

SET Big Goals	INVEST Students & Others	PLAN Purposefully	EXECUTE Effectively	CONTINUOUSLY INCREASE Effectiveness	WORK Relentlessly
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Teaching As Leadership Comprehensive Rubric

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Set Big Goals

The classroom has a justifiably ambitious academic destination toward which all efforts can clearly point.

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
B-1 Develop standards-aligned, measurable, ambitious and feasible goals that will dramatically increase students' opportunities in life	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to set or adopt big goals according to the criteria	<ul style="list-style-type: none"> ▪ Adopts a broad, generic goal that aspires to be ambitious and feasible for the entire class and achieves that balance for at least half of the teacher's students 	<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 	<ul style="list-style-type: none"> ▪ Designs feasible, highly ambitious goals that require intense work from each and every student, based on reasoning informed by multiple sources, including diagnostic results for mastery goals
		<i>In reflection...</i> Accurately explains the main ideas behind big goals, including relationship to standards, measurability, and criteria for ambitiousness and feasibility Describes in a compelling way why it is important to set big goals, particularly according to the criteria	<ul style="list-style-type: none"> ▪ Describes how the goal is aligned to key standards and identifies a basic tool of measuring achievement of the goal 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Describes how the goal is aligned to all key standards, explains the specific and prioritized knowledge and skills that each student will need to master in order to reach the goal – including pre-requisites – and cites a specific set of balanced measurement tools to measure different facets of the goal that will be most meaningful to students' lives

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Invest Students and Those Who Influence Them In Working Hard to Achieve Big Goals

Students build confidence and eagerness that leads them to work hard toward short and long-term goals.

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
I-1 Develop students' rational understanding that they can achieve by working hard ("I can") through evidence of students' own progress, statistics, explicit discussions of malleable intelligence, creative marketing, leveraging the big goals, etc	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to develop students' rational understanding that they can achieve by working hard	<ul style="list-style-type: none"> Effectively uses the same teacher-centered strategies in all situations to convey generic messages that students can achieve by working hard 	<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 	<ul style="list-style-type: none"> Effectively considers individual students and situations when choosing strategies and messages that convey that students can achieve by working hard
		<i>In reflection...</i> Accurately explains strategies for developing students' rational understanding that they can achieve by working hard Describes in a compelling way why it is important to develop students' belief that they can achieve by working hard	<ul style="list-style-type: none"> Conveys messages and implements strategies occasionally and in isolation 	<ul style="list-style-type: none"> Regularly conveys messages and employs a series of integrated classroom strategies 	<ul style="list-style-type: none"> Monitors individual students' "I can" investment levels, effectively conveys messages and employs strategies as often as necessary, enables students to empower one another and initiates effective efforts to shape the larger school context
I-2 Develop students' rational understanding that they will benefit from achievement ("I want") through connections between class achievement and their lives and aspirations, statistics, creative marketing, leveraging the big goals, etc	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to develop students' rational understanding that they will benefit from achievement	<ul style="list-style-type: none"> Effectively uses the same teacher-centered strategies in all situations to convey generic messages that students benefit from academic achievement 	<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 	<ul style="list-style-type: none"> Effectively considers individual students and situations when choosing strategies and messages that convey that students benefit from academic achievement
		<i>In reflection...</i> Accurately explains key strategies for developing students' rational understanding that they will benefit from achievement Describes in a compelling way why it is important to develop students' belief that they will benefit from achievement	<ul style="list-style-type: none"> Implements strategies in isolation and does so occasionally 	<ul style="list-style-type: none"> Employs a series of integrated classroom strategies regularly 	<ul style="list-style-type: none"> Monitors individual students' "I want" investment levels, effectively conveys messages and employs strategies as often as necessary, enables students to empower one another and initiates effective efforts to shape the larger school context

