * Teacher questioning is minimal, unclear, or focused only on recall-level questions. Students rarely have opportunities to think or express ideas. * Discussions are limited or nonexistent; students are passive or off-task during talk-based activities. * Students do not engage with one another’s ideas and rely entirely on the teacher for prompting. * Classroom discussion excludes many learners, with limited encouragement of diverse perspectives or voices. | | * The teacher uses some questioning strategies, primarily to check for understanding, but may not consistently promote deeper thinking or student-generated questions. * Some students engage in discussion, but the level of thinking remains surface-level or teacher-driven. * Students occasionally respond to one another but typically rely on the teacher to direct the conversation. * Discussions include a few student voices, but participation is uneven, and perspectives are limited. | | * The teacher uses questioning strategies that serve multiple purposes: checking for understanding, encouraging curiosity, and helping students articulate their thinking. * Students are engaged in discussions that promote higher-order thinking, self-reflection, and deeper understanding. * Students build on one another’s ideas, ask questions, and challenge the thinking and contributions of others in respectful, meaningful ways. * Discussions are inclusive, drawing on students’ diverse perspectives, and encouraging all learners to contribute. | | * The teacher skillfully uses varied questioning techniques to foster inquiry, curiosity, and student ownership of ideas; students frequently generate their own questions. * Students consistently engage in rich, extended discussions that push their thinking and deepen their understanding. * Students independently build on, extend, and respectfully challenge one another’s ideas with minimal teacher prompting. * Discussions are consistently inclusive, with all students contributing and drawing from their diverse experiences and perspectives to enrich dialogue |
| **3c.**  **Engaging Students in Learning** | * Learning tasks are low-level, repetitive, or do not engage students meaningfully. Many students are off-task or disengaged. * Instructional approaches are one-size-fits-all with little to no variation in grouping or activity structure. * Lessons do not reflect students' cultural backgrounds or multiple ways of understanding; instruction may feel disconnected or exclusionary. * Students are not given chances to reflect, revise, or show understanding in multiple ways. * Instruction overlooks or undervalues students' language backgrounds, and multilingual learners are not supported adequately. | | * Students participate in learning tasks, but engagement may be uneven or tasks may lack depth in thinking or collaboration. * The teacher occasionally varies activities or groupings but does not consistently differentiate to meet all learner needs. * Lessons use limited examples or perspectives and may not reflect the cultural or experiential backgrounds of all students. * Opportunities for revision or reflection are provided occasionally but are not yet embedded as part of the learning process. * The teacher makes some effort to acknowledge students’ language backgrounds but does not yet consistently use them to enhance learning. | | * Students are actively engaged in meaningful learning tasks that promote critical thinking, collaboration, and self-direction. * The teacher varies instructional groupings and activities to support diverse learning styles, skills, and developmental needs. * Lessons incorporate multiple models, representations, and culturally responsive approaches that affirm learners’ backgrounds and ways of knowing. * Students are given opportunities to reflect, revise, and demonstrate understanding in varied and relevant ways. * Instruction honors and leverages students' languages and experiences to support access and deepen learning for all, including multilingual learners. | | * Students are consistently engaged in rigorous, relevant tasks that foster independence, collaboration, and deep thinking. * The teacher fluidly adapts groupings and strategies based on real-time observation and student needs. * Lessons consistently reflect and affirm diverse cultural, linguistic, and cognitive ways of knowing through intentional design. * Students are empowered to reflect, revise, and demonstrate learning in ways that are personally meaningful and academically rigorous. * Instruction meaningfully integrates students' languages and lived experiences as assets to enhance access, equity, and engagement. |
