

Rubric for TSPC Teacher Leader Evaluation

Domain 1: Understanding Adults as Learners to Support Professional Learning Communities: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.		
Element	Met	Unmet
<p>A. Examples of <u>utilizing group processes to help colleagues</u> by:</p> <ul style="list-style-type: none"> • Working collaboratively to solve problems, • Making decisions, • Managing conflict, and • Promoting meaningful change. 	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>B. Examples of <u>modeling effective skills</u> by:</p> <ul style="list-style-type: none"> • Listening, • Presenting ideas, • Leading discussions, • Clarifying, mediating, and identifying the needs of self and others in order to advance shared goals; and • Professional learning. 	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>C. Examples of <u>employing facilitation skills</u> by:</p> <ul style="list-style-type: none"> • Creating trust among colleagues, • Developing collective wisdom, • Building ownership and action that supports student learning. 	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>D. Examples of <u>striving to create an inclusive culture</u> where diverse perspectives are welcomed in addressing challenges.</p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>E. Examples of <u>using knowledge and understanding of different backgrounds, ethnicities, cultures, and languages</u> through promoting effective interactions among colleagues.</p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>

<p>Domain 2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.</p>		
Element	Met	Unmet
<p>A. Examples of <u>assisting colleagues in accessing and using research</u> in order to select appropriate strategies to improve student learning.</p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>B. Examples of <u>facilitating the analysis of student learning data</u>, including:</p> <ul style="list-style-type: none"> • Collaborative interpretation of results, and • Application of findings to improve teaching and learning. 	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>C. Examples of <u>supporting colleagues in collaborating with the higher education institutions and other organizations</u> engaged in researching critical educational issues.</p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>
<p>D. Examples of <u>teaching and supporting colleagues to collect, analyze, and communicate data</u> from their classrooms to improve teaching and learning.</p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>	<p><i>Do not complete this box. This box will be used during the evaluation of your application.</i></p>

Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.		
Element	Met	Unmet
A. Examples of <u>collaborating with colleagues and school administrators to plan professional learning</u> that is <ul style="list-style-type: none"> • Team-based, • Job-embedded, • Sustained over time, and • Aligned with content standards, and linked to school/district improvement goals. 	<i>Do not complete this box. This section will be used during the evaluation of your application.</i>	<i>Do not complete this box. This section will be used during the evaluation of your application.</i>
B. Examples of <u>using information about adult learning to respond to the diverse learning needs of colleagues</u> by identifying, promoting, and facilitating varied and differentiated professional learning.	<i>Do not complete this box. This section will be used during the evaluation of your application.</i>	<i>Do not complete this box. This section will be used during the evaluation of your application.</i>
C. Examples of <u>facilitating professional learning among colleagues.</u>	<i>Do not complete this box. This section will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
D. <u>Examples of identifying and using appropriate technologies to promote collaborative</u> and differentiated professional learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
E. Examples of <u>working with colleagues</u> to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
F. Examples of <u>advocating for sufficient preparation, time, and support for colleagues</u> to work in teams to engage in job-embedded professional learning.	<i>Do not complete this section. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
G. Examples of <u>providing constructive feedback to colleagues</u> to strengthen teaching practice and improve student learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
H. Examples of <u>using information about emerging education, economic, and social trends</u> in planning and facilitating professional learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>

Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.		
Element	Met	Unmet
A. Examples of <u>facilitating the collection, analysis, and use of classroom- and school-based data to</u> identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
B. Examples of <u>engaging in reflective dialog with colleagues based on observation of instruction, student work, and assessment data</u> and helping make connections to research-based effective practices.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
C. Examples of <u>supporting colleagues' individual and collective reflection and professional growth</u> by serving in roles such as mentor, coach, and content facilitator.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
D. Examples of <u>serving as a team leader to harness the skills, expertise, and knowledge of colleagues</u> to address curricular expectations and student learning needs.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
E. Examples of <u>using knowledge of existing and emerging technologies to guide colleagues</u> in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
F. Examples of <u>promoting instructional strategies that address issues of diversity and equity</u> in the classroom and ensures that individual student learning needs remain the central focus of instruction.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>

Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.		
Element	Met	Unmet
A. Examples of <u>increasing the capacity of colleagues to identify and use multiple assessment tools</u> aligned to state and local standards.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
B. Examples of <u>collaborating with colleagues in the design, implementation, scoring, and interpretation of student data</u> to improve educational practice and student learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
C. Examples of <u>creating a climate of trust and critical reflection</u> in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
D. Examples of <u>working with colleagues to use assessment and data findings</u> to promote changes in instructional practices or organizational structures to improve student learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>

Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.		
Element	Met	Unmet
A. Examples of <u>using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community</u> to promote effective interactions among colleagues, families, and the larger community.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
B. Examples of <u>Modeling and teaching effective communication and collaboration skills with families and other stakeholders with a focus on</u> <ul style="list-style-type: none"> • <u>Attaining equitable achievement for students of all backgrounds and circumstances.</u> 	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
C. Examples of <u>facilitating colleagues'</u> <ul style="list-style-type: none"> • <u>Self-examination of their own understandings of community culture and diversity;</u> and • How they can <u>develop culturally responsive strategies</u> to enrich the educational experiences of students and achieve high levels of <u>learning for all students.</u> 	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
D. Examples of <u>developing a shared understanding among colleagues of the diverse educational needs of families and the community.</u>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
E. Examples of <u>collaborating with families, communities, and colleagues:</u> <ul style="list-style-type: none"> • <u>To develop</u> comprehensive strategies • <u>To address the diverse educational needs of families and the community.</u> 	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>

Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.		
Element	Met	Unmet
A. Examples of <u>sharing information with colleagues within and/or beyond the district</u> regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
B. Examples of <u>working with colleagues to identify and use research to advocate for teaching and learning</u> processes that meet the needs of all diverse students.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
C. Examples of <u>collaborating with colleagues to select appropriate opportunities to advocate for the rights and/or needs of all diverse students</u> , to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
D. Examples of <u>advocating for access to professional resources, including financial support and human and other material resources</u> , that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>
E. Examples of <u>representing and advocating for the profession in contexts outside of the classroom.</u>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>	<i>Do not complete this box. This box will be used during the evaluation of your application.</i>