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I-3 Employ appropriate role models so that students identify with people who work hard toward achievement ("I can") and value academic achievement ("I want")	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to employ role models	<ul style="list-style-type: none"> Ensures that role models convey messages of persistence or academic success 	<ul style="list-style-type: none"> Ensures that role models convey messages of persistence and academic success 	<ul style="list-style-type: none"> Ensures that role models convey messages of extraordinary persistence and academic success
		<i>In reflection...</i> Accurately explains how to select and use role models to convey messages of persistence or academic success	<ul style="list-style-type: none"> Enables students to learn role models' stories through occasional exposure 	<ul style="list-style-type: none"> Enables students to gain frequent and meaningful exposure to role models 	<ul style="list-style-type: none"> Generates opportunities for students to work directly with role models
		Describes in a compelling way why it is important to employ such role models	<ul style="list-style-type: none"> Uses reasonably appropriate and relevant role models with whom at least some students can identify 	<ul style="list-style-type: none"> Ensures almost all students have appropriate role models with whom they identify, based on an understanding of student subgroups 	<ul style="list-style-type: none"> Monitors individual students and ensures all have effective role models with whom they deeply identify
I-4 Consistently reinforce academic efforts toward the big goals (e.g., through praise and public recognition of success, extrinsic rewards and competition, cooperation, student-teacher relationships, etc.) even while increasing long-term investment in hard work and the big goals	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to reinforce efforts toward the big goals	<ul style="list-style-type: none"> Chooses a small set of sound reinforcements for all situations 	<ul style="list-style-type: none"> Chooses a variety of appealing reinforcements to reach a range of students, based on an understanding of students and depending on the situation 	<ul style="list-style-type: none"> Chooses reinforcements based on the needs of individual students and situations
		<i>In reflection...</i> Accurately explains key strategies for consistently reinforcing efforts toward the big goals	<ul style="list-style-type: none"> Reinforcement system recognizes basic academic effort (e.g., class participation, homework completion, etc.) and mastery of a well-defined, absolute bar 	<ul style="list-style-type: none"> Reinforcement system recognizes significant academic effort (e.g., studying hard and making incremental gains) and mastery of a well-defined, absolute bar 	<ul style="list-style-type: none"> Reinforcement system recognizes effort in proportion to students' individual accomplishments
		Describes in a compelling way why it is important to consistently reinforce efforts toward the big goals	<ul style="list-style-type: none"> Consistently provides reinforcement at regular intervals and sometimes conveys the meaning of the reinforcements as a celebration of progress toward the goals 	<ul style="list-style-type: none"> Provides reinforcements appropriately and flexibly so they are delivered only 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 	<ul style="list-style-type: none"> Provides reinforcements appropriately and flexibly so they are only delivered as often as necessary to supplement students' intrinsic motivation, always conveys the meaning of the reinforcements as a celebration of progress toward the goals and teaches students how to reinforce their own performance

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I-5 Create a welcoming environment through rational persuasion, role models, and constant reinforcement and marketing to instill values (e.g., respect, tolerance, kindness, collaboration) so that students feel comfortable and supported enough to take the risks of striving for the big goals	Shows a lack of attempt or action	<p><i>In action...</i> Demonstrates attempt to create a welcoming environment</p> <p><i>In reflection...</i> Accurately explains key strategies for creating a welcoming environment</p> <p>Describes in a compelling way why it is important to create a welcoming environment</p>	<ul style="list-style-type: none"> Effectively chooses a range of generic messages to support a welcoming environment (e.g., respect, tolerance, kindness and collaboration) 	<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 barriers, races, classes, ethnicities, sexual orientations and backgrounds, etc.) 	<ul style="list-style-type: none"> Effectively chooses messages applicable to student subgroups within the classroom and beyond and ensures that each student is affirmed and supported for the unique individual s/he is
			<ul style="list-style-type: none"> Adequately sets basic expectations for a welcoming environment as necessary and consistently and effectively responds to breaches, using them as opportunities to convey messages that support the welcoming environment 	<ul style="list-style-type: none"> Effectively sets expectations for a welcoming environment as necessary, anticipates and prevents most breaches by proactively using a variety of methods (e.g., explicit lessons, classroom jobs, community building) that will support a welcoming environment and effectively responds to breaches when they occur 	<ul style="list-style-type: none"> Compellingly sets expectations for a welcoming environment as necessary and effectively empowers students to become leaders in sustaining a respectful, collaborative environment for all by teaching them to affirm and support their classmates and to resolve all conflicts in peaceful and enduring ways
I-6 Respectfully mobilize students' influencers (e.g., family, peers, coach, pastor, etc.) using techniques such as direct explanation, role models, modeling, constant reinforcement and marketing, etc., so that they actively invest students in working hard toward the big goals	Shows a lack of attempt or action	<p><i>In action...</i> Demonstrates attempt to respectfully mobilize students' influencers</p> <p><i>In reflection...</i> Accurately explains key strategies for respectfully mobilizing students' influencers</p> <p>Describes in a compelling way why it is important to mobilize students' influencers</p>	<ul style="list-style-type: none"> Uses a single, formal method to interact with every student's family 	<ul style="list-style-type: none"> Uses multiple methods and occasions to mobilize students' key influencers (e.g., parents, guardians, other relatives, coaches, pastors, etc.) 	<ul style="list-style-type: none"> Based on an understanding of individual students and their key influencers, customizes interactions in order to mobilize each student's key influencers to invest students in working hard toward the big goals
			<ul style="list-style-type: none"> Provides basic information and respectfully requests help when students are not working hard 	<ul style="list-style-type: none"> Shares knowledge and skills on how the influencers and the teacher can accelerate students' progress 	<ul style="list-style-type: none"> Ensures that students' influencers are equipped to invest and advocate for students beyond this school year, in addition to sharing knowledge and skills on how the influencers and the teacher can work together to accelerate the students' progress
			<ul style="list-style-type: none"> Shares positive news of student performance on an absolute scale 	<ul style="list-style-type: none"> Shares positive news of student performance on a relative scale 	<ul style="list-style-type: none"> Shows influencers how to monitor students' performance and recognize progress
			<ul style="list-style-type: none"> Successfully informs students' families of basic information 	<ul style="list-style-type: none"> Successfully involves students' key influencers 	<ul style="list-style-type: none"> Successfully invests students' key influencers

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Plan Purposefully

Instructional plans, behavioral expectations and procedures would lead students to master objectives and advance efficiently toward the big goal.

