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|------------------|-----------------------------|----------------------|------------------------|--|----------------------|
| SET<br>Big Goals | INVEST<br>Students & Others | PLAN<br>Purposefully | EXECUTE<br>Effectively | CONTINUOUSLY INCREASE<br>Effectiveness | WORK<br>Relentlessly |
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## Teaching As Leadership Institute Rubric

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|---------------------|---|
| Set Big Goals       | 1 |
| Plan Purposefully   | 2 |
| Execute Effectively | 3 |

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### Set Big Goals

The classroom has a justifiably ambitious academic destination toward which all efforts can clearly point.

| Teacher Action   | Pre-Novice                        | Novice   | Beginning Proficiency   | Advanced Proficiency   |
|--|-----------------------------------|--|---|--|
| <b>B-1 Develop standards-aligned, measurable, ambitious and feasible goals that will dramatically increase students' opportunities in life</b> | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to set or adopt big goals according to the criteria  | <ul style="list-style-type: none"> <li>▪ Adopts a broad, generic goal that aspires to be ambitious and feasible for the entire class and achieves that balance for at least half of the teacher's students</li> </ul> | <ul style="list-style-type: none"> <li>▪ Designs a goal that is both ambitious and feasible for most students, based on reasoning informed by multiple sources, including diagnostic results for mastery goals</li> </ul>  |
|  |                                   | <i>In reflection...</i><br>Accurately explains the main ideas behind big goals, including relationship to standards, measurability, and criteria for ambitiousness and feasibility<br><br>Describes in a compelling way why it is important to set big goals, particularly according to the criteria | <ul style="list-style-type: none"> <li>▪ Describes how the goal is aligned to key standards and identifies a basic tool of measuring achievement of the goal</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Describes how the goal is aligned to all key standards, explains broadly what students should know, understand or be able to do in order to achieve the goal, and cites the necessary assessment tools (e.g. achievement tests, performance-based assessments, etc.) that will be most meaningful to students' lives when measuring the different facets of the goal</li> </ul> |

| P-1 Create or obtain standards-aligned diagnostic, formative and  | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to create or obtain standards-aligned diagnostic, formative OR summative assessments (with tracking and  | <ul style="list-style-type: none"> <li>Creates or obtains diagnostics that assess students' readiness, as well as formative (including lesson assessments) and summative assessments that measure each learning goal taught. Assessments do not contain</li> </ul>  | <ul style="list-style-type: none"> <li>Creates or obtains diagnostics that assess the extent of readiness of most students, as well as formative assessments (including lesson assessments) that, when appropriate, scaffold questions to discern extent of mastery of each learning goal taught and summative assessments that measure mastery of each learning goal taught. Assessments do not contain any items unrelated to the learning goals taught</li> </ul>  |
|---|-----------------------------------|--|---|---|
| SET<br>Big Goals  | INVEST<br>Students & Others       | PLAN<br>Purposefully   | EXECUTE<br>Effectively  | CONTINUE<br>Efficiently   |
| tracking and grading systems) to determine where students are against big goals   |                                   | <p><i>In reflection...</i><br/>Accurately explains the criteria to consider when creating or obtaining diagnostics and assessments, as well as how they are used to determine student progress toward big goals</p> <p>Explains in a compelling way why it is important to utilize diagnostics and assessments that meet the criteria for effectiveness</p>                      | <ul style="list-style-type: none"> <li>Uses items (e.g., questions, rubric rows) aligned to the objectives being tested</li> <li>Ensures assessment reveals true mastery of the intended objective</li> <li>Grading systems provide an accurate picture of student performance against goals to guide future planning, and the teacher can accurately articulate a vision of student mastery</li> <li>Creates or obtains tracking system that records student performance on assessments</li> </ul> | <ul style="list-style-type: none"> <li>Uses multiple items aligned to the same objective, in summative and, if appropriate, formative assessments (while also balancing the need for efficiency)</li> <li>Ensures each item reveals true mastery (while balancing the need for efficiency)</li> <li>Grading systems efficiently provide detailed, increasingly reliable picture of student performance against goals to guide future planning, and the teacher can accurately articulate what explicit degrees of student mastery look like on items.</li> <li>Creates or obtains tracking system that calculates and reports individual and class progress toward big goals</li> </ul> |
| P-3 Create rigorous, objective-driven lesson plans so that students who complete class activities successfully will have mastered the objectives and made progress toward the big goals | Shows a lack of attempt or action | <p><i>In action...</i><br/>Demonstrates attempt to create rigorous, objective-driven lesson plans</p> <p><i>In reflection...</i><br/>Accurately explains how to align lessons to objectives and strategies for fulfilling the steps of the lesson cycle</p> <p>Explains in a compelling way why it is important to align lessons to both the objectives and the lesson cycle</p> | <ul style="list-style-type: none"> <li>Key points are accurately and appropriately derived from the objective. Components of the lesson generally align to the objective, to the key points, and to the way that students will be asked to demonstrate mastery</li> <li>Designs activities that technically align with the steps of the lesson cycle</li> <li>Designs lessons that can be completed in time available</li> </ul>  | <ul style="list-style-type: none"> <li>Key points are accurately and appropriately derived from the objective. All components of the lesson align to the objective, to the key points, and to the way that students will be asked to demonstrate mastery</li> <li>Designs activities that align with and <b>accomplish the purpose</b> behind the steps of the lesson cycle</li> <li>Designs lessons so that timing supports learning</li> </ul>  |

