

LEAD RUBRIC

DOMAIN: PLANNING AND INSTRUCTION

The educator uses research based design and instructional strategies aligned to standards and district goals relevant to the content area to promote all learners' pursuit of continued academic success.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Curriculum Standards		Educator <i>consistently</i> translates the use of curriculum standards into <i>real world application</i> with evidence of a valued and engaging 21st century learning environment that is <i>learner centered and empowering</i> .	Educator demonstrates <i>successful</i> use and extended knowledge of all curriculum standards in a <i>21st century learning</i> environment.	Educator demonstrates evidence of <i>increasing</i> knowledge of curriculum standards.	
Lesson Objectives and Goals		Educator consistently provides students a clear, concise understanding of lesson objectives and academic goals, allowing for <i>autonomy of learning</i> .	Educator provides students a <i>clear, concise understanding</i> of learning objectives and academic goals.	Educator <i>minimally provides</i> students basic understanding of learning objectives and goals.	

AREA 1: STANDARDS

Planned instructional outcomes are clear, represent important learning in the subject, and are aligned to the standards/curriculum. Objectives are logical and sequential.



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Learning Design		Educator exemplifies learning design that is relevant, flexible, challenging and well sequenced, empowering students to utilize higher order thinking skills with real world relevance .	Educator demonstrates a learning design that is relevant, flexible, challenging and sequenced, requiring students to utilize higher order thinking skills .	Educator demonstrates minimal evidence of learning design. Relevance, challenge, and/or sequence may be lacking, causing students to struggle in making connections .	
Technology Integration		Educator effectively integrates technology tools to enhance learning goals and student engagement.	Educator successfully integrates technology tools to enhance student engagement.	Educator occasionally uses technology tools.	
Assessment		Educator designs and leads others in developing a variety of assessments aligned with state standards and district curriculum, to teach learners how to monitor and reflect on their own academic progress in complex ways to guide further learning.	Educator demonstrates measurement of student learning, aligned with state standards and district curriculum, enabling students to provide clear evidence of complex knowledge and understanding in more than one way.	Educator exhibits evidence of measured student learning and/or state and district curriculum aligned assessments with/without evidence of student understanding of academic progress.	

AREA 2: LEARNING DESIGN AND ASSESSMENT

The learning design includes relevant and challenging instruction that is well sequenced and requires all students to utilize higher order thinking skills with real world relevance. Measures of student learning align with state standards and district curriculum, enabling students to provide evidence of complex knowledge and understanding in multiple ways.

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Instructional Strategies		Educator <i>excels</i> in modeling instructional strategies that <i>empower</i> student risk-taking, creativity, innovation, and critical thinking, which leads to mastery of learning standards.	Educator <i>demonstrates</i> knowledge in content and instructional strategies to execute lessons aligned with learning standards.	Educator <i>exhibits</i> evidence of content knowledge and instructional strategies aligned with learning standards.	
Monitor Student Needs		Educator <i>cultivates and creates</i> personalized strategies for monitoring and challenging individual learning tailored to addressing <i>unique learning needs</i> and student independence.	Educator <i>demonstrates, designs, and utilizes</i> varied strategies and assessments to monitor the quality of student learning, participation and performance.	Educator <i>exhibits occasional use</i> of varied strategies and assessments and/or insufficient monitoring of quality of learning, participation and performance.	
Design for Student Needs		Educator consistently <i>plans, adapts and enhances</i> instruction with challenging, engaging activities at higher levels of critical thinking to address changing needs of students. Student <i>misunderstandings are anticipated and planned for</i> .	Educator <i>successfully adapts, scaffolds, and enhances</i> instruction to the changing needs of students, while maintaining the necessary activities for growth and development.	Educator <i>makes minimal adjustments</i> to instruction in order to accommodate the changing needs of students.	

AREA 3: INSTRUCTIONAL STRATEGIES AND DIFFERENTIATION

Effective educators integrate knowledge in content and pedagogical expertise to execute lessons aligned with state standards and district curriculum. Educators design and utilize varied strategies to meet the changing needs of individual learners.