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
P-1 Create or obtain standards-aligned diagnostic, formative and summative assessments (with tracking and grading systems) to determine where students are against big goals	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to create or obtain standards-aligned diagnostic, formative OR summative assessments (with tracking and grading systems) to determine where students are against big goals	<ul style="list-style-type: none"> Creates or obtains diagnostics that assess students' readiness, as well as formative (including lesson assessments) and summative assessments that measure each learning goal taught. Assessments contain no questions unrelated to the learning goals taught 	<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 	<ul style="list-style-type: none"> Creates or obtains diagnostics that provide detailed information about the extent of readiness of each student, formative assessments (as well as lesson assessments) that, when appropriate, scaffold questions to discern the extent of mastery of each learning goal taught, and summative assessments that measure mastery of each learning goal taught, including components requiring higher-order thinking. Assessments contain no questions unrelated to the learning goals taught
		<i>In reflection...</i> Accurately explains the criteria to consider when creating or obtaining diagnostics and assessments, as well as how they are used to determine student progress toward big goals	<ul style="list-style-type: none"> Uses items (e.g., questions, rubric rows) aligned to the objectives being tested 	<ul style="list-style-type: none"> Uses multiple items aligned to the same objective, in summative and, if appropriate, formative assessments (while also balancing the need for efficiency) 	<ul style="list-style-type: none"> Uses multiple items in multiple modes, aligned to the same objective, in summative, and if appropriate, formative assessments (while balancing the need for efficiency)
		Explains in a compelling way why it is important to utilize diagnostics and assessments that meet the criteria for effectiveness	<ul style="list-style-type: none"> Ensures assessment reveals true mastery of the intended objective 	<ul style="list-style-type: none"> Ensures each item reveals true mastery (while balancing the need for efficiency) 	<ul style="list-style-type: none"> Uses authentic assessments, when appropriate, to reveal true mastery (while balancing the need for efficiency)
			<ul style="list-style-type: none"> Grading systems provide an accurate picture of student performance against goals to guide future planning, and the teacher can accurately articulate a vision of student mastery 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Grading systems are consistent and extremely efficient, provide a 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 individual items.
			<ul style="list-style-type: none"> Creates or obtains tracking system that records student performance on assessments 	<ul style="list-style-type: none"> Creates or obtains tracking system that calculates and reports individual and class progress toward big goals 	<ul style="list-style-type: none"> Develops tracking system that reports individual and class progress toward big goals and highlights where individual students need improvement on particular objectives

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P-2 Backwards-plan by breaking down longer-term goals into bundles of objectives and mapping them across the school year (in a long-term plan and unit plans)	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to backwards-plan by breaking down longer-term goals into bundles of objectives and mapping them across the school year (in a long-term plan and/or unit plans)	<ul style="list-style-type: none"> Uses standards-aligned learning goals to plan a logical unit with an assessment and clear, measurable, student-centered objectives leading to achievement of the unit goals 	<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 and end-of-year assessment) built on grouped and sequenced learning goals that lead to achievement of the big goal. 	<ul style="list-style-type: none"> Logically groups and clearly organizes relevant standards-aligned learning goals into units (coupled with assessments) that build upon one another conceptually and that identify clear, measurable, student-centered, and rigorous objectives to be taught in each unit, creating a long-term plan that leads to achievement of unit goals and year-long academic goals 	
		<i>In reflection...</i> Accurately explains the process of backwards planning	<ul style="list-style-type: none"> Schedules objectives from the unit plan on a calendar in the midst of teaching the unit and/or allocates time inappropriately 	<ul style="list-style-type: none"> Schedules units from the long-term plan and objectives from the unit plan on a calendar ahead of time and allocates time appropriately based on the content to be taught 	<ul style="list-style-type: none"> Schedules units from the long-term plan and objectives from the unit plan on a calendar ahead of time, allocates time appropriately based on the content to be taught, and plans for contingencies, remediation and enrichment 	
		Explains in a compelling way why it is important to backwards plan at the unit and long-term levels	<ul style="list-style-type: none"> Uses an appropriate external source of data to create plan (e.g. adopts school district policies) 	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> Effectively tailors plan to class after engaging deeply with multiple sources, including diagnostic data, to create plan, and leads efforts to align plans at the school level (e.g., vertical teams, across subjects) 	

