



2024-2025

T-P ESS

EVALUATION MANUAL

**UPDATED
08/20/2024**

Fort Worth
INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS

- APPRAISERS 3**
- APPRAISAL PROCESS 4**
- ORIENTATION AND UPDATES 5**
- SELF-ASSESSMENT & GOAL REVIEW 6**
- BEGINNING-OF-YEAR CONFERENCE AND GOAL APPROVAL 7**
 - Goal Setting 9
 - Preparing for the Beginning-of-Year (BOY) Conference 11
- SCHOOL SITE VISITS AND INFORMAL ASSESSMENTS 12**
- MID-YEAR (MOY) CONFERENCE 13**
- ARTIFACTS AND EVIDENCE COLLECTION 14**
- END-OF-YEAR (EOY) CONFERENCE AND GOAL SETTING 15**
 - End-of-Year (EOY) Goal Attainment Form 16
 - Principal Summary Rating Form 17

- APPRAISAL CALENDAR 18**
 - T-PESS Timeline 18
 - Conference Checklists for Appraisers 19
- APPENDIX 20**
 - T-PESS Rubric (Principals) 21
 - T-PESS Rubric (Asst. Principals) 46
 - Artifact Crosswalk 71

APPRAISERS

Principal and assistant principal appraisers play an important role in student achievement by providing campus administrators with the ongoing guidance and feedback they need to be balanced, effective leaders. The appraiser's purpose is to give campus administrators an objective, standards-based evaluation they can use to guide their own professional growth and development. By communicating the standards of T-PESS with fairness, transparency, and constructive feedback, appraisers are helping redefine and strengthen the larger system of educator quality and effectiveness in Fort Worth ISD.

[DNB \(Legal\)](#)

[DNB \(Local\)](#)

[Commissioner's Rules \(Principal Evaluation\)](#)

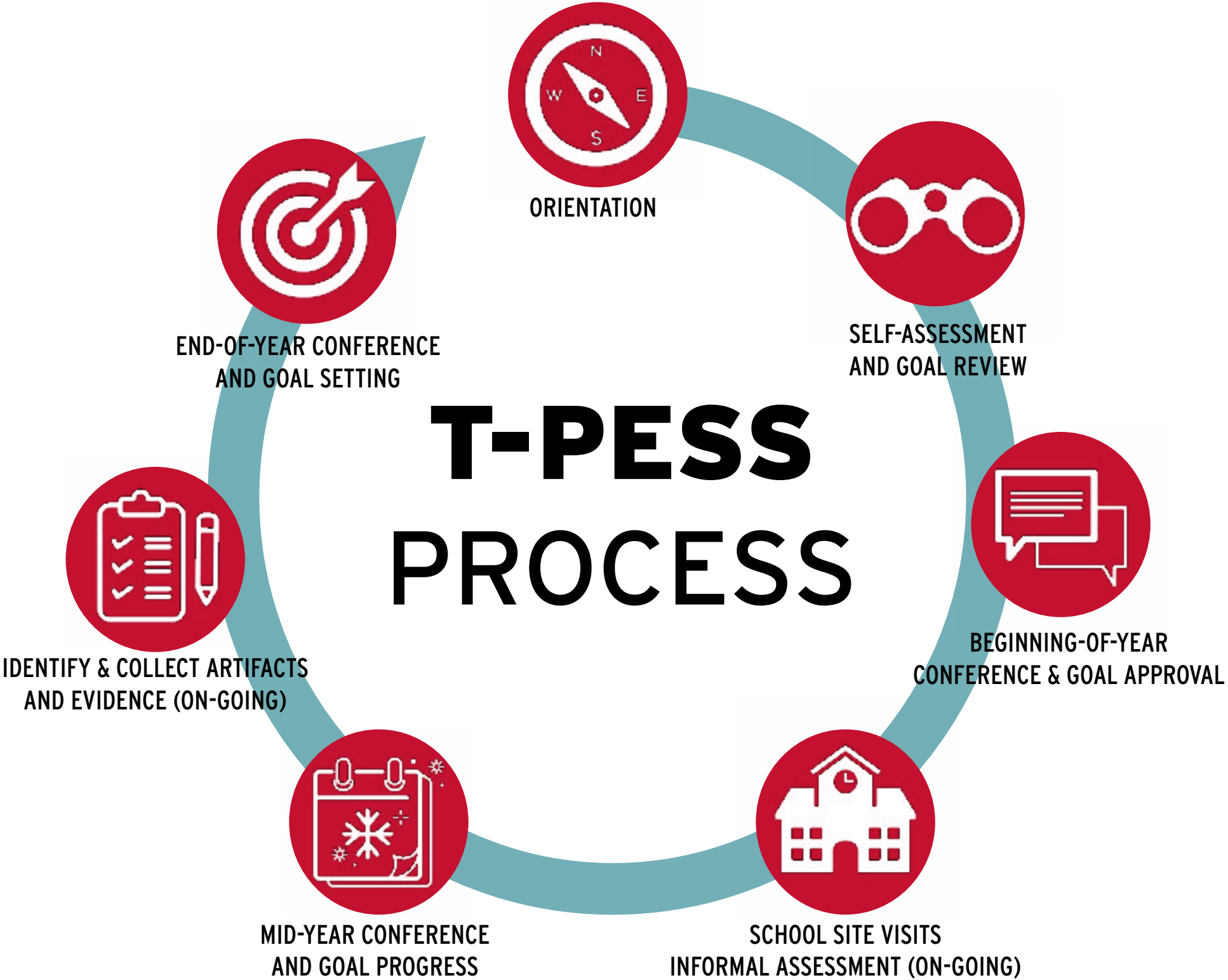


Photo by Charles Wundengba from Pexels

APPRAISAL PROCESS

The T-PESS process is most successful when applied systematically and consistently. To support the campus administrators' ongoing development, the supervisory system consists of seven steps that the administrators and supervisor will complete together throughout the school calendar year. Ultimately, this continuous improvement and growth process is intended to guide self-reflection and inform administrator professional development to improve leadership quality and outcomes for students.

The annual appraisal process runs in accordance with the District-approved appraisal calendar. Appraisal documents shall be maintained in Eduphoria!.



ORIENTATION AND UPDATES

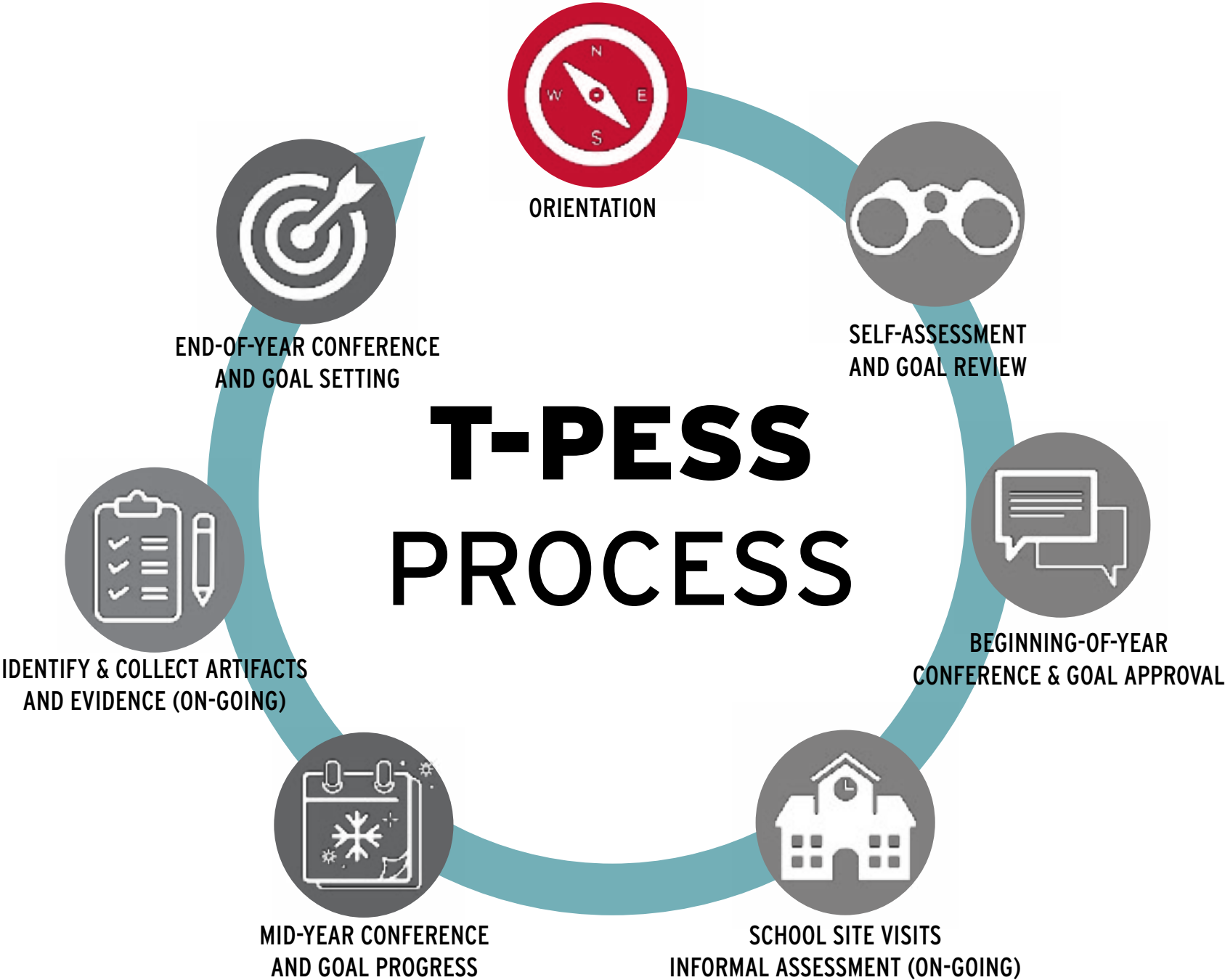
Each year, the District will provide an orientation for all T-PESS Appraisers and Appraisees. At the orientation, participants will receive a complete set of materials outlining: (1) the evaluation process; (2) participation expectations; (3) the T-PESS Process Timeline; and (4) the process by which their performance will be measured. By the end of orientation, participants will understand the T-PESS process and documentation.

Campus administrators will receive an annual update on any changes in the T-PESS process and associated policies.

Orientation and/or Updates will occur prior to the beginning of the school year in accordance with the T-PESS guidelines set by the Texas Education Agency.

