criterion_	criterion_name	level_name	description
1.1	Planning for Culturally-Infused Standards-Based Lessons/Units	Exemplary	Helps others by sharing evidence of implementing culturally-infused lessons/units plans aligned to grade level Alaska standard(s) using learning targets embedded in a performance scale and the impacts on student learning.
1.1	Planning for Culturally-Infused Standards-Based Lessons/Units	Proficient	Using established Alaska content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing culturally-infused lessons/units plans aligned to grade level Alaska standard(s) using learning targets embedded in a performance scale.
1.1	Planning for Culturally-Infused Standards-Based Lessons/Units	Basic	Using established Alaska content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning. - OR - Using established Alaska content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
1.1	Planning for Culturally-Infused Standards-Based Lessons/Units	Unsatisfactory	Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
1.2	Aligning Resources to Alaska State Standard/s	Exemplary	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching Alaska standards-based units and lessons.
1.2	Aligning Resources to Alaska State Standard/s	Proficient	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching Alaska standards-based units and lessons.

1.2	Aligning Resources to Alaska State Standard/s	Basic	Teacher plan includes traditional and/or digital resources for use in Alaska standards- based units and lessons that do not support the lesson. - OR - Teacher plan includes traditional and/or digital resources for use in Alaska standards-based units and lessons.
1.2	Aligning Resources to Alaska State Standard/s	Unsatisfactory	Teacher plan does not include traditional and/or digital resources for use in Alaska standards-based units and lessons.
1.3	Planning to Close the Achievement Gap Using Data	Exemplary	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socioeconomic status, ethnicity) makes progress towards closing the achievement gap.
1.3	Planning to Close the Achievement Gap Using Data	Proficient	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socioeconomic status, ethnicity) makes progress towards closing the achievement gap.
1.3	Planning to Close the Achievement Gap Using Data	Basic	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap. - OR - Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.
1.3	Planning to Close the Achievement Gap Using Data	Unsatisfactory	Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.

2.1	Identifying Critical Content from the Alaska State Standards (Required evidence in every lesson)	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.1	Identifying Critical Content from the Alaska State Standards (Required evidence in every lesson)	Proficient	Uses the progression of Alaska standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.1	Identifying Critical Content from the Alaska State Standards (Required evidence in every lesson)	Basic	Uses strategy incorrectly or with parts missing. - OR - Uses the progression of Alaska standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.1	Identifying Critical Content from the Alaska State Standards (Required evidence in every lesson)	Unsatisfactory	Strategy was called for but not exhibited.
2.2	Previewing New Content	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.2	Previewing New Content	Proficient	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.

2.2	Previewing New Content	Basic	Uses strategy incorrectly or with parts missing. - OR - Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.2	Previewing New Content	Unsatisfactory	Strategy was called for but not exhibited.
2.3	Helping Students Process New Content	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.3	Helping Students Process New Content	Proficient	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.3	Helping Students Process New Content	Basic	Uses strategy incorrectly or with parts missing. - OR - Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.3	Helping Students Process New Content	Unsatisfactory	Strategy was called for but not exhibited.
2.4	Using Questions to Help Students Elaborate on Content	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.4	Using Questions to Help Students Elaborate on Content	Proficient	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.

2.4	Using Questions to Help Students Elaborate on Content	Basic	Uses strategy incorrectly or with parts missing. - OR - Uses a linear sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.4	Using Questions to Help Students Elaborate on Content	Unsatisfactory	Strategy was called for but not exhibited.
2.5	Reviewing Content	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.5	Reviewing Content	Proficient	Uses a linear sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.5	Reviewing Content	Basic	Uses strategy incorrectly or with parts missing. - OR - Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.5	Reviewing Content	Unsatisfactory	Strategy was called for but not exhibited.
2.6	Helping Students Practice Skills, Strategies, and Processes	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

2.6	Helping Students Practice Skills, Strategies, and Processes	Proficient	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.6	Helping Students Practice Skills, Strategies, and Processes	Basic	Uses strategy incorrectly or with parts missing. - OR - When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.6	Helping Students Practice Skills, Strategies, and Processes	Unsatisfactory	Strategy was called for but not exhibited.
2.7	Helping Students Examine Similarities and Differences	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.7	Helping Students Examine Similarities and Differences	Proficient	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.7	Helping Students Examine Similarities and Differences	Basic	Uses strategy incorrectly or with parts missing. - OR - When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.

2.7	Helping Students Examine Similarities and Differences	Unsatisfactory	Strategy was called for but not exhibited.
2.8	Helping Students Examine Their Reasoning	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.8	Helping Students Examine Their Reasoning	Proficient	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.8	Helping Students Examine Their Reasoning	Basic	Uses strategy incorrectly or with parts missing. - OR - Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.8	Helping Students Examine Their Reasoning	Unsatisfactory	Strategy was called for but not exhibited.
2.9	Helping Students Revise Knowledge	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.9	Helping Students Revise Knowledge	Proficient	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new Information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.

2.9	Helping Students Revise Knowledge	Basic	Uses strategy incorrectly or with parts missing. - OR - Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.9	Helping Students Revise Knowledge	Unsatisfactory	Strategy was called for but not exhibited.
2.1	Helping Students Engage in Cognitively Complex Tasks	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
2.1	Helping Students Engage in Cognitively Complex Tasks	Proficient	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.
2.1	Helping Students Engage in Cognitively Complex Tasks	Basic	Uses strategy incorrectly or with parts missing. - OR - Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
2.1	Helping Students Engage in Cognitively Complex Tasks	Unsatisfactory	Strategy was called for but not exhibited.
2.11	Utilizes District-Wide Adopted Curriculum	Exemplary	District adopted curriculum is evident in the classroom and is being taught with fidelity in both Reading and Math.
2.11	Utilizes District-Wide Adopted Curriculum	Proficient	District adopted curriculum is being utilized in Reading and Math.