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Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
P-3 Create rigorous, objective-driven lesson plans so that students who complete class activities successfully will have mastered the objectives and made progress toward the big goals	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to create rigorous, objective-driven lesson plans <i>In reflection...</i> Accurately explains how to align lessons to objectives and strategies for fulfilling the steps of the lesson cycle Explains in a compelling way why it is important to align lessons to both the objectives and the lesson cycle	<ul style="list-style-type: none"> Key points are accurately and appropriately derived from the objective. Components of the lesson generally align to the objective, to the key points, and to the way that students will be asked to demonstrate mastery 	<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 	<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, while purposefully and efficiently building upon one another
			<ul style="list-style-type: none"> Designs activities that technically align with the steps of the lesson cycle 	<ul style="list-style-type: none"> Designs activities that align with and accomplish the purpose behind the steps of the lesson cycle 	<ul style="list-style-type: none"> Designs innovative, student-centered activities that align with the principles of effective lesson planning (e.g., activates prior knowledge, articulates key ideas, anticipates misunderstandings, infuses scaffolded student practice, assesses understanding) and effectively and efficiently lead to student mastery
			<ul style="list-style-type: none"> Designs lessons that can be completed in time available 	<ul style="list-style-type: none"> Designs lessons so that timing supports learning 	<ul style="list-style-type: none"> Designs lessons so the lessons' pacing is feasible and supports students in mastering the objectives but also allows for real-time adjustment
P-4 Differentiate plans for individual students based on their unique learning profiles (including ongoing performance data) so that all students are engaged and challenged	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to design differentiated plans <i>In reflection...</i> Accurately explains the main ideas behind differentiating plans based on student diagnostic data and/or goals of the individualized education plans, if applicable Explains in a compelling way why it is important to differentiate plans	<ul style="list-style-type: none"> Designs content, processes and products applicable to a general group of students, while complying with official accommodations and modifications, if applicable 	<ul style="list-style-type: none"> Regularly designs content, processes and products applicable to subgroups of students with different needs and interests 	<ul style="list-style-type: none"> Designs content, processes and products customized for individual students
			<ul style="list-style-type: none"> Crafts plans based on student diagnostic data and/or goals of the IEPs, if applicable 	<ul style="list-style-type: none"> Crafts plans based on multiple sources of data (including ongoing assessments) and goals of the IEPs, if applicable 	<ul style="list-style-type: none"> Uses multiple sources of data to inform plans, while consistently pushing for students to transcend past performance
			<ul style="list-style-type: none"> Designs efficient plans so that the teacher can offer support to individual students when the whole class is working 	<ul style="list-style-type: none"> Designs efficient plans and accountability systems to initiate various forms of structured differentiation (e.g., teacher rotating among established student groupings) 	<ul style="list-style-type: none"> Designs efficient plans and accountability systems to initiate flexible differentiation (e.g., students in varied groups, students working independently)

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P-5 Establish age-appropriate long- and short-term behavioral management plans (rules and consequences) so that, if students comply, the amount and value of instructional time is maximized	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to create rules and consequences and a plan to introduce them to students	<ul style="list-style-type: none"> ▪ Crafts rules that address a core set of needs in the classroom 	<ul style="list-style-type: none"> ▪ Crafts rules that address most foreseeable needs in the classroom 	<ul style="list-style-type: none"> ▪ Crafts rules that easily apply to any situation, as well as effective specialized rules based on an understanding of individual students
		<i>In reflection...</i> Accurately explains the criteria for, and examples of, effective rules and consequences	<ul style="list-style-type: none"> ▪ Crafts rules that are technically clear and positively stated 	<ul style="list-style-type: none"> ▪ Crafts student-friendly rules, i.e., clear to all students once rules have been introduced, positively stated and manageable in number 	<ul style="list-style-type: none"> ▪ Crafts such clear, student-friendly rules that all students can explain classroom expectations in their own words once rules have been introduced and all students can apply them to novel situations
		Explains in a compelling way why it is important to create age-appropriate rules and consequences	<ul style="list-style-type: none"> ▪ Crafts consequences that are reasonable and logical 	<ul style="list-style-type: none"> ▪ Crafts consequences that are reasonable, logical and likely to deter most students from misbehavior 	<ul style="list-style-type: none"> ▪ Crafts consequences that are reasonable, logical and customized to deter individual students from misbehavior
			<ul style="list-style-type: none"> ▪ Designs initial plan that clearly introduces rules and consequences to students 	<ul style="list-style-type: none"> ▪ Designs initial plan that requires all students to demonstrate their comprehension of the rules and consequences 	<ul style="list-style-type: none"> ▪ Designs ongoing plans to teach and invest students in the rules and consequences
P-6 Design classroom procedures (for transitions, collecting and handing out papers, taking roll, etc.) that provide structure to students and maximize the amount and value of instructional time	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to design classroom procedures and to introduce them to students	<ul style="list-style-type: none"> ▪ Plans procedures that address a core set of inefficiencies in the classroom 	<ul style="list-style-type: none"> ▪ Develops procedures that address most foreseeable inefficiencies in the classroom 	<ul style="list-style-type: none"> ▪ Innovates procedures with the class to address all possible inefficiencies
		<i>In reflection...</i> Accurately explains the occasions for and strategies to introduce classroom procedures	<ul style="list-style-type: none"> ▪ Designs procedures that enable the class to run more smoothly 	<ul style="list-style-type: none"> ▪ Designs procedures that create additional instructional time 	<ul style="list-style-type: none"> ▪ Designs procedures that create additional instructional time and conserve the teacher's energy for instructional responsibilities
		Explains in a compelling way why it is important to design classroom procedures	<ul style="list-style-type: none"> ▪ Designs initial plan that clearly introduces procedures to students 	<ul style="list-style-type: none"> ▪ Designs initial plan that requires all students to demonstrate their comprehension of the procedures 	<ul style="list-style-type: none"> ▪ Designs ongoing plans that teach students the procedures and invest them in the purpose

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Execute Effectively

Students glean the maximum benefit from instructional plans, behavioral expectations and procedures.