| **3d.**  **Using Assessment in Instruction** | * Students are not asked to reflect on their learning or use feedback. There are few, if any, opportunities for them to monitor progress or improve their work based on assessment data. * The teacher uses few or no strategies to assess understanding during instruction. Assessment is disconnected from instruction and does not inform teaching decisions. * Feedback is vague, delayed, or absent. There is little or no opportunity for students to engage in peer or self-assessment. * Instruction is disconnected from students’ backgrounds and experiences, and there is little attention to social-emotional development. * Learning experiences do not include opportunities for students to explore concepts like fairness or identity, or such topics are avoided altogether. | | * Students occasionally reflect on their work, but they may need prompting to revise or use feedback. Opportunities to monitor progress are provided but not consistently embedded in instruction. * The teacher uses some assessment strategies, but they are limited in variety or frequency. Adjustments to instruction occur occasionally but may not fully address individual learning needs. * Feedback is generally timely and helpful but may lack specificity or consistency. Opportunities for peer feedback or self-reflection are infrequent. * Instruction sometimes connects to students' prior knowledge and experiences, but cultural relevance or social-emotional support may be inconsistent. * Learning experiences occasionally touch on fairness or identity, but these opportunities are surface-level or not clearly tied to academic learning. | | * Students engage in reflection and progress monitoring with teacher guidance. They are given structured opportunities to revise or adjust their work based on feedback or assessment results. * The teacher regularly uses formal and informal assessment strategies to check for understanding and adjusts instruction based on student needs, with consideration for learning styles and cultural or linguistic backgrounds. * Feedback is timely, specific, focused on improvement, and comes from both the teacher and students themselves through peer assessment and self-reflection. * Instruction connects students’ prior knowledge, lived experiences, and cultural backgrounds, and supports the development of social-emotional competencies. * Learning experiences include opportunities for students to consider issues of fairness or identity in developmentally appropriate ways, with some connections to academic content and opportunities for formative assessment. | | * Students regularly reflect on their learning, monitor their progress, and make adjustments to improve their work based on assessment information. * The teacher consistently uses a variety of formal and informal assessment strategies embedded throughout instruction to monitor and adjust teaching in real time, as responsive to individual needs, learning styles, and students’ cultural and linguistic backgrounds. * Feedback is embedded into the learning process and is co-constructed with students. Peer feedback and self-assessment are regular, meaningful practices. * Instruction is deeply connected to students' lived experiences, cultural identities, and developmental needs, and consistently nurtures social-emotional growth and awareness. * Learning experiences are thoughtfully designed to integrate exploration of fairness, identity, and equity in ways that are developmentally appropriate, deeply connected to academic content, and supported by ongoing formative assessment that informs instruction and amplifies student voice. |

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| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** | | | | | | | |
|  | **LEVEL OF PERFORMANCE** | | | | | | |
| **ELEMENT** | **UNSATISFACTORY** | **APPROACHING** | | **MEETS** | | **EXEMPLARY** | |
| **4a.**  **Reflecting on Teaching** | * The teacher rarely or inaccurately assesses the effectiveness of instructional activities. * The teacher does not identify meaningful ways to improve lessons or adapt to student needs. * The teacher shows minimal or no understanding of how culture, race, and ethnicity shape knowledge and teaching practices. * Instruction lacks cultural relevance and fails to incorporate diverse perspectives, potentially marginalizing some students. | * The teacher inconsistently evaluates the effectiveness of instructional activities, relying mostly on anecdotal or limited evidence. * The teacher suggests general improvements to lessons, but revisions may not be clearly tied to student outcomes or engagement. * The teacher demonstrates emerging awareness that knowledge and teaching are influenced by culture, but this understanding is not yet integrated into instructional planning. * Instruction includes limited cultural perspectives and may not fully reflect the diversity of students. | | * The teacher accurately assesses the effectiveness of instructional strategies and learning activities in promoting student learning. * The teacher identifies specific, evidence-based ways to improve instruction to better support student understanding. * The teacher demonstrates understanding that knowledge, ways of knowing, and teaching are shaped by social and cultural contexts, including race and ethnicity. * The teacher reflects on and incorporates diverse cultural content and perspectives to support inclusive instruction. | | * The teacher consistently and insightfully evaluates the effectiveness of instructional activities, using multiple forms of data to assess impact on student learning and engagement. * The teacher proactively adjusts instruction in response to student needs and feedback, and models reflective practice for colleagues. * The teacher deeply understands and applies the idea that knowledge creation, ways of knowing, and teaching are culturally and socially situated practices shaped by race, ethnicity, and lived experiences. * Instruction is intentionally designed to incorporate diverse cultural content, worldviews, and perspectives, fostering an inclusive and affirming learning environment. | |