2.11	Utilizes District-Wide Adopted Curriculum	Basic	District-Wide adopted curriculum is known to the teacher and uses the supplies for supplemental instruction.
2.11	Utilizes District-Wide Adopted Curriculum	Unsatisfactory	District-Wide adopted curriculum is not being taught in the classroom and is ignored during instruction.
3.1	Using Formative and Summative Assessments to Track Progress	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.1	Using Formative and Summative Assessments to Track Progress	Proficient	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.
3.1	Using Formative and Summative Assessments to Track Progress	Basic	Uses strategy incorrectly or with parts missing. - OR - Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.
3.1	Using Formative and Summative Assessments to Track Progress	Unsatisfactory	Strategy was called for but not exhibited.
3.2	Providing Feedback and Celebrating Success	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.2	Providing Feedback and Celebrating Success	Proficient	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.
3.2	Providing Feedback and Celebrating Success	Basic	Uses strategy incorrectly or with parts missing. - OR - Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.

3.2	Providing Feedback and Celebrating Success	Unsatisfactory	Strategy was called for but not exhibited.
3.3	Organizing Students to Interact with Content	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.3	Organizing Students to Interact with Content	Proficient	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.
3.3	Organizing Students to Interact with Content	Basic	Uses strategy incorrectly or with parts missing. - OR - Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.
3.3	Organizing Students to Interact with Content	Unsatisfactory	Strategy was called for but not exhibited.
3.4	Establishing and Acknowledging Adherence to Rules and Procedures	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.4	Establishing and Acknowledging Adherence to Rules and Procedures	Proficient	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students
3.4	Establishing and Acknowledging Adherence to Rules and Procedures	Basic	Uses strategy incorrectly or with parts missing. Or Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.
3.4	Establishing and Acknowledging Adherence to Rules and Procedures	Unsatisfactory	Strategy was called for but not exhibited.

3.5	Using Engagement Strategies	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.5	Using Engagement Strategies	Proficient	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
3.5	Using Engagement Strategies	Basic	Uses strategy incorrectly or with parts missing. - OR - Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.
3.5	Using Engagement Strategies	Unsatisfactory	Strategy was called for but not exhibited.
3.6	Establishing and Maintaining Effective Relationships in a Student-Centered, Culturally Inclusive Classroom	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.6	Establishing and Maintaining Effective Relationships in a Student-Centered, Culturally Inclusive Classroom	Proficient	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.
3.6	Establishing and Maintaining Effective Relationships in a Student-Centered, Culturally Inclusive Classroom	Basic	Uses strategy incorrectly or with parts missing. - OR - Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.

3.6	Establishing and Maintaining Effective Relationships in a Student-Centered, Culturally Inclusive Classroom	Unsatisfactory	Strategy was called for but not exhibited.
3.7	Communicating High Expectations for Each Student to Close the Achievement Gap	Exemplary	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.
3.7	Communicating High Expectations for Each Student to Close the Achievement Gap	Proficient	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.
3.7	Communicating High Expectations for Each Student to Close the Achievement Gap	Basic	Uses strategy incorrectly or with parts missing. - OR - Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.
3.7	Communicating High Expectations for Each Student to Close the Achievement Gap	Unsatisfactory	Strategy was called for but not exhibited.
3.8	Classroom is an environment conducive to learning with minimal clutter and distractions.	Exemplary	Classroom is clean and organized. Student materials are easy to access. Teacher area is clean, organized and accessible to students.
3.8	Classroom is an environment conducive to learning with minimal clutter and distractions.	Proficient	Classroom is clean and somewhat organized. Students know where to find all necessary supplies. Teacher's area is accessible to students.
3.8	Classroom is an environment conducive to learning with minimal clutter and distractions.	Basic	Classroom is clean. Students have supplies as needed. Teacher's desk is open to students.
3.8	Classroom is an environment conducive to learning with minimal clutter and distractions.	Unsatisfactory	Classroom is in disarray and cluttered. Student's do not have access to adequate supplies. Teacher's desk is cluttered and student's do not have clear access.

4.1	Adhering to School and District Policies and Procedures	Exemplary	Helps others by sharing evidence of how to support school and district policies and procedures.
4.1	Adhering to School and District Policies and Procedures	Proficient	Adheres to school and district policies and procedures.
4.1	Adhering to School and District Policies and Procedures	Basic	Inconsistently adheres to school and district policies and procedures.
4.1	Adhering to School and District Policies and Procedures	Unsatisfactory	Makes no attempt to adhere to school and district policies and procedures.
4.2	Maintaining Expertise in Content and Pedagogy	Exemplary	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.
4.2	Maintaining Expertise in Content and Pedagogy	Proficient	Continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.
4.2	Maintaining Expertise in Content and Pedagogy	Basic	Attempts to deepen knowledge in content area and classroom instructional strategies.
4.2	Maintaining Expertise in Content and Pedagogy	Unsatisfactory	Makes no attempt to deepen knowledge in content area and classroom instructional strategies.
4.3	Promoting Teacher Leadership and Collaboration	Exemplary	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration in Iditarod.
4.3	Promoting Teacher Leadership and Collaboration	Proficient	Promotes teacher leadership and a culture of collaboration in Iditarod and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.
4.3	Promoting Teacher Leadership and Collaboration	Basic	Attempts to promote teacher leadership and a culture of collaboration in Iditarod.
4.3	Promoting Teacher Leadership and Collaboration	Unsatisfactory	Makes no attempt to promote teacher leadership and a culture of collaboration.