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E-1 Clearly present academic content (in differentiated ways, if necessary) so that students comprehend key information and ideas	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to present academic content clearly	<ul style="list-style-type: none"> Explanations are coherent, cohesive and correct 	<ul style="list-style-type: none"> Explanations are coherent, cohesive and correct with a focus on key ideas 	<ul style="list-style-type: none"> Explanations are coherent, cohesive and correct and are conveyed in a focused, meaningful and memorable way that illuminates key ideas
		<i>In reflection...</i> Accurately explains key techniques for presenting academic content	<ul style="list-style-type: none"> Maintains adequate tone, pace, volume, poise and body language well enough to capture the attention and interest of more than half of the students in a classroom 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Maintains persuasive and compelling tone, pace, volume, poise and body language well enough to captivate all students in a classroom
		Explains in a compelling way the importance of each strategy	<ul style="list-style-type: none"> Follows content and pacing of lesson plans faithfully, regardless of circumstances 	<ul style="list-style-type: none"> Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary 	<ul style="list-style-type: none"> Seizes opportunities to purposefully transform lesson plans, as necessary, in order to move further toward goals
E-2 Facilitate, manage and coordinate student academic practice (in differentiated ways, if necessary) so that all students are participating and have the opportunity to gain mastery of the objectives	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to facilitate, manage and coordinate student practice	<ul style="list-style-type: none"> Clearly communicates basic instructions 	<ul style="list-style-type: none"> Clearly communicates instructions, with an emphasis on key points and rationale 	<ul style="list-style-type: none"> Communicates instructions in a clear, focused, expressive way that illuminates key points and rationale
		<i>In reflection...</i> Accurately explains key strategies for facilitating, managing and coordinating student practice	<ul style="list-style-type: none"> Monitors student performance to ensure students are practicing 	<ul style="list-style-type: none"> Monitors student performance and engages with students to offer clarification and extend student understanding 	<ul style="list-style-type: none"> Facilitates in ways that encourage students to self-monitor, cooperate and support one another
		Explains in a compelling way the importance of each strategy	<ul style="list-style-type: none"> Follows content and pacing of lesson plans faithfully, regardless of circumstances 	<ul style="list-style-type: none"> Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary 	<ul style="list-style-type: none"> Seizes opportunities to purposefully transform lesson plans, as necessary, in order to move further toward goals

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E-3 Check for academic understanding frequently by questioning, listening and/or observing, and provide feedback (that affirms right answers and corrects wrong answers), in order to ensure student learning	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to check for understanding	<ul style="list-style-type: none"> Directs questions to a random variety of students and can identify individual responses 	<ul style="list-style-type: none"> Directs questions to a representative subset of students and can identify individual responses 	<ul style="list-style-type: none"> Directs questions to all students and can identify individual responses
		<i>In reflection...</i> Accurately explains the advantages and disadvantages of a variety of strategies for checking for understanding	<ul style="list-style-type: none"> Crafts questions that would reliably discern whether students understand 	<ul style="list-style-type: none"> Crafts questions that would reliably discern the extent of student understanding (e.g., scaffolded questioning) 	<ul style="list-style-type: none"> Crafts questions that would reliably discern the extent and root of a student's misunderstanding
		Explains in a compelling way the importance of checking for understanding	<ul style="list-style-type: none"> Asks questions about the most important ideas occasionally 	<ul style="list-style-type: none"> Asks questions about the most important ideas throughout the lesson 	<ul style="list-style-type: none"> Asks questions about the most important ideas at key moments throughout the lesson
			<ul style="list-style-type: none"> Upholds high expectations for successful responses and tells students whether they have met the standard 	<ul style="list-style-type: none"> Upholds high expectations for successful responses and tells students why they have or have not met the standard 	<ul style="list-style-type: none"> Upholds high expectations and teaches students how to evaluate and articulate the success of their responses
E-4 Communicates high expectations for behavior by teaching, practicing and reinforcing rules and consequences so that students are focused on working hard	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to communicate instructions and directions and to respond to misbehaviors clearly and assertively	<ul style="list-style-type: none"> Communicates expectations clearly and assertively as necessary, sometimes avoiding in-depth discussions of expectations because they are reasonably established 	<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 	<ul style="list-style-type: none"> Communicates expectations and the purpose behind them clearly, assertively and compellingly as necessary, almost always avoiding discussions of expectations entirely because students have thoroughly internalized them
		<i>In reflection...</i> Accurately explains key strategies for communicating instructions and directions and for responding to misbehaviors clearly and assertively	<ul style="list-style-type: none"> Effectively uses the same techniques to respond justly and similarly to comparable misbehaviors while maintaining students' dignity 	<ul style="list-style-type: none"> Effectively chooses from a range of techniques to respond justly and purposefully to misbehaviors while maintaining students' dignity 	<ul style="list-style-type: none"> Effectively and appropriately discerns and addresses individual causes of misbehavior while maintaining students' dignity
		Explains in a compelling way the importance of each strategy	<ul style="list-style-type: none"> Often reacts to violations of classroom rules immediately, clearly and assertively in the moment 	<ul style="list-style-type: none"> Consistently reacts immediately, clearly and assertively in the moment 	<ul style="list-style-type: none"> Always effectively considers individual students and situations when reacting in the moment
			<ul style="list-style-type: none"> Misbehavior sometimes occurs and often ceases in the short-term with teacher's intervention 	<ul style="list-style-type: none"> Misbehavior rarely prevents the lesson from moving forward and consistently ceases in the short- and long-term with teacher's intervention 	<ul style="list-style-type: none"> Students resolve and/or prevent misbehavior by independently problem-solving and making good choices