APPRAISER ACTIONS:

Provide orientation and a complete set of materials to campus administrators.



SELF-ASSESSMENT & GOAL REVIEW

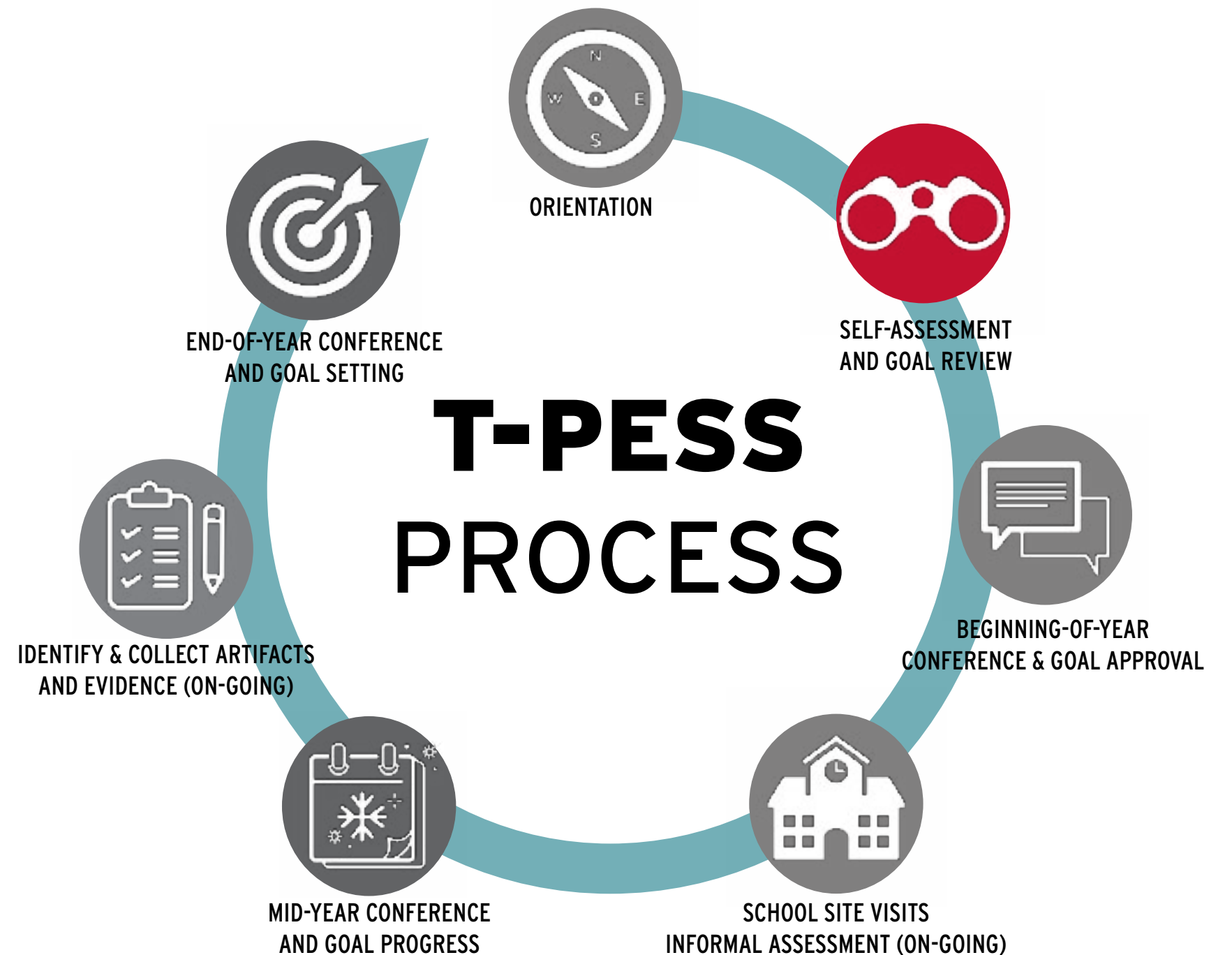
At the beginning of the year, appraisees will engage in a **self-assessment** using the research-based T-PESS rubric, T-PESS Principal Guide, and campus data. The self-assessment provides appraisees an opportunity to **reflect** on their abilities to fulfill the [Texas Principal Standards](#). Additionally, the self-assessment helps appraisees:

- reflect on the challenges presented by their Campus Improvement Plans,
- identify how they will address identified challenges, and
- assist them in setting professional growth goals.

The self-assessment is located in Eduphoria under the My Evaluation Process section. The self-assessment should occur **prior** to the goal setting conference.

APPRAISER ACTIONS:

Ensure completion of the self-assessment and generate draft goals in preparation for the Beginning-of-Year Conference.

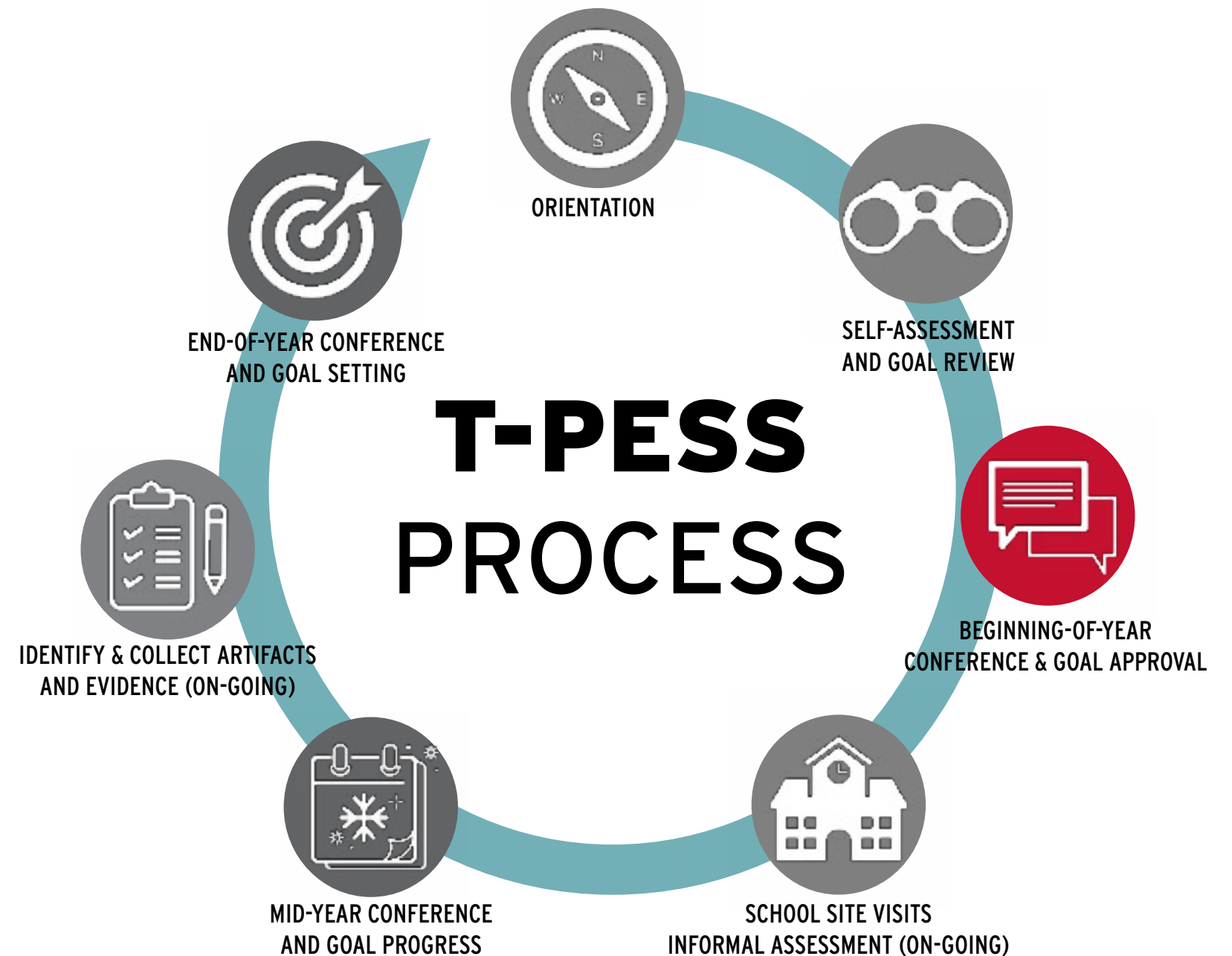


BEGINNING-OF-YEAR CONFERENCE AND GOAL APPROVAL

The Beginning-of-Year Goal Setting Conference provides the appraisee and appraiser an opportunity to discuss the self-assessment results, performance improvement goals, and alignment to the Campus Improvement Plan and District strategic priorities.

The goal-setting process prioritizes areas of development for the appraisee as a **professional, independent of campus-related needs**. The primary goal is focused on the appraisee's individual growth as a professional.