| **4b.**  **Maintaining Accurate Records** | * Student work records are incomplete, inaccurate, or disorganized; students do not have access to timely information about assignments. * Tracking of student progress is inconsistent or unclear, offering little support for student reflection or growth. * Non-instructional data (e.g., attendance, behavior, communication logs) is poorly maintained or inaccessible, leading to confusion or missed responsibilities. | * The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. * Some digital tools are used for record-keeping, but updates may lack clarity, consistency, or timeliness. * Some non-instructional data (e.g., attendance, behavior, communication logs) is collected, but the organization or tools used may limit efficiency or effectiveness. | | * The teacher maintains an efficient and accurate system using appropriate & current technologies to record student work, with students able to access information about completed or missing assignments. * The teacher effectively tracks student progress toward learning goals, providing timely and transparent updates to support student ownership of learning. * Non-instructional data (e.g., attendance, behavior, communication logs) is managed in an organized and reliable manner, with tools selected for clarity, accessibility, and efficiency. | | * Record-keeping systems are seamlessly integrated into daily practice and empower students to monitor their learning and self-advocate. * The teacher consistently provides clear, individualized updates on progress, using technology to strengthen collaboration with students and families. * Non-instructional data (e.g., attendance, behavior, communication logs) is proactively used to inform planning, identify trends, and promote equitable support for all learners. | |
| **4c.**  **Communicating with Families** | * The teacher rarely communicates with families or shares limited information about instructional programs. * Student progress updates are infrequent, unclear, or inaccessible to families. * The teacher does not initiate activities to involve families in learning. * Communication methods disregard or conflict with families’ cultural norms or needs. * The teacher does not seek to build reciprocal or supportive relationships with families. | * The teacher communicates with families occasionally, but communication may lack consistency or clarity. * Student progress is reported, but not always in a timely or accessible way. * Efforts to engage families in learning are minimal or not well-matched to student or family needs. * Some awareness of cultural norms is evident, but communication may still miss opportunities for connection. * The teacher is beginning to develop reciprocal communication but may struggle with consistency or responsiveness. | | * The teacher regularly provides families with clear and accessible information about instructional programs and student learning. * Updates on student progress are shared in a timely manner, using communication methods that are understandable and appropriate for the family. * The teacher develops activities or opportunities that invite families to engage in their child’s learning. * Communication reflects an awareness of and sensitivity to families’ cultural norms, languages, and communication preferences. * The teacher engages in reciprocal communication with families and collaborates with them through a culturally affirming lens to support student development. | | * The teacher establishes regular, proactive, two-way communication with families that demonstrates respect for cultural, linguistic, and individual family needs. * Student progress is communicated in timely and meaningful ways that promote shared ownership of learning between families and school. * The teacher develops inclusive and accessible activities that consistently encourage family engagement in their child’s learning. * All communication methods are thoughtfully tailored to affirm and align with families’ cultural norms, communication styles, and preferences. * The teacher builds strong relationships with families and connects them to learning supports, resources, or services in ways that foster student growth and family partnership. | |