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E-5 Implement and practice time-saving procedures (for transitions, dissemination and collection of supplies or homework, etc.) to maximize time spent on learning	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to explain procedures clearly and to reinforce them over time	<ul style="list-style-type: none"> Explains procedures clearly when needed, sometimes avoiding in-depth directions because more than half the students know and follow established 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 	<ul style="list-style-type: none"> Communicates procedures when necessary, and the purpose behind them, in a focused, memorable way that illuminates key steps and their relation to student achievement, almost always avoiding directions entirely because all students know and follow thoroughly established procedures
		<i>In reflection...</i> Accurately explains key strategies for explaining procedures clearly and reinforcing them over time	<ul style="list-style-type: none"> Effectively reinforces procedures when they break down 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Proactively reinforces procedures, ensures students can articulate their purpose and empowers students to critique, monitor and create procedures
		Explains in a compelling way the importance of each strategy	<ul style="list-style-type: none"> Most procedures run adequately with teacher's facilitation and/or intervention 	<ul style="list-style-type: none"> All procedures run smoothly and urgently with teacher's facilitation 	<ul style="list-style-type: none"> All procedures run smoothly and urgently without the teacher's facilitation
E-6 Evaluate and keep track of students' performance on assessments so that the teacher and students are aware of students' progress on academic, behavioral and investment goals	Shows a lack of attempt or action.	<i>In action...</i> Demonstrates attempt to administer diagnostic, formative OR summative assessments, to grade accurately and to track student performance periodically	<ul style="list-style-type: none"> Periodically administers diagnostic and summative assessments to determine student performance 	<ul style="list-style-type: none"> Regularly administers diagnostic, formative, and summative assessments to determine student progress 	<ul style="list-style-type: none"> Administers assessments as often as necessary for students to work to mastery
		<i>In reflection...</i> Accurately explains key strategies for administering diagnostics, formative OR summative assessments	<ul style="list-style-type: none"> Grades accurately and efficiently so that students are aware of their performance 	<ul style="list-style-type: none"> Accurately and efficiently grades in a way that helps students understand their performance and where they are in relation to the big goals 	<ul style="list-style-type: none"> Accurately and efficiently grades in ways that help individual students learn their strengths and weaknesses, improve their performance and see where they are in relation to the big goals
		Accurately explains process for grading and tracking student performance	<ul style="list-style-type: none"> Tracks student performance periodically 	<ul style="list-style-type: none"> Tracks student performance regularly so that data can inform short- and long-term planning and differentiation 	<ul style="list-style-type: none"> Tracks student performance immediately so that data can drive short- and long-term planning and differentiation
		Explains in a compelling way the importance of each strategies and process			

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Continuously Increase Effectiveness

Student performance improves over time through deliberate data-driven reflection, analysis and meaningful changes to teacher performance.

Teacher Action	Novice	Pre-Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
C-1 Gauge progress and notable gap(s) between student achievement and big goals by examining assessment data	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to gauge progress and notable gaps between student achievement and big goals	<ul style="list-style-type: none"> Accurately notes general student progress and gaps between student achievement and big goals 	<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 	<ul style="list-style-type: none"> Accurately notes progress and gaps of established student subgroups, as well as in trends across the entire roster, and prioritizes gaps by weighing urgency and feasibility of addressing them
		<i>In reflection...</i> Accurately describes a process for gauging progress and identifying gaps between student achievement and big goals Explains in a compelling way the importance of gauging progress and identifying gaps in this way	<ul style="list-style-type: none"> Performs action when asked to do so 	<ul style="list-style-type: none"> Performs action on regular occasions beyond staff-initiated, formal interactions 	<ul style="list-style-type: none"> Performs action continuously
C-2 Identify student habits or actions most influencing progress and gaps between student achievement and big goals	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to identify the student habits most influencing progress and gaps between student achievement and big goals	<ul style="list-style-type: none"> Considers (based on observation data) several student actions that align with identified progress and gaps in student achievement 	<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 in student achievement 	<ul style="list-style-type: none"> Considers (based on data from multiple, authentic sources) the full range of student actions that align with key progress and gaps in student achievement
		<i>In reflection...</i> Accurately describes a process for identifying the student habits or actions most influencing progress and gaps between student achievement and big goals Explains in a compelling way the importance of identifying these student habits or actions	<ul style="list-style-type: none"> Performs action when asked to do so 	<ul style="list-style-type: none"> Performs action on regular occasions beyond staff-initiated, formal interaction 	<ul style="list-style-type: none"> Performs action continuously
		<ul style="list-style-type: none"> Accurately identifies (using data and/or student work) particular student habits or actions that would logically contribute to student results 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Accurately prioritizes (using data and/or student work) a specific, well-documented student habit or action that explains student results by looking for causal relationship between confirmed instances of student behavior and understanding, weighing the feasibility and urgency of improving or capitalizing on the habit or action, and confirming theories against data 	