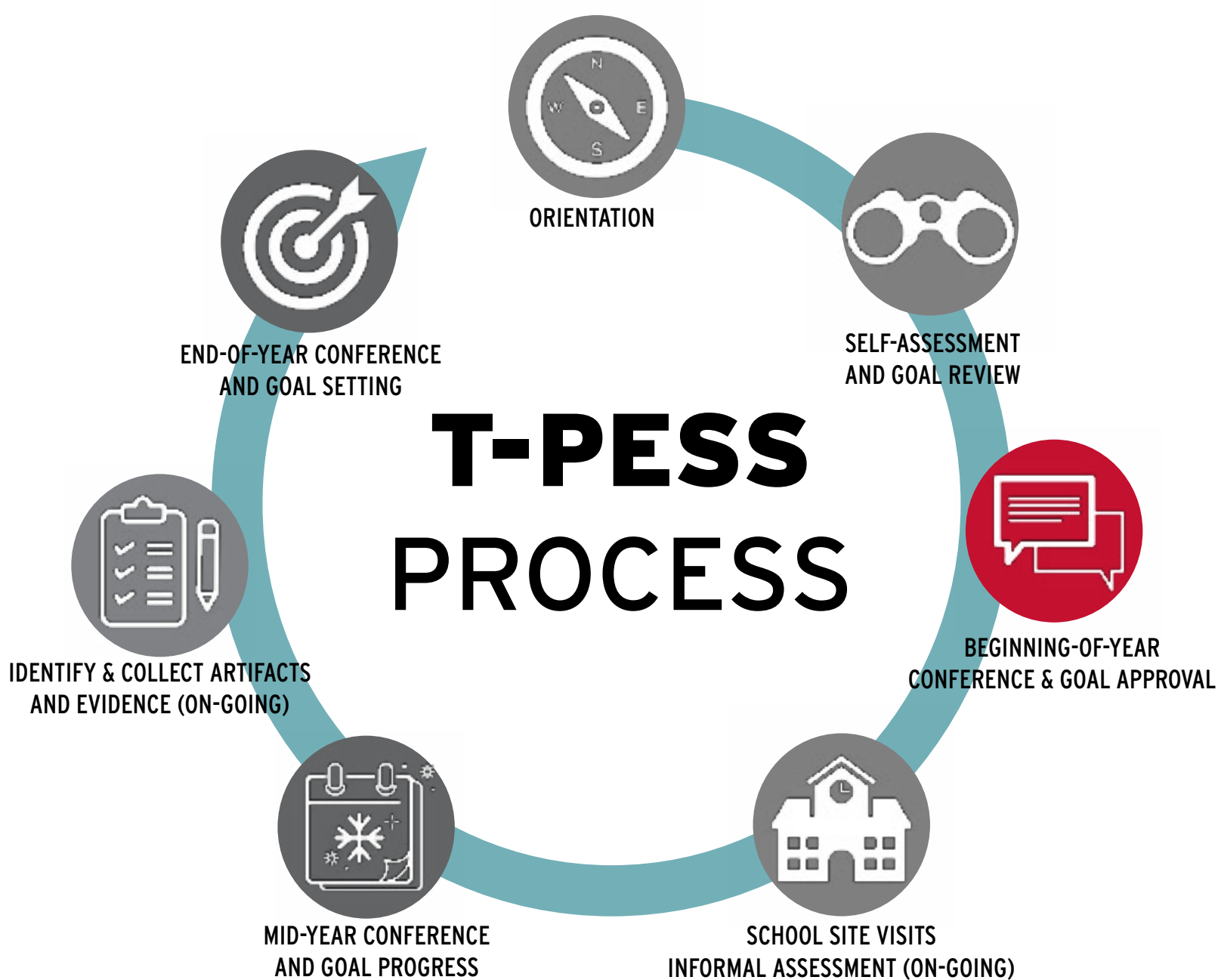
Appraisees will also set a second goal **related to student growth** on their campus. Although appraisees may choose to establish more than two goals, it is not required.



BEGINNING-OF-YEAR CONFERENCE AND GOAL APPROVAL

The Self-Assessment and Goal Setting step is **central** to the T-P ESS process’s core intent of guiding **self-reflection, informing professional development, and personifying continuous growth and improvement.**

The appraiser should use the T-P ESS rubric when reviewing the appraisee’s goals and consider the context of the school, community, administrator performance, and campus performance. The appraisee and appraiser shall **mutually agree** on the data, evidence, and documentation applicable to the appraisee’s goals, which will be collected throughout the appraisal cycle.

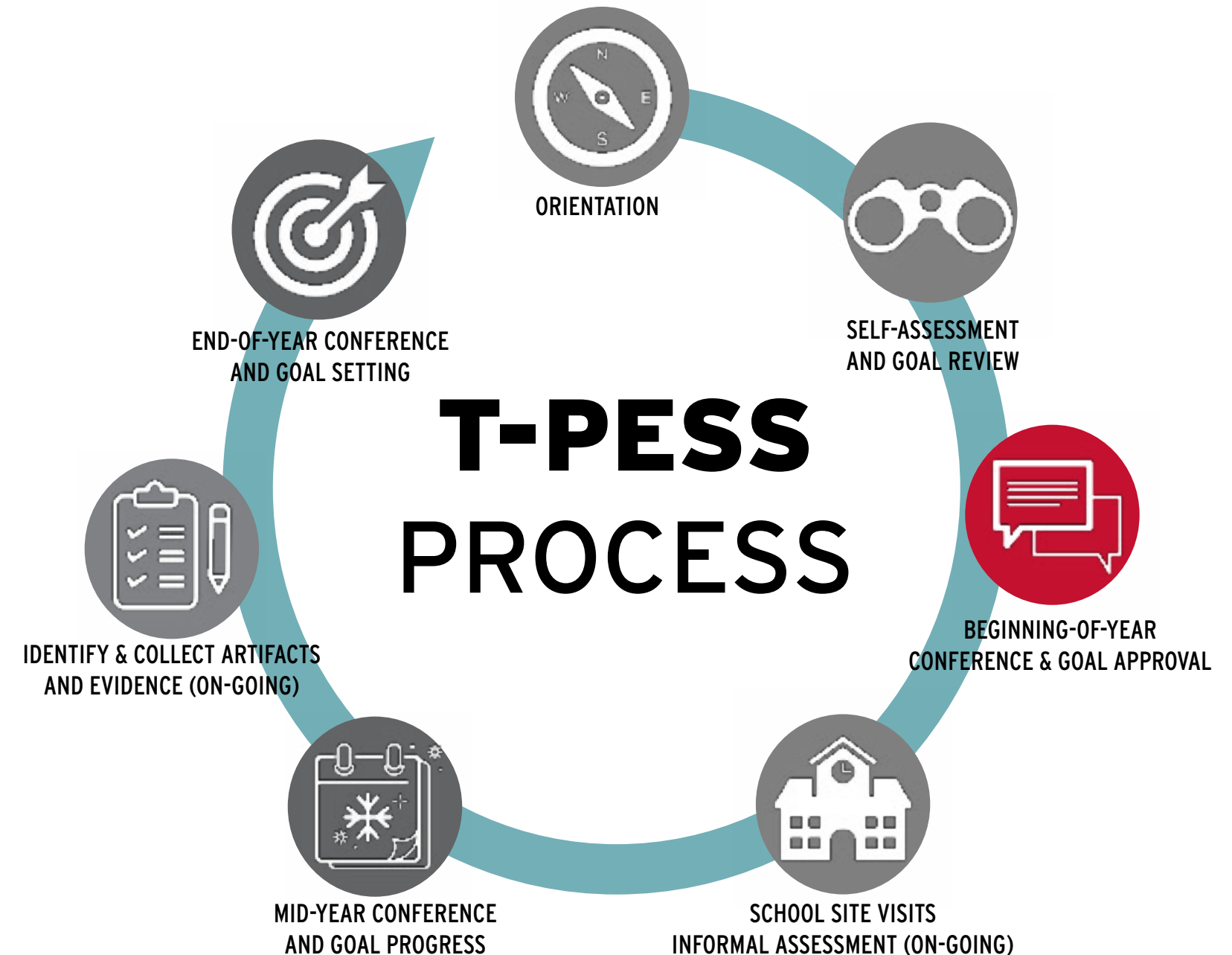


BEGINNING-OF-YEAR CONFERENCE AND GOAL APPROVAL

GOAL SETTING

The appraisee’s professional and student growth goals will be housed in Eduphoria!. When considering how to construct professional and student growth goals, appraisees should use the following outlines:

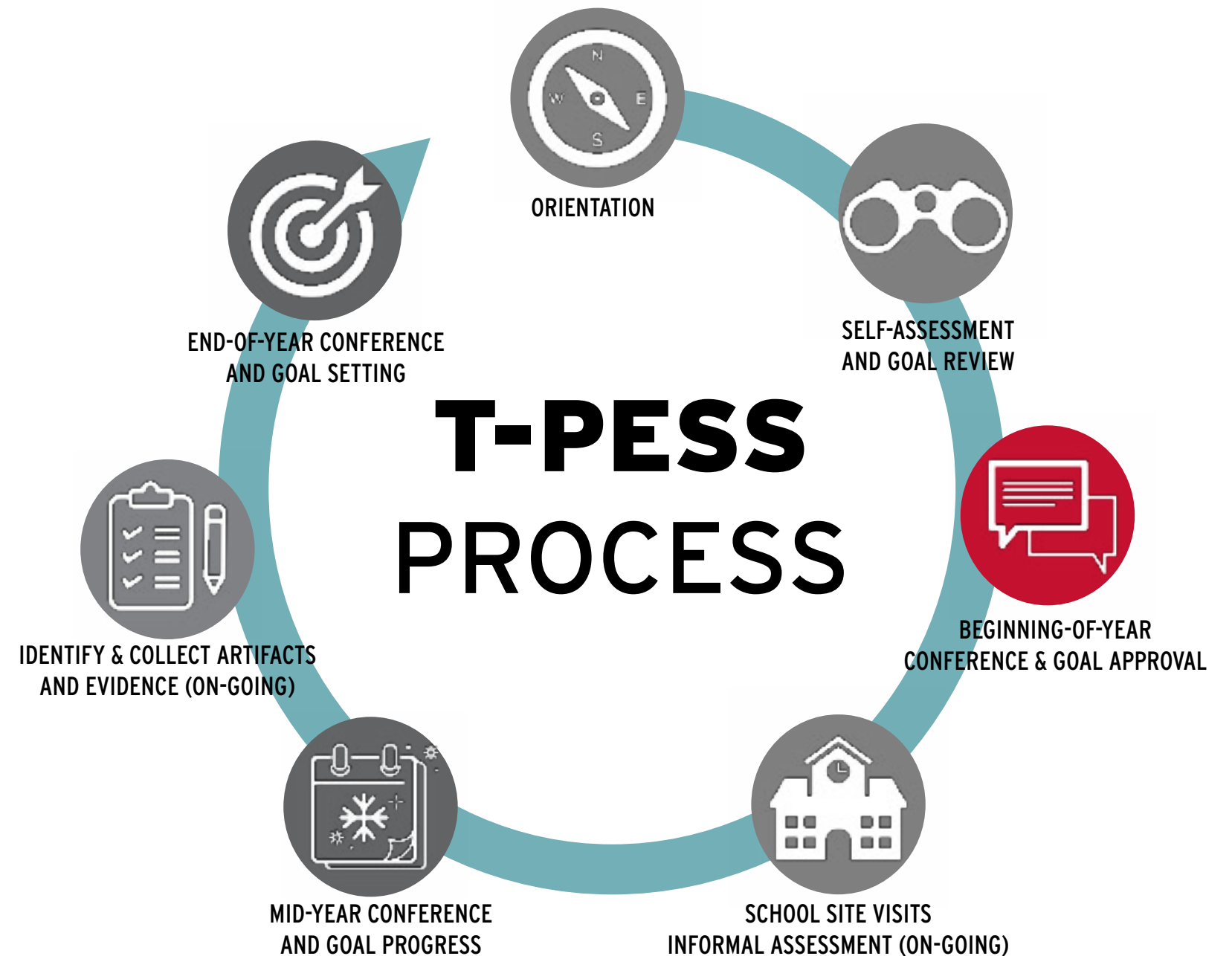
Professional Practice Goal	Student Growth Goal
Texas Principal Standard(s) and Indicator(s) to be Addressed	Texas Principal Standard(s) and Indicator(s) to be Addressed
Strategies and Actions	Strategies and Actions
Expected Measurable Outcomes	Expected Measurable Outcomes
Timeline for Achieving Goal	Timeline for Achieving Goal
Resources Needed	Resources Needed
Comments	Comments



GOAL SETTING

When completing the goal setting forms, appraisees should use the following criteria:

- Appraisees should conduct a **comprehensive review of the T-PESS rubric** in preparation for completing the self-assessment.
- Appraisees shall set at least **two goals**; one focused on developing an aspect of the **appraisee's practice**, and the second goal focused on **student growth**.
- Appraisees should develop a **professional development and action plan** along with the expected outcomes, timeline for achievement, and the resources needed for attainment.