| **4d.**  **Participating in the Professional Community** | * The teacher’s relationships with colleagues are characterized by negativity or lack of collaboration. * The teacher avoids participation in professional inquiry or shared planning efforts. * The teacher is disengaged from the broader school community and does not contribute to collective goals or shared responsibilities. | * The teacher occasionally collaborates with colleagues but may not consistently engage in shared planning or problem-solving. * Participation in school or district events is minimal or inconsistent. * The teacher shows willingness to engage in professional collaboration when asked but does not take initiative. | | * The teacher collaborates meaningfully with colleagues, including professionals with specialized expertise, to plan and deliver instruction that meets diverse student needs. * The teacher regularly participates in school and district professional learning communities, events, and initiatives that contribute to a positive and inclusive school culture. * The teacher contributes to team goals and supports a collaborative environment through shared planning, feedback, and problem-solving. | | * The teacher is a leader in fostering a collaborative school culture, regularly initiating and facilitating partnerships among colleagues. * The teacher actively supports school-wide initiatives and encourages others to contribute to the professional learning community. * The teacher models collaboration that is inclusive, equity-centered, and grounded in teamwork. | |
| **4e. Growing and Developing Professionally** | * The teacher shows little or no interest in professional development or improving instructional practices. * The teacher resists or dismisses feedback related to equitable teaching or student diversity. * The teacher does not engage in professional conversations or collaboration to support others' growth. | * The teacher occasionally participates in professional learning but may not apply new knowledge to practice. * Reflection on identity and bias is limited or surface-level, with minimal impact on instructional decisions. * The teacher engages in some professional conversations but does not consistently contribute to colleagues’ learning. | | * The teacher seeks out professional learning opportunities to enhance content knowledge, instructional practice, and strategies for supporting diverse learners. * The teacher reflects on their own identity and implicit bias, using tools and strategies to improve equitable teaching practices. * The teacher engages in professional dialogue with colleagues and contributes to the growth of others through collaboration and shared learning. | | * The teacher pursues ongoing, high-impact professional learning and integrates new knowledge to improve outcomes for all students. * The teacher examines how personal identity, bias, and systemic inequities influence their practice and acts as a model for equity-focused reflection. * The teacher actively supports colleagues' growth through mentorship, facilitation of learning, and leadership in equity-driven professional communities. | |
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| **ELEMENT** | **UNSATISFACTORY** | **APPROACHING** | | **MEETS** | | **EXEMPLARY** | |
| **4f.**  **Showing Professionalism** | * The teacher demonstrates a disregard for honesty, integrity or students’ well-being. * The teacher fails to recognize or address student needs or support student success. * The teacher fails to recognize or address gaps in curriculum or instruction that exclude or marginalize students from non-dominant cultures. * The teacher avoids participation in collaborative or professional responsibilities. * The teacher does not adhere to professional responsibilities, including those related to privacy, equity, or mandated reporting. | * The teacher generally acts with integrity but may not always demonstrate full transparency or consistency. * The teacher is aware of student needs but inconsistently advocates for or addresses them. * The teacher shows limited awareness of curriculum gaps or instructional misalignment that may impact students from diverse backgrounds and cultures. * The teacher participates in team or departmental activities, though engagement may be limited. * The teacher has a basic understanding of professional and legal responsibilities but may require reminders or guidance to ensure compliance. | | * The teacher is honest, ethical, and demonstrates integrity in interactions with students, families, and colleagues. * The teacher addresses student needs and advocates for equitable access to learning opportunities and support services. * The teacher identifies and works to address gaps in curriculum or instruction that may marginalize student identities or perspectives. * The teacher actively contributes to team or department decision-making and maintains professionalism in collaborative settings. * The teacher adheres to all professional responsibilities, including legal mandates related to student rights, equity, confidentiality, and mandated reporting. | | * The teacher models the highest standards of honesty and professionalism, fostering a culture of trust and ethical practice. * The teacher proactively and consistently addresses inequities and takes initiative to create inclusive and supportive environments for all students. * The teacher leads or supports efforts to improve curriculum and practices to better reflect diverse perspectives and needs. * The teacher plays an active role in collaborative leadership or school-wide decision-making efforts. * The teacher advocates for student rights and educational equity at the school, district, or community level, while modeling best practices in legal and ethical responsibilities. | |
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