SET Big Goals	INVEST Students & Others	PLAN Purposefully	EXECUTE Effectively	CONTINUOUSLY INCREASE Effectiveness	WORK Relentlessly
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Teacher Action	Novice	Pre-Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
C-3 Isolate the teacher actions most contributing to key aspects of student performance by gathering data (e.g., using the TAL rubric) and reflecting on teacher performance	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to identify a teacher action that could logically contribute to trends in student performance	<ul style="list-style-type: none"> Considers (based on observation data) several teacher actions that could explain identified student habits or actions Performs action when asked to do so 	<ul style="list-style-type: none"> Considers (based on data from more than one source) a wide range of teacher actions that could explain key student habits or actions Performs action on regular occasions beyond staff-initiated, formal interactions 	<ul style="list-style-type: none"> Considers (based on data from multiple, authentic sources) the full range of teacher actions that could explain key student habits or actions Performs action continuously
		<i>In reflection...</i> Accurately describes a process for considering teacher actions that could contribute to trends in student performance	<ul style="list-style-type: none"> Identifies a teacher action that would logically contribute to notable trends in student performance 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Efficiently determines the key teacher actions that explain definitive trends in student performance by using the TAL rubric, prioritizing teacher actions based on the feasibility and importance of improving or capitalizing on them and confirming the theory by examining all of the relevant aspects of student performance
		Explains in a compelling way the importance of considering teacher actions in this way			
C-4 Identify the underlying factors (e.g., knowledge, skill, mindset) causing teacher actions	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to identify potential root causes that are logically aligned to identified teacher actions	<ul style="list-style-type: none"> Considers causes that could explain identified aspects of teacher actions Performs action when asked to do so 	<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 	<ul style="list-style-type: none"> Considers the full range of causes that could explain key aspects of teacher actions Performs action continuously
		<i>In reflection...</i> Accurately describes a process for identifying potential root causes that could explain identified aspects of teacher actions	<ul style="list-style-type: none"> Identifies potential root causes that are logically aligned to identified teacher actions 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Determines the root cause that explains an identified teacher action by using data, nuanced observation and honest reflection, by prioritizing based on strong evidence and by confirming the theory by examining all of the relevant teacher actions
		Explains in a compelling way the importance of identifying root causes in this way			

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Teacher Action	Novice	Pre-Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
C-5 Access meaningful learning experiences that direct and inform teacher improvement	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to engage in learning experiences aligned with the root cause	<ul style="list-style-type: none"> Pursues resources or learning experiences that technically align with the underlying factor 	<ul style="list-style-type: none"> Pursues credible and meaningful resources and learning experiences that align with the underlying factor 	<ul style="list-style-type: none"> Pursues and/or creates varied and valuable resources and learning experiences (by consulting veteran teachers, reading articles, attending workshops, etc.) that are efficient, targeted and customized to align with the underlying factor
		<i>In reflection...</i> Accurately describes a process for determining and accessing a resource or learning experience aligned with a root cause	<ul style="list-style-type: none"> Performs action when asked to do so 	<ul style="list-style-type: none"> Performs action on regular occasions beyond staff-initiated, formal interactions 	<ul style="list-style-type: none"> Performs action continuously
		Explains in a compelling way the importance of engaging in learning experiences aligned with a root cause	<ul style="list-style-type: none"> Completes a learning experience that improves the teacher's knowledge, skill or mindset to some degree 	<ul style="list-style-type: none"> Maximizes a productive learning experience and masters the pursued knowledge, skill or mindset 	<ul style="list-style-type: none"> Masters the knowledge, skill or mindset sought and extends opportunities to expand learning into other domains and needs
C-6 After a cycle of data collection, reflection and learning, adjust course (of big goals, investment strategies, planning, execution and/or relentlessness) as necessary to maximize effectiveness	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to create and implement an action plan	<ul style="list-style-type: none"> Chooses strategies that align with identified problems and their causes in the classroom 	<ul style="list-style-type: none"> Chooses strategies that would solve the key problems and root causes in the classroom and that build upon the teacher's and the classroom's strengths 	<ul style="list-style-type: none"> Chooses multiple strategies that would transform student performance and that build upon the teacher's and the classroom's strengths
		<i>In reflection...</i> Accurately describes a process for choosing strategies that align with identified problems and causes in the classroom and creating an action plan in order to implement those strategies	<ul style="list-style-type: none"> Performs action when asked to do so 	<ul style="list-style-type: none"> Performs action on regular occasions beyond staff-initiated, formal interactions 	<ul style="list-style-type: none"> Performs action continuously
		Explains in a compelling way the importance of adjusting course after cycle of collecting data, reflecting and learning	<ul style="list-style-type: none"> Creates action plan that is technically feasible to implement 	<ul style="list-style-type: none"> Creates action plan that is personally feasible to implement independently 	<ul style="list-style-type: none"> Consistently gauges what is both personally ambitious and feasible to implement independently
			<ul style="list-style-type: none"> Implements the plan 	<ul style="list-style-type: none"> Implements the plan with fundamental commitment and follow-through 	<ul style="list-style-type: none"> Pursues contingencies if initial solution is ineffective and/or broadens impact of the classroom change by sharing it with others