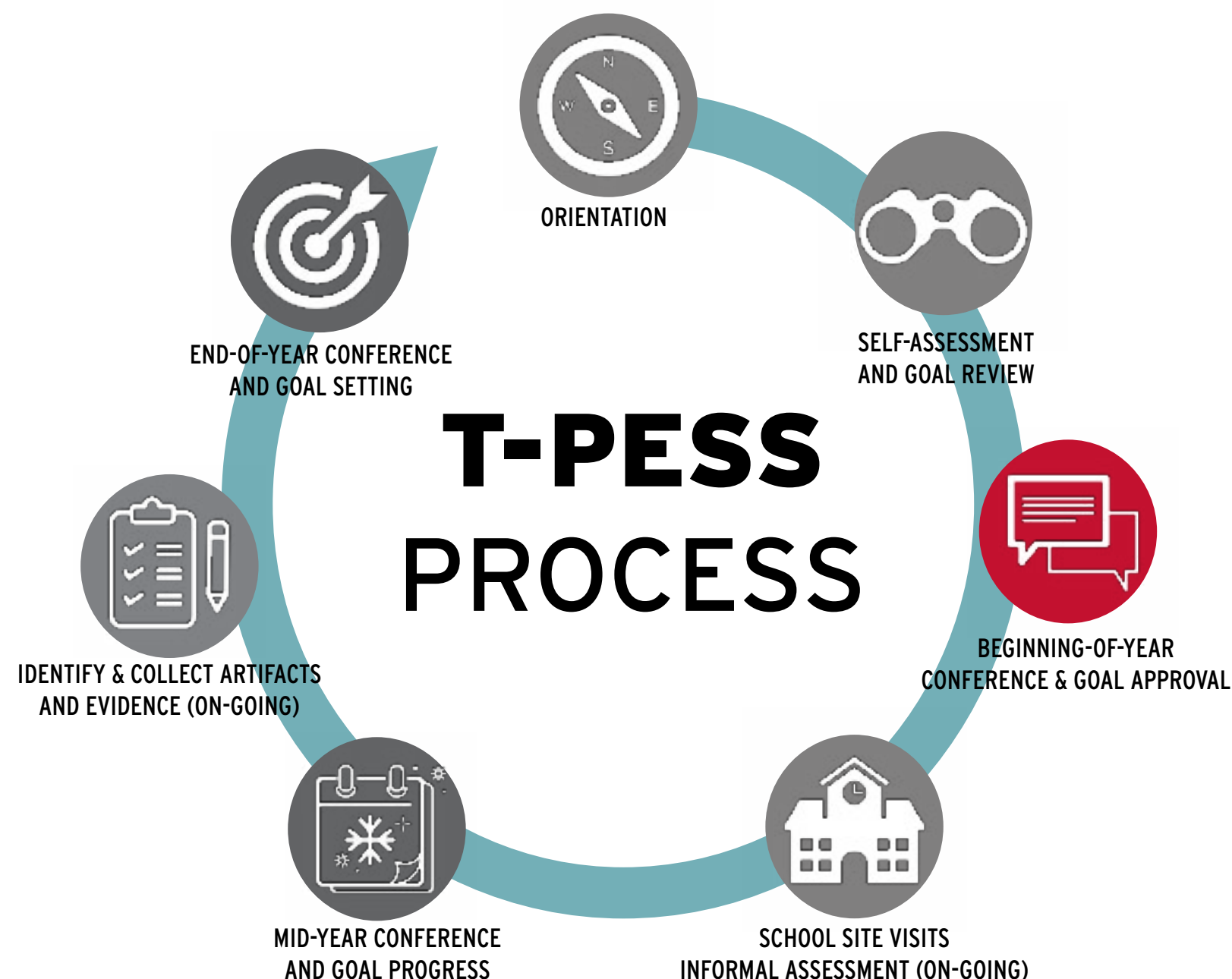
PREPARING FOR THE BEGINNING-OF-YEAR (BOY) CONFERENCE

In preparation for the Beginning-of-Year Conference:

- The **appraisee** will submit a copy of his/her completed self-assessment.
- The **appraisee** will submit a copy of the professional practice goal and the student growth goal.
- The **appraiser** will review the self-assessment and goals.
- The **appraiser** will review the previous year's summary ratings (if available).

APPRAISER ACTIONS:

Conduct BOY Conference. Reach agreement on goals, supports, artifacts & evidence, and measurements. Complete Goal Setting & Professional Development section. Complete BOY section for each Indicator of rubric.

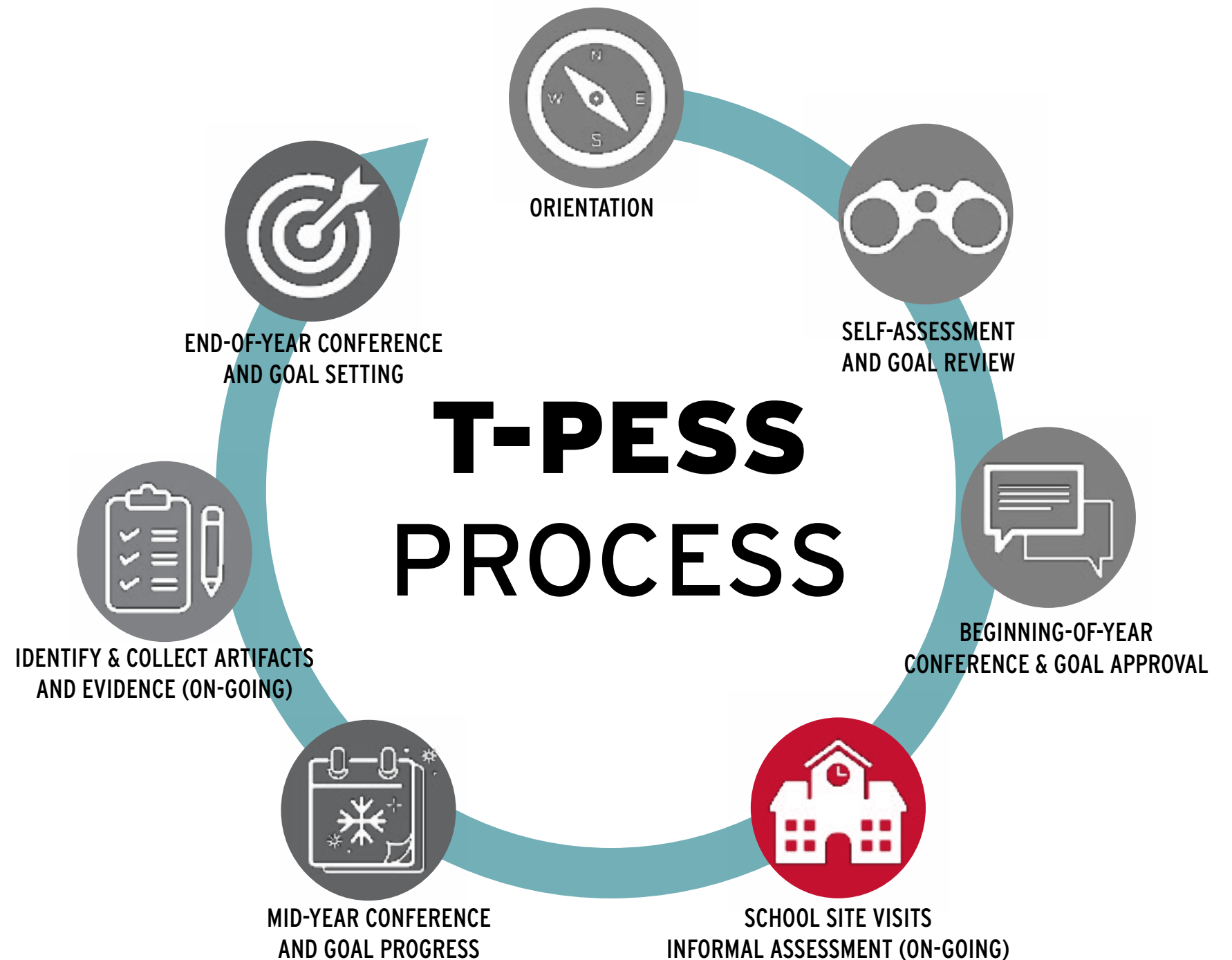


SCHOOL SITE VISITS AND INFORMAL ASSESSMENTS

Throughout the course of the evaluation cycle, the appraiser should **monitor, evaluate, and provide actionable feedback** on the progress and attainment of the appraisee's individual performance goals. The appraiser will conduct on-site visits to observe the environment, interact with the teachers and other members of the school community, and to document progress toward the appraisee's practice goal and student growth goals. Increased frequency of those visits provides a comprehensive perspective on trends, patterns, and the extent of evidence.

APPRAISER ACTIONS:

Conduct frequent school visits to collect data, monitor progress, coach practices, and provide actionable feedback to the appraisee.