LEAD RUBRIC

DOMAIN: LEARNING ENVIRONMENT

The educator provides all learners with a safe, nurturing, flexible, and inclusive environment that is conducive to learning and encourages respect for all.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Classroom Expectations		Educator consistently works with students to establish clear classroom expectations, procedures, and routines that promote student leadership and responsibility .	Educator establishes clear classroom expectations, procedures, and routines and enforces them consistently and appropriately .	Educator expectations, procedures, and routines are present, but inconsistently enforced .	
Classroom Behaviors		Educator consistently manages classroom behavior through appropriate responses, redirects undesired behaviors, and provides positive reinforcement of desired behaviors that leads to student self-management.	Educator manages classroom behavior through appropriate responses, redirects undesired behaviors, and provides positive reinforcement of desired behaviors.	Educator generally monitors and manages classroom behavior with some lapses in redirection and reinforcement that do not cause significant learning disruptions for students.	
Instructional Resources		Educator maximizes instructional time by arranging classroom materials and resources to facilitate whole group, small group, and individual activities.	Educator provides classroom materials and resources to facilitate whole group, small group, and individual activities with minimal loss of instructional time.	Educator inconsistently provides classroom materials during whole group, small group, and individual activities, resulting in occasional gaps in instructional time.	

AREA 1: CLASSROOM MANAGEMENT

The educator coordinates resources to ensure appropriate behaviors and learning occurs.

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The educator provides all learners with a safe, nurturing, flexible, and inclusive environment that is conducive to learning and encourages respect for all.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Safe Learning Environment		Educator <i>creates</i> a safe environment that <i>affirms</i> student contributions, <i>protects</i> students from adverse responses to initial failures, and <i>supports risk taking</i> .	Educator <i>provides</i> a safe environment for student responses, contributions, and <i>some risk taking</i> .	Educator <i>manages</i> a safe environment for student responses and contributions.	
Academic and Cultural Diversity		Educator <i>affirms</i> academic and cultural diversity by providing a <i>variety</i> of instructional materials with <i>notable differentiated</i> instruction.	Educator acknowledges academic and cultural diversity through instructional materials with <i>appropriate differentiation</i> .	Educator <i>rarely</i> acknowledges academic and cultural diversity through <i>occasionally differentiated</i> instructional materials.	
Student Engagement and Collaboration		Educator <i>fosters</i> a climate of trust, respect, and teamwork that <i>promotes</i> student engagement and <i>self-directed</i> learning through collaboration, choice, and intellectual risk taking.	Educator <i>guides</i> instruction while <i>encouraging</i> student engagement through collaboration, choice and intellectual risk taking.	Educator <i>leads</i> instruction with <i>few</i> opportunities for collaboration, choice and/or intellectual risk taking.	
Recognition of Success and Learning		Educator <i>fosters</i> an environment that <i>celebrates</i> success and <i>shows evidence</i> of student learning.	Educator maintains a functional environment with <i>occasional recognition</i> of student success and learning.	Educator maintains a functional environment with <i>rare recognition</i> of student success and learning.	

AREA 2: CLASSROOM CULTURE

The educator creates a student-centered learning environment that promotes mutual respect and supports risk taking.

LEAD RUBRIC

DOMAIN: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
School and District Projects		Educator <i>leads</i> and participates in school and/or district projects as a <i>change agent</i> to enhance student learning/growth and to inspire trust with understanding and commitment.	Educator <i>participates</i> in school and/or district projects to <i>enhance</i> student learning/growth and to inspire trust with understanding and commitment.	Educator has <i>limited</i> participation in school events and/or district projects.	
Community Relationships		Educator <i>collaborates</i> in activities/projects with communities, inside and/or outside the school, to enhance student learning/growth and to <i>inspire</i> trust with understanding and commitment learning.	Educator <i>participates</i> in active, favorable relationships with the community, inside and/or outside of school to enhance student learning/growth.	Educator <i>maintains</i> relationships with the community are cordial, yet <i>limited</i> as they relate to student learning/ growth.	

AREA 1: SCHOOL AND COMMUNITY INVOLVEMENT

The educator supports school and community.