SET Big Goals	INVEST Students & Others	PLAN Purposefully	EXECUTE Effectively	CONTINUOUSLY INCREASE Effectiveness	WORK Relentlessly
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Work Relentlessly

Time, energy and resources are maximized to reach the goal.

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
W-1: Persist in the face of considerable challenges, focusing effort on the ultimate goal and targeting those challenges one can impact to increase student achievement	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to implement strategies of persistence	<ul style="list-style-type: none"> Generally avoids making excuses about challenges 	<ul style="list-style-type: none"> Consistently targets for resolution those challenges that will most move students closer to the goals 	<ul style="list-style-type: none"> Widens circle of what is in his/her control to target challenges that hold students back from meeting classroom goals
		<i>In reflection...</i> Describes personal strategies for persisting in the face of considerable challenges Explains in a compelling way why such strategies are important	<ul style="list-style-type: none"> Maintains effort when faced with challenges (i.e., does not give up) 	<ul style="list-style-type: none"> Increases effort when faced with challenges 	<ul style="list-style-type: none"> Prioritizes investment of time and effort to focus on the most pressing challenges and works purposefully and efficiently toward their resolution
W-2 Pursue and secure additional instructional time and resources in order to increase opportunities for student learning	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to implement strategies to pursue additional instructional time and/or resources	<ul style="list-style-type: none"> Identifies time and/or resource constraints that impact student achievement 	<ul style="list-style-type: none"> Isolates key time and resource constraints that significantly impact student achievement 	<ul style="list-style-type: none"> Targets the most feasibly addressed time and/or resource constraints that most urgently and substantially impact class performance
		<i>In reflection...</i> Describes strategies for identifying additional instructional time and/or resources	<ul style="list-style-type: none"> Considers and pursues a workable solution to address time and/or resource needs 	<ul style="list-style-type: none"> Considers and pursues purposefully selected substantial solutions to address time and/or resource needs 	<ul style="list-style-type: none"> Pursues bold, far-reaching solutions to address time and/or resource needs
		Describes key techniques for swaying constituents	<ul style="list-style-type: none"> Effectively uses a few persuasive techniques to sway those who control time and resources, when necessary 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Builds purposeful, lasting alliances through compelling persuasive techniques most appealing to those who control time and resources, in order to gain widespread approval, when necessary
		Explains in a compelling way why such strategies and techniques are important	<ul style="list-style-type: none"> Implements the time and/or resources acquired such that they have a temporary impact on student achievement 	<ul style="list-style-type: none"> Integrates the time and/or resources acquired into the classroom such that they have a sustained impact on student achievement 	<ul style="list-style-type: none"> Ensures that the time and/or resources acquired have a sustained impact beyond the teacher's classroom, students and tenure at the school

SET Big Goals	INVEST Students & Others	PLAN Purposefully	EXECUTE Effectively	CONTINUOUSLY INCREASE Effectiveness	WORK Relentlessly
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Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
W-3 Sustain the intense energy necessary to reach the ambitious big goals through a variety of strategies (e.g., (a) building meaningful personal relationships with students, (b) reminding themselves of the high stakes involved in their work and (c) taking care of themselves to ensure an ability to take care of their students, etc.)	Shows a lack of attempt or action	<i>In action...</i> Demonstrates attempt to implement strategies to sustain intense energy	<ul style="list-style-type: none"> ▪ Constructively indicates when s/he is losing energy and motivation 	<ul style="list-style-type: none"> ▪ Anticipates when s/he may lose energy and motivation 	<ul style="list-style-type: none"> ▪ Consistently maintains the right balance for the individual to avoid losing energy required to reach goals
		<i>In reflection...</i> Describes personal strategies for productively addressing low energy and motivation Explains in a compelling way why such strategies are important	<ul style="list-style-type: none"> ▪ Addresses low energy and motivation by productively implementing a limited number of strategies 	<ul style="list-style-type: none"> ▪ Proactively takes steps to sustain energy and motivation through a combination of strategies 	<ul style="list-style-type: none"> ▪ Leads the effort to create a culture that sustains the collective energy and motivation through a combination of strategies