MID-YEAR (MOY) CONFERENCE

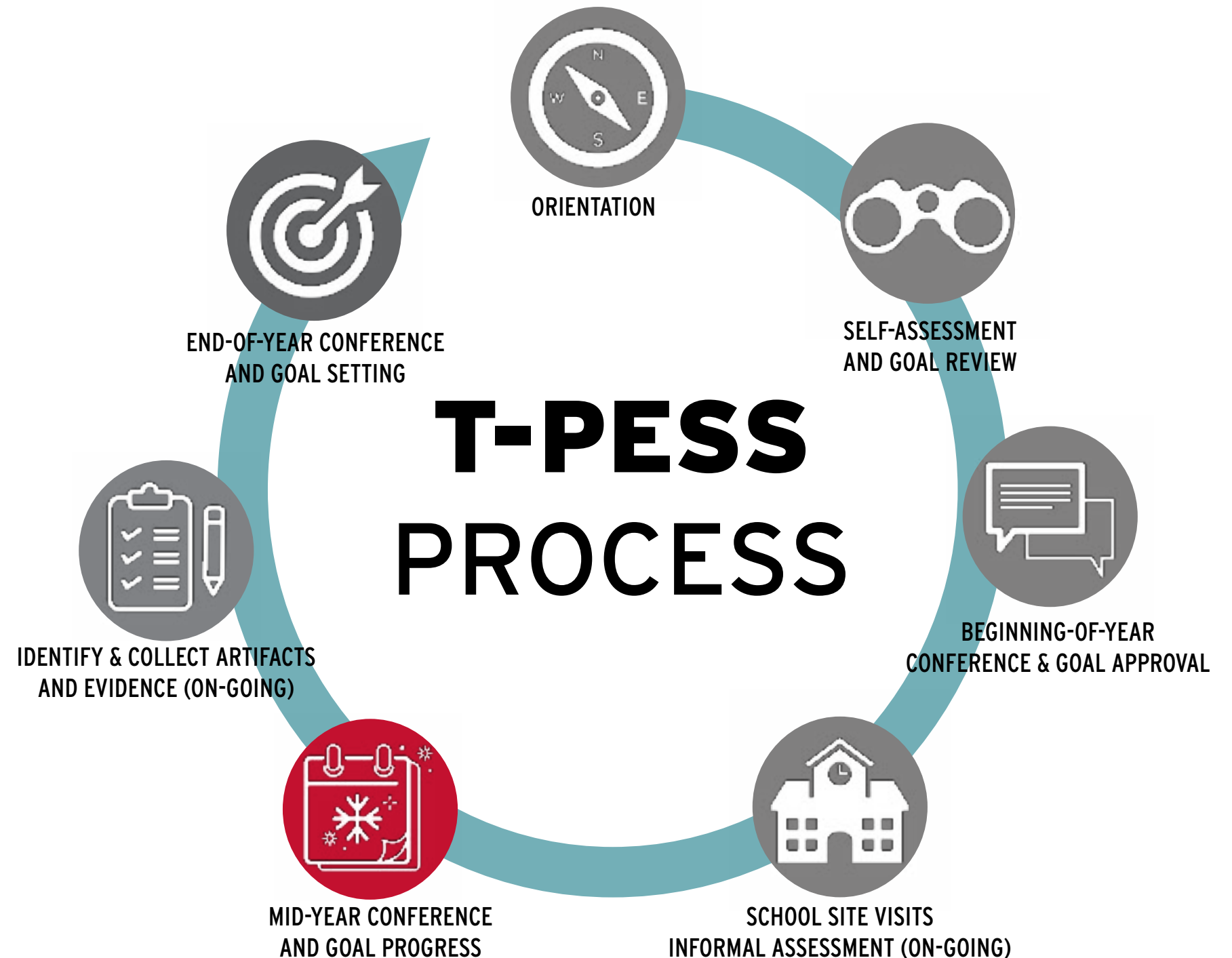
The Mid-Year Conference should focus on the **progress** the appraisee is making toward his or her professional goals and to **modify** the goals, if needed. This conference should be held near the mid-point of the annual evaluation cycle (see appraisal calendar for specific guidelines). The appraiser should **monitor and provide feedback** regarding the progress toward goal achievement and provide a brief narrative for each goal established in the professional development plan.

Prior to the mid-year conference, the appraiser should:

1. Review the appraisee's self-assessment and professional goals.
2. Consider the evidence collected through site visits.
3. Review and consider the depth and quality of artifacts submitted or collected by the appraisee.

APPRAISER ACTIONS:

Conduct MOY Conference to review status of goals, including artifacts & evidence. Complete MOY section for each Indicator of rubric, as appropriate, to formatively assess performance & practices. Complete the mid-year progress section of the Goal Setting Form.

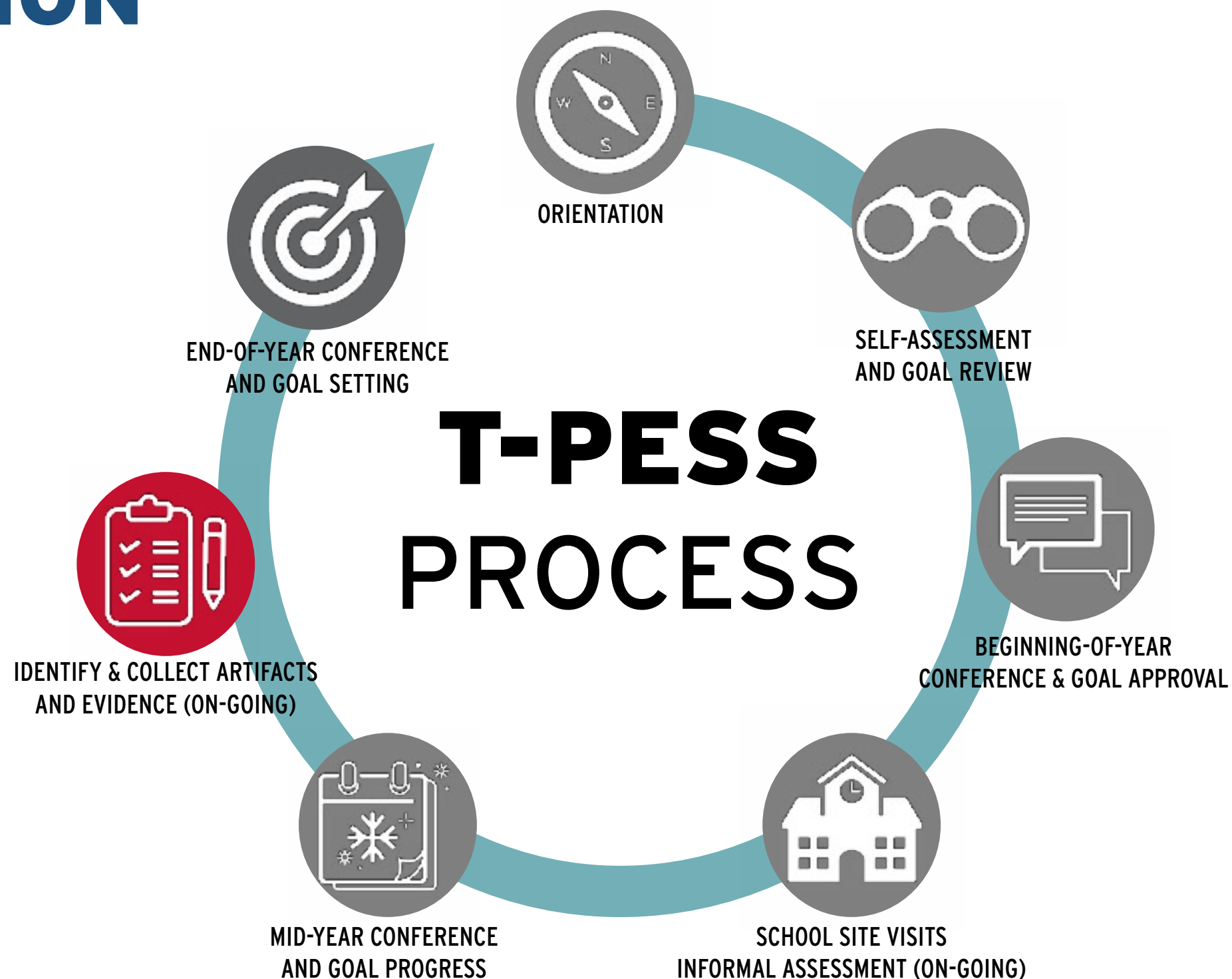


ARTIFACTS AND EVIDENCE COLLECTION

Appraisees and appraisers will **synthesize** their collected artifacts and evidence gathered to create a **comprehensive view** of the appraisee's performance throughout the year. The collection should be a concise review of artifacts, evidence, and information used in consideration of performance. This information shall be provided to the appraiser **prior to the performance discussion**. At the performance discussion, the final performance ratings will be discussed.

APPRAISER ACTIONS:

Establish a process for collecting and synthesizing artifacts and evidence. Prepare for the End-of-Year Conference.



