

ABOUT THE TEACHING AS LEADERSHIP RUBRIC

The Teaching As Leadership rubric translates the six general leadership principles found to distinguish highly effective teachers in low-income communities into twenty-eight specific teacher actions. The rubric also delineates indicators of five levels of proficiency for each of those teacher actions.

At Teach For America, the Teaching As Leadership rubric is an evolving centerpiece of our training and support systems. It is designed and used as a professional development tool, helping new teachers to identify their strengths and weaknesses and to accelerate their improvement for the sake of students' learning.

The rubric was designed in accordance with the following principles:

- Outcome Orientation.** The Teaching As Leadership rubric's design is driven by outcomes, not process. This rubric leads observers to consider the relationship between teacher actions and student learning and behavior. A particular strategy is only as valuable as its influence on students' academic progress, and teachers should experience greater success with their students as they improve their proficiency. Loyalty to this idea leads us to continue challenging and changing the rubric as we learn more about the correlation (and lack of correlation) between certain teacher actions and student learning.
- A Five-Proficiency Scale Covering the Entire Range of Teacher Performance.** The rubric is meant to offer an objective and absolute measure of teacher performance, without regard to the teacher's level of experience. The five levels represented on the rubric draw on the work of Robert Kegan, an adult learning and developmental psychology expert. The themes of the rubric columns aim to capture the difference between learning how to "follow the rules" of a given behavior or action and adjusting or transferring those rules to fit one's circumstances:

PRE-NOVICE	NOVICE	BEGINNING PROFICIENCY	ADVANCED PROFICIENCY	EXEMPLARY
No attempt of the action, though an attempt is warranted	An unsuccessful attempt of the teacher action	Technically performing the action	Internalizing the purpose of the action and, as a result, adjusting the action to the situation	Innovating as necessary to realize the full potential of the action in unique contexts

- **Asset-Based Language.** The Teaching As Leadership rubric specifies what skills should be present, instead of what skills might be missing from the teacher's performance. In this way, the rubric seeks to celebrate even the early progress that all teachers experience as they evolve and grow.

The ultimate goal of the rubric is to help teachers—working on their own or with a supportive coach—to progress to increasingly higher proficiency levels that we believe correlate with greater student achievement.