## Plan Purposefully

Instructional plans, behavioral expectations and procedures lead students to master objectives and advance efficiently toward the big goal.

## Execute Effectively

Students glean the maximum benefit from instructional plans, behavioral expectations and procedures.

| Teacher Action   | Pre-Novice                        | Novice  | Beginning Proficiency   | Advanced Proficiency   |
|--|-----------------------------------|---|---|--|
| <b>E-1 Clearly present academic content (in differentiated ways, if necessary) so that students comprehend key information and ideas</b>   | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to present academic content clearly   | <ul style="list-style-type: none"> <li>Explanations are coherent, cohesive and correct</li> </ul>   | <ul style="list-style-type: none"> <li>Explanations are coherent, cohesive and correct with a focus on key ideas</li> </ul>  |
|  |                                   | <i>In reflection...</i><br>Accurately explains key techniques for presenting academic content   | <ul style="list-style-type: none"> <li>Maintains adequate tone, pace, volume, poise and body language well enough to capture the attention and interest of more than half of the students in a classroom</li> </ul> | <ul style="list-style-type: none"> <li>Maintains effective tone, pace, volume, poise and body language well enough to command the attention and interest of almost all of the students in a classroom</li> </ul> |
|  |                                   | Explains in a compelling way the importance of each strategy  | <ul style="list-style-type: none"> <li>Follows content and pacing of lesson plans faithfully, regardless of circumstances</li> </ul>  | <ul style="list-style-type: none"> <li>Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary</li> </ul>   |
| <b>E-2 Facilitate, manage and coordinate student academic practice (in differentiated ways, if necessary) so that all students are participating and have the opportunity to gain mastery of the objectives</b>      | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to facilitate, manage and coordinate student practice   | <ul style="list-style-type: none"> <li>Clearly communicates basic instructions</li> </ul>   | <ul style="list-style-type: none"> <li>Clearly communicates instructions, with an emphasis on key points and rationale</li> </ul>  |
|  |                                   | <i>In reflection...</i><br>Accurately explains key strategies for facilitating, managing and coordinating student practice                | <ul style="list-style-type: none"> <li>Monitors student performance to ensure students are practicing</li> </ul>  | <ul style="list-style-type: none"> <li>Monitors student performance and engages with students to offer clarification and extend student understanding</li> </ul>   |
|  |                                   | Explains in a compelling way the importance of each strategy  | <ul style="list-style-type: none"> <li>Follows content and pacing of lesson plans faithfully, regardless of circumstances</li> </ul>  | <ul style="list-style-type: none"> <li>Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary</li> </ul>   |
| <b>E-3 Check for academic understanding frequently by questioning, listening and/or observing, and provide feedback (that affirms right answers and corrects wrong answers), in order to ensure student learning</b> | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to check for understanding  | <ul style="list-style-type: none"> <li>Directs questions to a random variety of students and can identify individual responses</li> </ul>   | <ul style="list-style-type: none"> <li>Directs questions to a representative subset of students and can identify individual responses</li> </ul>   |
|  |                                   | <i>In reflection...</i><br>Accurately explains the advantages and disadvantages of a variety of strategies for checking for understanding | <ul style="list-style-type: none"> <li>Crafts questions that would reliably discern whether students understand</li> </ul>  | <ul style="list-style-type: none"> <li>Crafts questions that would reliably discern the extent of student understanding (e.g., scaffolded questioning)</li> </ul>  |
|  |                                   | Explains in a compelling way the importance of checking for understanding   | <ul style="list-style-type: none"> <li>Asks questions about the most important ideas occasionally</li> </ul>  | <ul style="list-style-type: none"> <li>Asks questions about the most important ideas throughout the lesson</li> </ul>  |
|  |                                   |   | <ul style="list-style-type: none"> <li>Upholds high expectations for successful responses and tells students whether they have met the standard</li> </ul>  | <ul style="list-style-type: none"> <li>Upholds high expectations for successful responses and tells students why they have or have not met the standard</li> </ul>   |