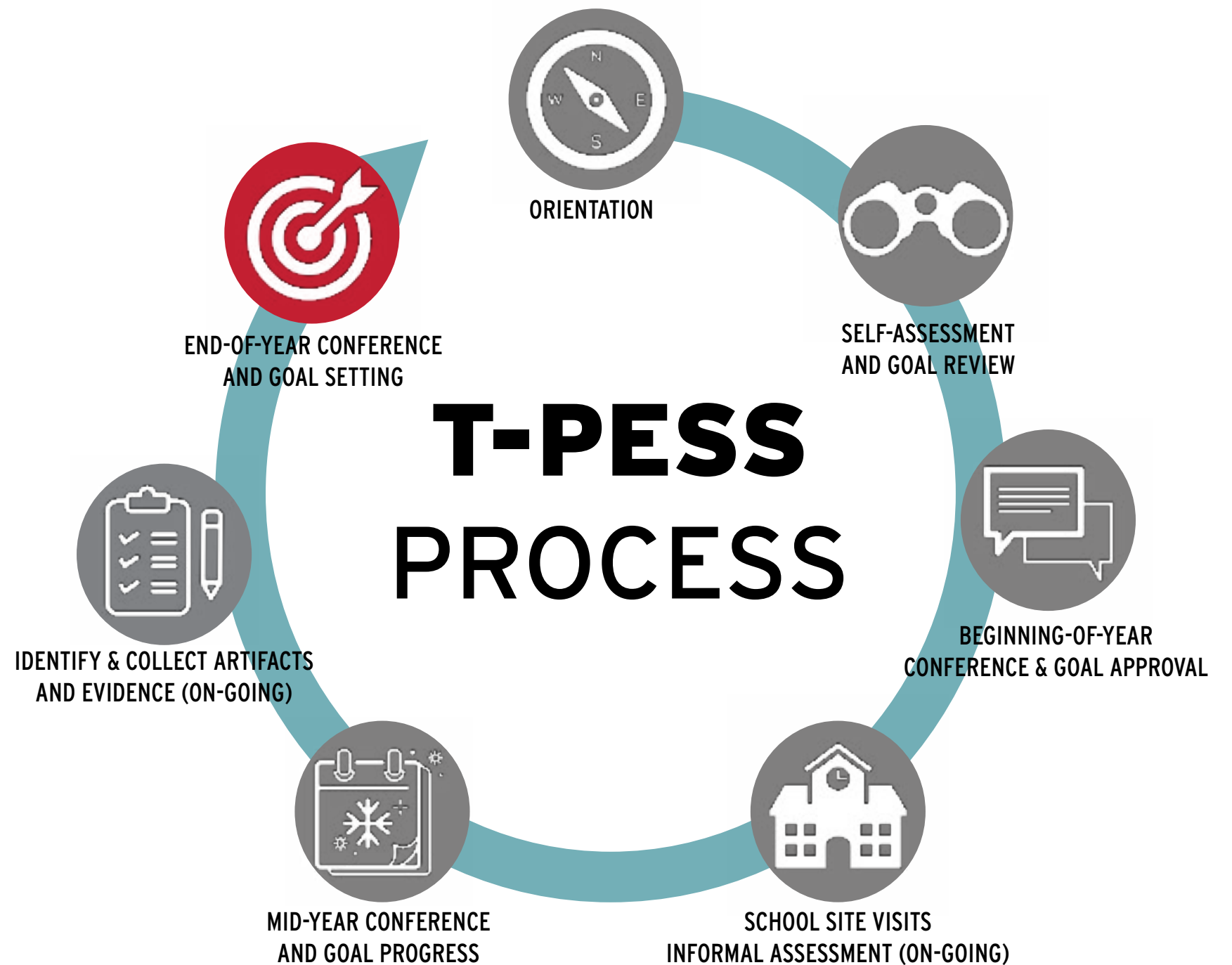
END-OF-YEAR (EOY) CONFERENCE AND GOAL SETTING

During the End-of-Year Conference, the appraiser and appraisee review artifacts and evidence collected and map them to the goals and rubric. Final performance ratings are made using a preponderance of evidence standard, and these ratings are used to project and draft performance goals and performance refinements for the next school year.

The End-of-Year Conference marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the appraiser and appraisee should **collaborate to identify possible areas of growth and develop a professional learning plan** for the coming school year. The appraiser will revisit these goals throughout the summer and again in the fall to determine if adjustments are needed.

APPRAISER ACTIONS:

Establish a process for collecting and synthesizing artifacts and evidence. Prepare for the End-of-Year Conference.

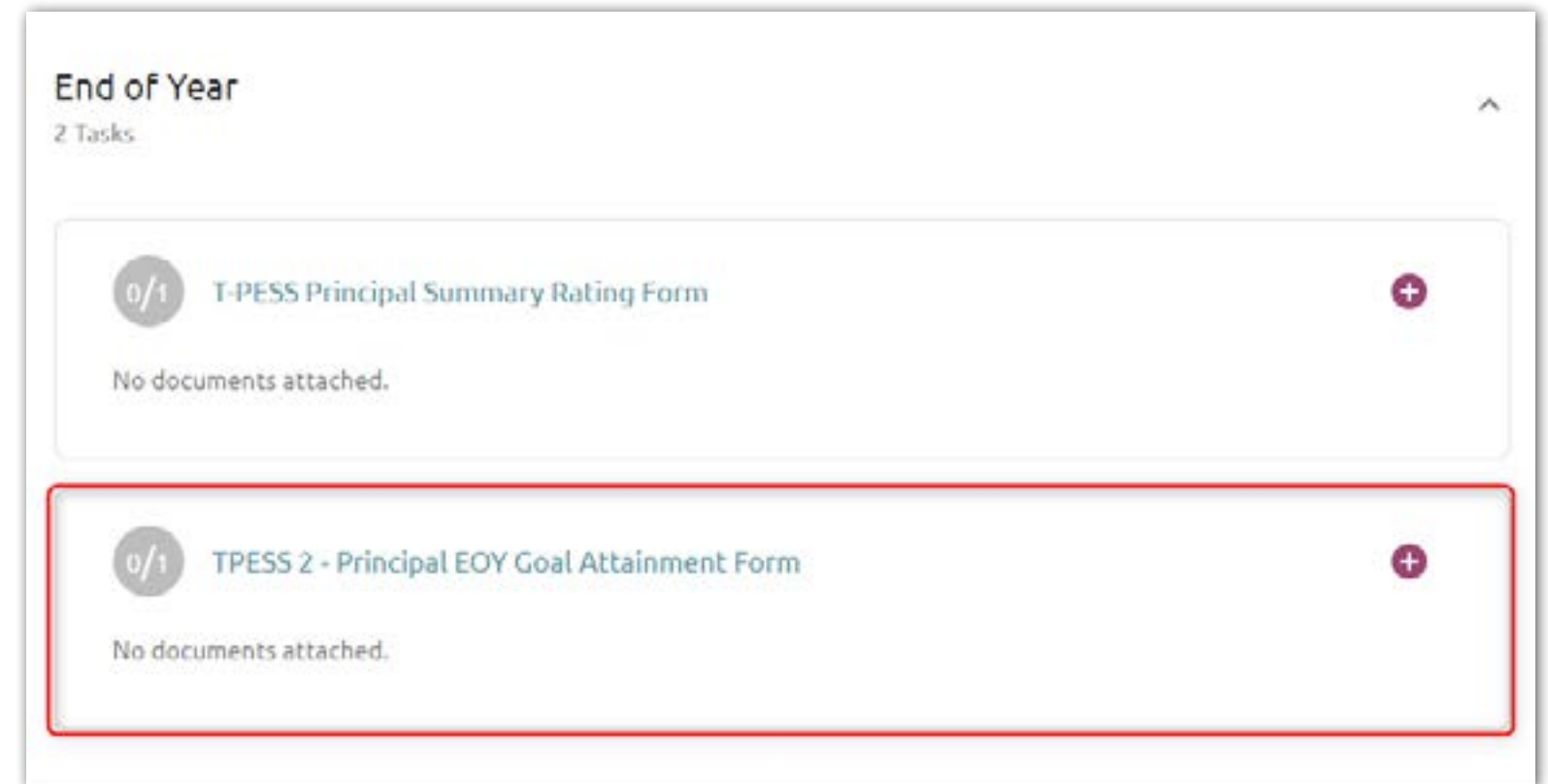


END-OF-YEAR (EOY) GOAL ATTAINMENT FORM

Upon the completion of the end-of-year conference, the appraiser will complete the End-of-Year Goal Attainment Form, which is housed in Eduphoria!

The **Goal Attainment Form** shall be completed for **every executive principal, principal, associate principal, and assistant principal** in Fort Worth ISD to indicate progress in achieving the established goals and to provide a narrative of evidence of completion. **In this form, a final rating for each goal shall be given.** The appraiser should use this form to include any relevant feedback and comments that will assist the appraisee and facilitate growth.

Based on the appraisee's years of experience at the campus, the ratings for the professional practice goal and student growth goal will be used in part to determine the appraisee's summative rating.



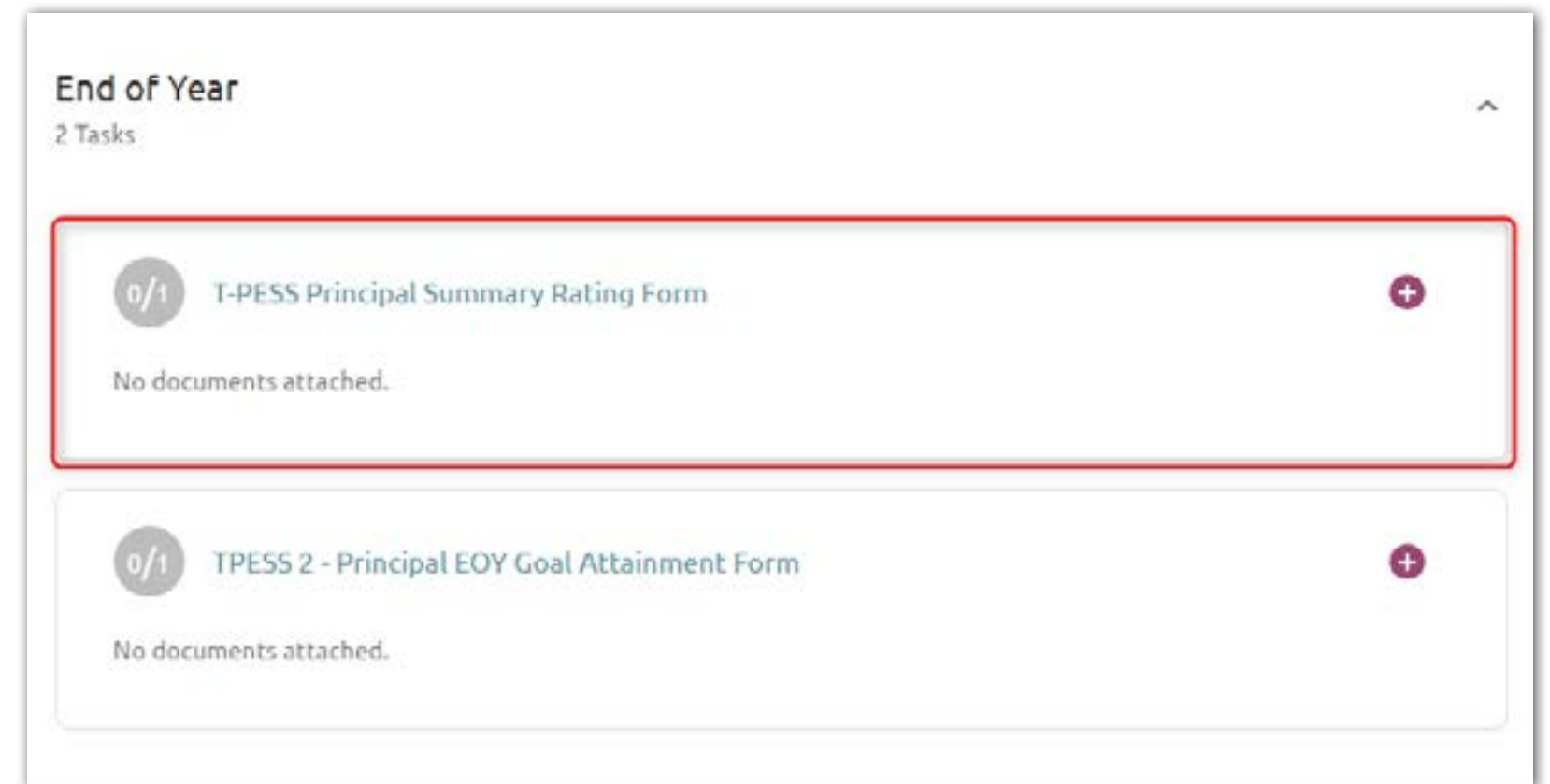
The screenshot displays a user interface for 'End of Year' tasks. At the top, it says 'End of Year' and '2 Tasks'. Below this, there are two task cards. The first card is titled 'T-PESS Principal Summary Rating Form' and has a '0/1' progress indicator and a plus sign icon. Below the title, it says 'No documents attached.' The second card is titled 'TPESS 2 - Principal EOY Goal Attainment Form' and also has a '0/1' progress indicator and a plus sign icon. Below the title, it says 'No documents attached.' The second card is highlighted with a red border.

