

THE (POCKET) TEACHING AS LEADERSHIP RUBRIC identifies 28 teacher actions that correlate with dramatic student achievement, organized by six principles of leadership. Full rubric → www.teachingasleadership.org.

Set Big Goals

Actions	Indicators of Advanced Proficiency
B-1: Set ambitious goals for student achievement	<ul style="list-style-type: none"> 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 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

Invest Students and their Families/Influencers in Working Hard to Reach the Big Goal

I-1: Instill "I Can" in students	<ul style="list-style-type: none"> Effectively uses student-centered strategies (based on an understanding of students and depending on the situation) to reach a range of students to convey that students can achieve by working hard Regularly conveys messages and employs a series of integrated classroom strategies
I-2: Instill "I Want" in students	<ul style="list-style-type: none"> Effectively uses student-centered strategies (based on an understanding of students and depending on the situation) to reach a range of students to convey that students benefit from academic achievement Employs a series of integrated classroom strategies regularly
I-3: Use role models	<ul style="list-style-type: none"> Ensures that role models convey messages of persistence and academic success Enables students to gain frequent and meaningful exposure to role models Ensures almost all students have appropriate role models with whom they identify, based on understanding of student subgroups
I-4: Reinforce academic efforts	<ul style="list-style-type: none"> Chooses a variety of appealing reinforcements to reach a range of students Reinforcement system recognizes significant academic effort and mastery of a well-defined, absolute bar Provides reinforcements appropriately and flexibly so they are delivered at purposeful intervals and almost always conveys the meaning of the reinforcements as a celebration of progress toward the goals to maximize impact and lead to intrinsic motivation
I-5: Create a welcoming environment	<ul style="list-style-type: none"> Effectively chooses messages applicable to student subgroups within the classroom (e.g., respect and appreciation for students' diverse academic levels, skills, learning styles, special needs, language, race, ethnicities, sexual orientations, backgrounds, etc.) Effectively sets expectations for a welcoming environment as necessary, anticipates and prevents most breaches by proactively using a variety of methods that will support a welcoming environment and effectively responds to breaches when they occur
I-6: Mobilize families and influencers	<ul style="list-style-type: none"> Uses multiple methods and occasions to mobilize students' key influencers (e.g., parents, guardians, coaches, pastors, etc.) Shares knowledge and skills on how the influencers and the teacher can accelerate students' progress Shares positive news of student performance on a relative scale Successfully involves students' key influencers

Plan Purposefully

P-1: Develop assessments	<ul style="list-style-type: none"> 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 Uses multiple items aligned to the objective, in summative and formative assessments (while balancing efficiency) Ensures each item reveals true mastery (while balancing the need for efficiency) 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 Creates or obtains tracking system that calculates and reports individual and class progress toward big goals
P-2: Create long-term and unit-plans (backwards design)	<ul style="list-style-type: none"> Logically groups standards-aligned learning goals into a unit (coupled with an assessment) identifying daily clear, measurable, student-centered, and rigorous objectives, and creates a long-term plan (coupled with an end-of-year assessment) built on grouped and sequenced learning goals that lead to achievement of the big goal Schedules units from the long-term plan and objectives from the unit plan on a calendar in advance and allocates time appropriately based on the content to be taught Effectively tailors plan to class after engaging deeply with multiple sources, including diagnostic data (and others such as excellent school practices, veteran teacher consultation, etc.)
P-3: Lesson plan	<ul style="list-style-type: none"> 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 Designs activities that align with and accomplish the purpose behind the steps of the lesson cycle Designs lessons so that timing supports learning
P-4: Differentiate	<ul style="list-style-type: none"> Regularly designs content, processes and products applicable to subgroups of students with different needs and interests Crafts plans based on multiple sources of data (including ongoing assessments) and goals of the IEPs, if applicable Designs efficient plans and accountability systems to initiate various forms of structured differentiation
P-5: Develop behavioral management plans	<ul style="list-style-type: none"> Crafts rules that address most foreseeable needs in the classroom Crafts student-friendly rules, i.e., clear to students once rules introduced, positively stated and manageable in number Crafts consequences that are reasonable, logical, and likely to deter most students from misbehavior Designs initial plan that requires all students to demonstrate their comprehension of the rules and consequences
P-6: Classroom procedures	<ul style="list-style-type: none"> Develops procedures that address most foreseeable inefficiencies in the classroom Designs procedures that create additional instructional time Designs initial plan that requires all students to demonstrate their comprehension of the procedures

