

District-Created Rubric Crosswalk

RUBRIC ALIGNMENT

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 TEC 21.352 and TAC 149.1001. 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.

RUBRIC INFORMATION

District Name:
Rubric Name:
How many levels of teacher effectiveness does the rubric include?
Which level is considered the proficiency marker for your rubric?

RUBRIC CHECKLIST

Planning	Is this element present? Exact wording will vary		Is the 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				

<p>1.1 All activities and materials are:</p> <ul style="list-style-type: none"> a) sequenced b) relevant to student' prior understanding c) integrate other disciplines d) provide appropriate time for lesson, student work and closure (pacing) e) reinforce broader unit and course objectives f) vertically aligned to state standards g) appropriate for diverse learners 				
<p>1.1 Objectives aligned and sequenced to lesson's goal</p>				
<p>1.1 Integration of technology</p>				
<p>1.2 Collecting informal and formal data to progress monitor</p>				
<p>1.2 Feedback to students and families</p>				
<p>1.2 Analysis of student data connected to specific instructional strategies is used to reflect and monitor teaching strategies and behaviors</p>				
<p>1.3 Adjustments to address strengths and gaps in background knowledge, life experience and skills of students</p>				

1.3 Lessons connect to student’s prior knowledge and experiences and to future learning expectations				
1.4 Plan for strategic questioning (complex and higher order thinking)				
1.4 Use of strategic student grouping				
1.4 Alignment of activities and materials to lesson purpose				
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 Anticipates student mistakes and follows through				
2.1 Student agency: opportunities for self-monitoring and initiative				
2.2 Demonstrating content knowledge				
2.2 Integrates learning objectives with other disciplines				
2.2 Anticipates potential student misunderstandings and develops teaching techniques to address				
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 Opportunities for students to communicate with the teacher and peers				
2.3 Responding to student misunderstandings with an array of teaching techniques				
2.3 Clear and accurate explanations				
2.3 Asks higher level questions aligned to the objective and uses probing questions to spark discussion and elaborate learning				
2.4 Adapting lesson to address individual needs of all students				
2.4 Monitoring the quality of student participation and performance				
2.4 Providing differentiated instructional methods to ensure students master content				
2.4 Recognizing and responding when students become confused or disengaged				
2.5 Invites input from students				
2.5 Adjusts instruction/activities to maintain engagement				
2.5 Checks for engagement and understanding				

Classroom Environment and Culture	Where in the rubric can this element be found?		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 Students actively participate in groups				
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				
3.2 Students know and respect classroom behavior standards				
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	Where in the rubric can this element be found?		Is element described at each level of teacher effectiveness?	Where in the rubric can this element be found?
	Yes	No		
4.1 Behaving in accordance with Code of Ethics and Standard Practices for Texas Educators				

4.1 Modeling professional standards (e.g., attendance, professional appearance, and behaviors)				
4.1 Advocating for the needs of students				
4.2 Sets short-term and long-term goals based on self-reflection and appraiser feedback				
4.2 Meets professional goals resulting in improved practice				
4.3 Collaboration with peers				
4.3 Participation in professional development				
4.4 Regular communication with families				
4.4 Participates in school activities				
4.4 Communicates and supports the mission and vision of the school				