PRINCIPAL SUMMARY RATING FORM

The **Principal Summary Rating Form** shall be completed for **every executive principal, principal, associate principal, and assistant principal** in Fort Worth ISD. **In this form, a final rating for each indicator shall be given.** The appraiser should **use all data collected throughout the evaluation cycle**, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation. The appraiser should add **comments**, recommended **actions for improvement**, and **resources** needed to complete these actions to guide the appraisee toward continued growth.

For any indicator marked Needs Improvement or Distinguished, the appraiser **must** provide written comment.

The indicator ratings in the Principal Summary Rating Form will be used in part to determine the appraisee's summative rating for T-PESS.



APPRAISAL CALENDAR

T-PESS Timeline

Orientation	Self-Assessment & Goal Setting	Beginning-of-Year Conference	School Site Visits/ Informal Assessment	Mid-Year Conference	Identify & Collect Artifacts & Evidence	End-of-Year Conference & Goal Setting
August	August-September	August-September	ongoing	December-January	ongoing	Complete by June 12

CONFERENCE CHECKLISTS FOR APPRAISERS

Beginning-of-Year

- School Data
- T-PESS Rubric & Procedures
- SMART Goals Criteria
- Principal's Self-Assessment
- Principal's Student Growth Goal
- Previous Year's Summary Rating
- Criteria for Evidence/Artifacts
- Set up T-PESS walkthroughs
- Set up Coaching Conversations
- Work with Principal to Create Goal
- Timeline for Achieving Principal's Goals
- Resources Need to Achieve Goals
- Talking Points about goals
- Talking Points about school data
- Talking Points about timeline
- Talking Points about resources
- Campus Improvement Plan
- Suggestions for Principal's PD Plan

Middle-of-Year

- Review School Data
- Review Principal's Self-Assessment
- Review Principal's Student Growth Goal
- Review Campus Walkthroughs
- Review Coaching Conversations
- Review Goals
- Review and Update Resources Needed
- Talking Points about goals
- Talking Points about school data
- Talking Points about timeline
- Talking Points about resources
- Review & Updates CIP
- Review and critique evidence

End-of-Year

- Discuss Updated School Data
- Discuss Campus Statistics
- Complete End-of-Year Attainment Form
- Discuss Principal's Attainment of Goals
- Discuss Goals for Next School Year
- Complete the Principal Summary Rating

2024-2025 T-P ESS EVALUATION MANUAL

APPENDIX

T-PESS RUBRIC (PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.1 Ethics & Standards				
<i>Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other district and campus leaders.	Collaborates with leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	<i>Comment required</i>

T-P ESS RUBRIC

Domain 1: Strong School Leadership & Planning

Indicator 1.2 Schedules for Core Leadership Tasks				
<i>Focuses calendars and time to address leadership and instructional priorities</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Strategically adheres to core leadership tasks</p> <p>Has detailed calendaring systems</p> <p>Coaches & leads others on managing and prioritizing their time and tasks</p> <p>Ensures efficient and effective operations are upheld with instruction as the priority</p>	<p>Strategically defines priorities to lead, delegate, calendar, and communicate core leadership tasks</p> <p>Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others</p> <p>Makes adjustments to respond to changes in instructional needs and priorities</p> <p>Collaborates with staff to monitor calendars that consistently maximize learning time and operations that enable student learning</p>	<p>Leads with clear, written, and transparent roles and responsibilities</p> <p>Develops a school calendar with key instructional leadership tasks</p> <p>Defines and calendars personal core leadership tasks with clear priorities for instruction</p> <p>Ensures that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning</p>	<p>Carries out general leadership roles and responsibilities, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 1: Strong School Leadership & Planning

Indicator 1.3 Strategic Planning				
<i>Leads focused planning processes with strategic monitoring of outcomes</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leverages strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven</p> <p>Maintains clear continuous improvement and decision-making processes that are linked to the plan</p>	<p>Leverages all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally-focused</p> <p>Uses multiple quantitative and qualitative data sources</p> <p>Establishes aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions</p> <p>Consistently uses the plan to guide decision-making and adjusts accordingly</p>	<p>Collaboratively develops a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners</p> <p>Includes multiple sources of data</p> <p>Ensures the plan is rigorous and instructionally-focused</p> <p>Uses the plan to guide decision-making and adjusts accordingly</p>	<p>Develops an improvement plan based on limited data and provides staff with the plan</p> <p>Sometimes conducts formative reviews of the strategies</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 1: Strong School Leadership & Planning

Indicator 1.4 Change Facilitation				
<i>Productively manages changes processes</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Confidently challenges the status quo and serves as a driving force in initiating and managing changes</p> <p>Proactively anticipates and manages change initiatives</p> <p>Actively leads change initiatives with clear solutions, resiliency, and productivity</p> <p>Builds capacity in others to effectively lead change</p>	<p>Empowers leadership teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices</p> <p>Uses productivity and achievement data to consistently communicate the need for change to staff</p> <p>Breaks change into clear and concise actions that create the opportunity for stackable success</p> <p>Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities</p>	<p>Interacts with a solutions-oriented mindset and empowers staff to take ownership of improvement initiatives</p> <p>Initiates and facilitates necessary change using a student outcome lens</p> <p>Clearly articulates and involves others in the change processes</p>	<p>Articulates the need for solutions and accepts some responsibility for change and continuous improvement</p> <p>Sometimes acts on needed change with limited solutions</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 1: Strong School Leadership & Planning

Indicator 1.5 Coaching, Growth, Feedback, and Professional Development				
<i>Models personal commitment to developing self and others</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Serves as a role model for continuous improvement with other district and campus leaders</p> <p>Consistently coaches other leaders beyond the campus</p> <p>Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others</p>	<p>Proactively seeks coaching and feedback from supervisors, peers, and staff, and models these interactions as standard practices</p> <p>Strategically plans for participation in learning opportunities</p> <p>Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes</p>	<p>Regularly seeks coaching and feedback from supervisors and peers</p> <p>Regularly incorporates refinements to adapt and improve practices</p> <p>Maintains a growth mindset for self and others</p> <p>Aligns growth to the needs of the school and student outcomes</p>	<p>Sometimes seeks coaching and feedback from supervisors</p> <p>Understand the importance of growth for self and others</p> <p>Engages in limited professional development</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC

Domain 1: Strong School Leadership & Planning

Examples of Artifacts and/or Evidence

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents
- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan & Monitoring Processes
- Budgets & Fiscal Management Systems
- Productivity and Achievement Data: Students & Staff
- Change Processes and Actions
- 504 Accommodation Plans, schedules of meetings and clear expectations from administrators regarding teaching expectations to provide the stated accommodations
- MTSS meeting schedule, communication with teachers regarding expectations to provide accommodations
- Coaching and Support Systems
- Professional Development Plans & Results
- Walkthrough Calendars
- Feedback & Evidence of Follow-up in Eduphoria! Strive
- Professional Development Calendar
- PLC Calendar
- Professional Transcripts on Eduphoria! Strive
- Feedback from Surveys, i.e. climate, teacher, and student
- Productivity and Data Achievement Systems, i.e. data walls
- Leadership focus on campus goals and targets
- Roster of Site-Based Decision Making Team, including members of school leadership, counseling, teaching staff
- Counselor MEASURE reflects integration of CIP goals and needs for the work of the school counselor; reflects integration of Mission, Vision, and Goals
- Counselor TIMELINE and a list of assignments
- Review of School Counselor Needs Assessment

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.1 Human Capital				
<i>Recruits, selects, assigns, and inducts highly-effective educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leads and models high standards for all positions and responsibilities with clear and established human capital management systems</p> <p>Strategically places and shifts positions to best meet the needs of the school, teams, and students</p>	<p>Collaborates with leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs</p> <p>Analyzes existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit</p>	<p>Follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates</p> <p>Ensures that placements of high-quality staff are strategic based on student needs and teacher/staff strengths</p>	<p>Uses basic criteria and teachers' qualifications to recruit, select, and assign candidates</p> <p>Sometimes involves others in hiring decisions</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.2 Talent Management				
<i>Supports and retains highly effective educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Capitalizes on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention</p> <p>Establishes career pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight</p>	<p>Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers</p>	<p>Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers</p>	<p>Uses a mentoring support system as the primary means of supporting and retaining staff</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.3 Observations, Feedback, and Coaching				
<i>Conducts rigorous, calibrated, and supported observations</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leverages observations and feedback to build capacity with others as an established professional growth model</p> <p>Maintains and models coaching and actionable feedback as primary means of interacting with staff</p> <p>Establishes a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development</p>	<p>Systematically uses normed tools and processes with instructional leadership teams to analyze calibrated teacher observation data</p> <p>Establishes and makes available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance</p> <p>Conducts targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning</p>	<p>Uses normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time</p> <p>Reviews observation data and student achievement to ensure alignment between the two</p> <p>Provides timely, clear, and actionable feedback and coaching to all teachers</p> <p>Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching</p>	<p>Observes teachers primarily during scheduled observations and occasional walkthroughs</p> <p>Feedback is sometimes provided</p> <p>Provides coaching primarily to new teachers and those in need of support</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.4 Professional Development				
<i>Personalizes and aligns professional development</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Models a school-wide culture of learning and growth</p> <p>Leverages expertise to systematically develop and coach high fidelity practices</p> <p>Establishes a comprehensive professional development system that is frequent, reflective, and recursive</p> <p>Seamlessly integrates professional development and goal setting as cycles of improvement and refinement</p>	<p>Leverages leadership teams to consistently analyze performance, goal setting data, and growth plans</p> <p>Customizes research-based professional development and assesses implementation and impact on staff and student learning and achievement</p>	<p>Regularly uses observation and other relevant data to deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs</p> <p>Develops calendars for professional development that are modified based on data and teacher/student needs</p>	<p>Provides some professional development opportunities that are teacher-driven and/or delivered for all staff</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff On-boarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources
- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results
- Agendas from Campus-Based Professional Development and/or Faculty Meetings that includes school counselor or wellness/self-care
- Professional Development focused on trends in walkthroughs and Student Data/SLO
- Mentoring Plans
- Tiered Professional Development
- Established Interview Committees
- Campus customized interview questions
- Teacher Selection based on Zero-risk, teacher-fit, Equity and Diversity
- System implemented to determine teacher best suited for campus culture based on campus vision, values and mission for campus
- Teacher Survey
- Calendaring for Support meetings for Teacher Leaders: agendas, minutes, sign-in sheets

