



District-Created Rubric Crosswalk

According to statute, if your district is not using T-TESS, Marzano's Teacher Evaluation Model, a rubric created by the National Institute for Excellence in Teaching, or The Danielson Group, your district must ensure that your rubric is aligned to 21.351 and 21.352. Below is a checklist to help you determine whether your district's rubric is aligned. The numbers (for example 1.1) correspond to T-TESS dimensions. Your rubric must contain each element listed below. It must also describe what each element looks like at every level of teacher effectiveness. For example, what does "alignment to state standards" look like at the lowest level of teacher effectiveness compared to the highest level? Please email us at tia@tea.texas.gov if you have any questions.

District

Rubric Name

How many levels of proficiency does the rubric include?

Planning	Is this element present? Exact wording will vary		Is element described at each level of teacher effectiveness?	Where in the rubric can this element be found?
	Yes	No		
1.1 - Alignment to state standards				
1.1 - Lessons driven by objectives				
1.1 - Pacing within a lesson				
1.1 - Integration of technology				
1.1 - Cross-discipline integration				
1.1 - Strategic sequencing of lessons and units				
1.1 - Connection to students' prior knowledge or understanding				
1.2 - Collecting informal and formal data to progress monitor				
1.1 - Feedback to students and families				
1.3 - Adjustments to address strengths and gaps in background knowledge, life experience and skills of students				
1.2 - Plan for strategic questioning				
1.3 - Use of strategic student grouping				
1.4 - Alignment of activities to lesson purpose				



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Instruction	Is this element present? Exact wording will vary		Is element described at each level of teacher effectiveness?	Where in the rubric can this element be found?
	Yes	No		
2.1 - Setting academic expectations that challenge students.				
2.1 - Persisting with the lesson until there is evidence that students demonstrate mastery of the objective.				
2.1 & 2.3- Anticipating, preventing, and responding to misconceptions with an array of techniques				
2.1 - Student agency: opportunities for self-monitoring and initiative				
2.2 – Demonstrating content knowledge				
2.2 - Opportunities for students to use different types of thinking				
2.2 - Sequencing instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.				
2.3 - Questioning strategies in the moment				
2.3 - Clear and accurate explanations				
2.3 - Opportunities for students to communicate with the teacher and peers				
2.4 - Adapting or differentiating lesson to address individual needs of all students				
2.4 - Monitoring the quality of student participation and performance				
2.4 - Recognizing and responding when students become confused or disengaged				
2.5 - Checks for engagement and understanding				

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Classroom Environment and Culture	Is this element present? Exact wording will vary		Is element described at each level of teacher effectiveness?	Where in the rubric can this element be found?
	Yes	No		
3.1 - Clear and efficient routines, transitions, and procedures				
3.1 - Classroom is safe, inviting and organized to support learning objectives and is accessible to all students				
3.2 - Implementing campus/classroom behavior system				
3.3 - Students collaborating positively with each other and the teacher				
3.3 - Engaging all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.				
Professionalism	Is this element present? Exact wording will vary		Is element described at each level of teacher effectiveness?	Where in the rubric can this element be found?
	Yes	No		
4.1 - Modeling professional standards (e.g., attendance, professional appearance, and behaviors)				
4.1 - Advocating for the needs of students				
4.2 - Commitment to professional growth (setting and meeting goals)				
4.3 - Collaboration with peers				
4.3 - Participation in professional development				
4.4 - Communication with families				
4.4 - Participation in school community				