Execute Effectively

E-1: Clearly present academic content	<ul style="list-style-type: none"> Explanations are coherent, cohesive, and correct with a focus on key ideas 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 Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary
E-2: Manage student practice	<ul style="list-style-type: none"> Clearly communicates instructions, with an emphasis on key points and rationale Monitors student performance and engages with students to offer clarification and extend student understanding Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary
E-3: Check for understanding	<ul style="list-style-type: none"> Directs questions to a representative subset of students and can identify individual responses Crafts questions that would reliably discern the extent of student understanding (e.g., scaffolded questioning) Asks questions about the most important ideas throughout the lesson Upholds high expectations for successful responses and tells students why they have or have not met the standard
E-4: Reinforce rules and consequences	<ul style="list-style-type: none"> Communicates expectations, and often the purpose behind them, clearly, assertively and confidently, as necessary, usually avoiding in-depth discussions of expectations because they are well established Effectively chooses from a range of techniques to respond justly to misbehaviors while maintaining students' dignity Consistently reacts immediately, clearly and assertively in the moment Misbehavior rarely prevents the lesson from moving forward and consistently ceases with teacher's intervention
E-5: Implement time-saving procedures	<ul style="list-style-type: none"> Explains procedures clearly when needed, and often the purpose behind them, with an emphasis on key steps, usually avoiding in-depth directions entirely because almost all students know and follow firmly established procedures 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 All procedures run smoothly and urgently with teacher's facilitation
E-6: Track student performance	<ul style="list-style-type: none"> Regularly administers diagnostic, formative, and summative assessments to determine student progress Accurately and efficiently grades in a way that helps students understand performance progress in relation to big goals Tracks student performance regularly so that data can inform short- and long-term planning and differentiation

Continuously Increase Effectiveness

CIE-1: Gauge progress and gaps	<ul style="list-style-type: none"> Accurately notes progress and gaps for established student subgroups (e.g., "low," "middle," and "high" groups and/or class periods) against goals and prioritizes gaps by weighing urgency and feasibility of addressing them Performs action on regular occasions beyond staff-initiated, formal interactions
CIE-2: Identify contributing student actions	<ul style="list-style-type: none"> Considers (based on data from more than one source) a wide range of student actions that align with key progress and gaps Performs action on regular occasions beyond staff-initiated, formal interaction Accurately prioritizes (using data and/or student work) a certain student habit or action that has contributed to student results by examining notable instances of student behavior and/or understanding and by weighing the feasibility and urgency of improving or capitalizing on the habit or action
CIE-3: Identify teacher actions	<ul style="list-style-type: none"> Considers (based on data from more than one source) a wide range of teacher actions explaining key student habits or actions Performs action on regular occasions beyond staff-initiated, formal interactions Determines a key teacher action that contributes to notable trends in student performance by using the TAL rubric and by prioritizing teacher actions based on the feasibility and importance of improving or capitalizing on them
CIE-4: Identify underlying factors	<ul style="list-style-type: none"> Considers a range of causes that could explain key aspects of teacher actions Performs action on regular occasions beyond staff-initiated, formal interactions Determines a root cause that contributes to an identified teacher action by listing potential underlying factors, using data, reflecting honestly and prioritizing based on solid evidence
CIE-5: Access learning experiences	<ul style="list-style-type: none"> Pursues credible and meaningful resources and learning experiences that align with the underlying factor Performs action on regular occasions beyond staff-initiated, formal interactions Maximizes a productive learning experience and masters the pursued knowledge, skill, or mindset
CIE-6: Adjust course	<ul style="list-style-type: none"> Chooses strategies that solve the key root causes and that build upon the teacher's and the classroom's strengths Performs action on regular occasions beyond staff-initiated, formal interactions Creates action plan that is personally feasible to implement independently Implements the plan with fundamental commitment and follow-through

Work Relentlessly

W-1: Persist in the face of challenges	<ul style="list-style-type: none"> Consistently targets for resolution those challenges that will most move students closer to the goals Increases effort when faced with challenges
W-2: Expand time and resources	<ul style="list-style-type: none"> Isolates key time and resource constraints that significantly impact student achievement Considers and pursues purposefully selected substantial solutions to address time and/or resource needs Employs a variety of appropriate persuasive techniques (e.g., logic, appeal to values, exchanging) to gain support of those who control time and resources, when necessary Integrates the time and/or resources acquired into the classroom such that they have a sustained impact on student achievement
W-3: Sustain energy	<ul style="list-style-type: none"> Anticipates when s/he may lose energy and motivation Proactively takes steps to sustain energy and motivation through a combination of strategies