| Teacher Action   | Pre-Novice   | Novice              | Beginning Proficiency  | Advanced Proficiency  |
|------------------|--------------|---------------------|--|---|
| E-4 Communicates | Shows a lack | <i>In action...</i> | <ul style="list-style-type: none"> <li>Communicates expectations clearly and assertively as</li> </ul> | <ul style="list-style-type: none"> <li>Communicates expectations, and often the purpose behind</li> </ul> |

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|--|-----------------------------------|--|--|---|----------------------|
| high expectations for behavior by teaching, practicing and reinforcing rules and consequences so that students are focused on working hard                         | of attempt or action              | Demonstrates attempt to communicate instructions and directions and to respond to misbehaviors clearly and assertively   | necessary, sometimes avoiding in-depth discussions of expectations because they are reasonably established   | them, clearly, assertively and confidently as necessary, usually avoiding in-depth discussions of expectations because they are well established  |                      |
|  |                                   | <i>In reflection...</i><br>Accurately explains key strategies for communicating instructions and directions and for responding to misbehaviors clearly and assertively | <ul style="list-style-type: none"> <li>Effectively uses the same techniques to respond justly and similarly to comparable misbehaviors while maintaining students' dignity</li> </ul>                        | <ul style="list-style-type: none"> <li>Effectively chooses from a range of techniques to respond justly and purposefully to misbehaviors while maintaining students' dignity</li> </ul>   |                      |
|  |                                   | Explains in a compelling way the importance of each strategy   | <ul style="list-style-type: none"> <li>Often reacts to violations of classroom rules immediately, clearly and assertively in the moment</li> </ul>   | <ul style="list-style-type: none"> <li>Consistently reacts immediately, clearly and assertively in the moment</li> </ul>  |                      |
|  |                                   |  | <ul style="list-style-type: none"> <li>Misbehavior sometimes occurs and often ceases in the short-term with teacher's intervention</li> </ul>  | <ul style="list-style-type: none"> <li>Misbehavior rarely prevents the lesson from moving forward and consistently ceases in the short- and long-term with teacher's intervention</li> </ul>  |                      |
| E-5 Implement and practice time-saving procedures (for transitions, dissemination and collection of supplies or homework, etc.) to maximize time spent on learning | Shows a lack of attempt or action | <i>In action...</i><br>Demonstrates attempt to explain procedures clearly and to reinforce them over time  | <ul style="list-style-type: none"> <li>Explains procedures clearly when needed, sometimes avoiding in-depth directions because more than half the students know and follow established procedures</li> </ul> | <ul style="list-style-type: none"> <li>Explains procedures clearly when needed, and often the purpose behind them, with an <b>emphasis on key steps</b>, usually avoiding in-depth directions entirely because almost all students know and follow firmly established procedures</li> </ul> |                      |
|  |                                   | <i>In reflection...</i><br>Accurately explains key strategies for explaining procedures clearly and reinforcing them over time   | <ul style="list-style-type: none"> <li>Effectively reinforces procedures when they break down</li> </ul>   | <ul style="list-style-type: none"> <li>Effectively reinforces procedures when they break down but anticipates and prevents most procedural breakdowns by proactively reinforcing procedures and regularly connects them to the purpose of maximizing instructional time</li> </ul>          |                      |
|  |                                   | Explains in a compelling way the importance of each strategy   | <ul style="list-style-type: none"> <li>Most procedures run adequately with teacher's facilitation and/or intervention</li> </ul>   | <ul style="list-style-type: none"> <li>All procedures run smoothly and urgently with teacher's facilitation</li> </ul>  |                      |