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DOMAIN: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
School and District Mission		Educator <i>models</i> commitment to professional standards and school/ district mission, while <i>assisting others</i> to do the same.	Educator <i>demonstrates</i> a commitment to professional standards and the school's mission.	Educator demonstrates <i>limited</i> commitment toward professional standards and the school's mission, yet any lapse in commitment does not hinder students.	
Records and Materials		Educator manages educational records and instructional materials in an <i>effective</i> and confidential manner, while <i>assisting others</i> to do the same.	Educator <i>manages</i> educational records and instructional materials while maintaining confidentiality.	Educator <i>occasionally</i> manages educational records and instructional materials while maintaining confidentiality.	
Adapting to Change		Educator <i>models</i> flexibility and helps <i>support</i> colleagues when school changes arise.	Educator <i>demonstrates</i> flexibility in all areas when school changes arise.	Educator <i>occasionally</i> demonstrates flexibility when school changes arise.	

AREA 2: PROFESSIONALISM

The educator meets expectations for campus, district, and state professional standards including Texas Code of Ethics.

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	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Professional Development		Educator <i>continuously</i> investigates and actively participates in professional development to address targeted growth areas while incorporating his/her learning for increased <i>rigorous and engaging</i> student learning.	Educator <i>investigates</i> and actively participates in professional development for targeted growth areas while <i>incorporating</i> his/her learning into lessons and activities.	Educator <i>participates</i> in professional development <i>upon the suggestion of others</i> or to complete district/campus requirements	
Professional Growth		Educator <i>continually</i> engages in high levels of professional growth and application of skills while <i>supporting the growth</i> of colleagues.	Educator <i>participates</i> in professional growth opportunities and demonstrates appropriate changes in practice.	Educator <i>occasionally</i> takes advantage of professional growth opportunities.	
Professional Standards		Educator <i>exceeds all</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	Educator <i>meets all</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	Educator <i>meets most</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	

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The educator meets expectations for campus, district, and state professional standards including Texas Code of Ethics.

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	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Goal Setting and Self Reflection		Educator <i>continuously</i> engages in goal setting and self-reflection to identify and evaluate personal strengths and weaknesses. He/she creates an action plan for improvement with a collaborative team that is <i>immediately</i> implemented to ensure student success at the highest level.	Educator <i>participates</i> in goal setting and self-reflection to identify and evaluate personal strengths and weaknesses. He/she creates an action plan for improvement with a collaborative team.	Educator <i>occasionally</i> identifies personal strengths and weaknesses with a collaborative team and creates plans for self-improvement.	
Collaboration with Colleagues		Educator <i>pursues and facilitates</i> collaboration to exchange strategies and improve weaknesses with colleagues.	Educator <i>actively</i> participates and promotes the exchange of strategies in collaboration with colleagues.	Educator <i>occasionally</i> participates in collaboration with colleagues.	
Collaboration with Community		Educator <i>pursues and facilitates</i> collaboration and communication with the community inside and/or outside the school to attain the campus and district mission.	Educator <i>actively</i> collaborates and communicates with the community inside and/or outside the school to support the campus vision.	Educator <i>occasionally</i> collaborates and communicates with the community inside and/or outside the school.	

AREA 3: COLLABORATION

The educator collaborates effectively with all stakeholders.

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	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
Communication with Colleagues		Educator <i>consistently</i> communicates with colleagues to promote and support student success in a positive manner.	Educator <i>regularly</i> communicates with colleagues to promote and support student success in a positive manner.	Educator <i>occasionally</i> communicates with colleagues to promote and support student success while typically positive.	
Interaction with Students and Families		Educator <i>consistently</i> interacts with parents/guardians and students using various media to share instructional goals, expectations, and student progress to promote and support student success.	Educator <i>regularly</i> interacts with parents/guardians and students to share instructional goals, expectations, and student progress to support student success.	Educator <i>occasionally</i> interacts with parents/guardians and students to share instructional goals, expectations, and student progress.	
Positive Relationships		Educator builds positive relationships and creates a climate of accessibility for <i>parents, students, and the community.</i>	Educator builds positive relationships and creates a climate of accessibility for <i>parents and students.</i>	Educator builds positive relationships and creates a climate of accessibility for <i>students.</i>	

AREA 4: COMMUNICATION

The educator effectively communicates with all stakeholders.