T-P ESS RUBRIC

Domain 3: Positive School Culture

Indicator 3.1 Safe Environment & High Expectations				
<i>Aligns the vision, mission, and goals to a safe environment and high expectations</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Serves as a catalyst and role model for other district and campus leaders in establishing clear purpose and direction</p> <p>Strategically connects and threads all school aspects to the visioning process</p> <p>Models and assumes high expectations from self and others</p>	<p>Leads leadership teams and stakeholders in establishing a unified purpose and shared vision</p> <p>Creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students</p> <p>Connects all initiatives and decisions to the vision</p> <p>Systematically assesses and measures the climate, challenges low expectations, and refines the vision as appropriate.</p>	<p>Involves stakeholder groups in creating and continuously refining the school’s mission, vision, goals, and values</p> <p>Uses this information to regularly guide decisions</p> <p>Ensures the vision and practices focus on a safe and orderly environment</p> <p>Maintains, and assumes from others, high expectations and shared ownership for student success</p>	<p>Develops and implements a shared vision and aligned goals</p> <p>Periodically uses the vision to guide school initiatives and decisions</p> <p>High expectations are sometimes evident</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 3: Positive School Culture

Indicator 3.2 Behavioral Expectations and Management Systems				
<i>Establishes clear expectations and systems for behaviors, including social and emotional supports</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Models a comprehensive school-wide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students</p> <p>Data is reflective of minimal behavioral issues and high performance</p> <p>Systematically tracks and analyzes data with leadership teams to proactively identify and respond to behavioral concerns</p>	<p>Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school’s mission, vision, values, and goals</p> <p>Embraces equity, diversity, and implications for behaviors</p> <p>Communicates, applies, and faithfully upholds school-wide routines and procedures that support the code of conduct and reflect the school’s mission, vision, values, and goals</p> <p>Fairly implements a system of rewards and consequences</p> <p>Consistently tracks and analyzes data to address patterns of issues</p>	<p>Proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school’s mission, vision, values, and goals</p> <p>Implements and executes the code of conduct as routine practice</p> <p>Supports teachers in implementing rewards and consequences at the classroom and school levels</p> <p>Regularly tracks and analyzes data</p>	<p>Enforces the code of conduct with established consequences</p> <p>Periodically reviews data, particularly for students with patterns of behavior</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 3: Positive School Culture

Indicator 3.3 Proactive and Responsive Student Support Services				
<i>Leads strategies to proactively provide and coordinate student support services</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leverages high-level, comprehensive internal and external services for students and their families</p> <p>Uses school-wide routines and procedures to proactively identify and respond to students' needs</p> <p>Incorporates wraparound services for high-need students through established case management processes</p>	<p>Establishes and implements multi-tiered systems of support to identify individual students' support needs</p> <p>Ensures that student's and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science</p> <p>Coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential</p>	<p>Ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught</p> <p>Provides structures to monitor individual progress, behavior, and emotional well-being</p> <p>Links internal and external support services to immediately respond to students' needs</p>	<p>Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 3: Positive School Culture

Indicator 3.4 Proactive and Responsive Student Support Services				
<i>Leads strategies to proactively provide and coordinate student support services</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Confidently serves as a driving force in creating a culture that welcomes all families and community members as partners</p> <p>Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes.</p> <p>Incorporates varied strategies to gather feedback from family and community partners</p> <p>Leverages the influence and synergy of the school and community stakeholders to work together in support of high levels of student achievement</p>	<p>Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families</p> <p>Establishes systems for staff to explicitly share critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/ community roles in decision making, supporting the school and student outcomes.</p> <p>Uses productivity and achievement data to increase authentic engagement and shared responsibility for student outcomes</p>	<p>Provides varied opportunities for all families to engage in critical aspects of student learning</p> <p>Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Establishes multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities</p> <p>Analyzes data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes</p>	<p>Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders</p> <p>Communicates essential information with families and the community</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 3: Positive School Culture

Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture & Climate Surveys
- Expectations for Performance Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family & Community Engagement Data
- Examples of data broken down by race and gender
- The 3 stated goals on the School Counselor Agreement and MEASURE identify specific services target specific needs in the CIP
- Approve the School Counselor MEASURE of Accountability and Review with them to ensure School Counselor is monitoring their work and student progress toward stated goals
- Makes and encourages changes on MEASURE when strategies are ineffective
- INOK Student Organization in daily SEL announcements and encouraging them to design Brain Breaks, Relate Breaks etc. throughout the day every day for the teachers
- Student support services staff have clear schedules and expectations providing direct services to students and families. Limited clerical and paperwork and not to exceed 10% fair share duties.
- Restorative Practices Implementation
- Implementation and Monitoring of SEL Support (formerly First Five0)
- Communication System with Parents for Behavior
- Parent Handbook
- Master Calendar
- Data Analysis leading to implementation: Climate Survey
- MTSS System
- PBIS
- Reduction of disproportionate referrals of students of color for SpEd Services
- Pathblazers Data
- Examples of recruitment and retention practices for teachers of color
- Equity Team meetings to address behavior, attendance and academic performance for students of color
- Agendas Demonstrating Regular Incorporation of Wellness and Self-care in Faculty Meetings and Professional Development akin to Brain Breaks and Relate Breaks to specific lessons in stress management
- School Counselor weekly or monthly schedule reviews pre- and post-test data and reviews teacher feedback regarding quality and delivery of lessons focused on SEL
- Calendar of Small Groups for Social Skills and Behavior Choices; review pre- and post-tests of students; review feedback from teachers regarding specific student improvement/recidivism
- Ensure state-mandated school counselor lessons about self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills occur.
- School counselor student referral process in place and known by staff; review FOCUS data to determine case management efforts; budget resources for school counseling lessons; calendar and plans for school counselor to meet with parents regarding a variety of information: suicide prevention, bullying, cyberbullying, college and career, etc.

T-PASS RUBRIC

Domain 4: High-Quality Curriculum

Indicator 4.1 Standards-based Curricula and Assessments				
<i>Ensures fidelity of implementation with state and district curricula and assessments</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leads student achievement through established, rigorous, and standards-based curricula and assessments</p> <p>Consistently builds capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments</p> <p>Utilizes leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons</p> <p>Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted reteach plans can be developed</p> <p>Establishes calendars with clear checkpoints, embedded corrective instruction, and spiraling for all students</p>	<p>Ensures teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence</p> <p>Ensures assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content</p> <p>Corrective instruction and spiraling are built into teaching and learning</p> <p>Establishes systems to support teachers in managing curriculum and assessment documents</p>	<p>Provides teachers with district-approved curricula and assessments</p> <p>Supports teachers in using and implementing expected curriculum and assessments</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 4: High-Quality Curriculum

Indicator 4.2 Instructional Resources and Professional Development				
<i>Facilitates access to instructional resources and professional development</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Coordinates a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes</p> <p>Designs and operates the curriculum resource system with clarity, coherence, and precision</p>	<p>Strategically aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching</p> <p>Consistently connects materials and resources to instructional needs of all students and student groups</p> <p>Provides ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities</p>	<p>Ensures instructional materials and resources are intentionally designed with expected rigor, key ideas, essential questions, and content-rich texts</p> <p>Connects materials and resources to needs of specific teachers, students and student groups</p> <p>Provides high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs</p>	<p>Provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments</p> <p>Provides some professional development for all teachers to assist with the use of resource</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC

Domain 4: High-Quality Curriculum

Examples of Artifacts and/or Evidence

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources
- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes
- Calibration Walks
- Master Calendar to reflect time embedded for PLCs
- Campus Improvement Plan
- Reteach Plans
- Data Analysis tracking for fidelity to implementation and student outcomes
- Campus Needs Assessment
- Utilization of the ELPS
- Leadership presentations focused on Equity and Student Groups: agendas, minutes and sign-ins

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.1 High-Performing Instructional Leadership Team				
<i>Creates a high-performing, skilled leadership team</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Systematically adheres to and models high levels of implementation of written protocols and processes</p> <p>Establishes clear instructional team roles and responsibilities with accountability measures</p> <p>Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance</p>	<p>Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions</p> <p>Builds capacity with others to lead and manage instructional initiatives</p> <p>Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills</p> <p>Monitors the effectiveness of team outcomes for staff and student performance</p>	<p>Uses written protocols and processes to regularly lead and manage leadership teams</p> <p>Implements these protocols and processes as standard operating procedures</p> <p>Identifies needs and regularly supports the development of leadership team members</p>	<p>Uses some written protocols and processes for broader instructional leadership tasks</p> <p>Involves leadership teams in some instructional leadership responsibilities</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 5: Effective Instruction

Indicator 5.2 Objective-Driven Plans				
<i>Supports the development of objective-driven daily lesson plans</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Empowers, challenges, and supports staff in leading and managing planning with respective teams</p> <p>Uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans</p>	<p>Develops, maintains, and monitors a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components</p> <p>Utilizes leadership teams to assess the fidelity and impact of plans on learning and achievement for all students</p> <p>Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery</p>	<p>Ensures the unpacking of standards and the analysis of curricular resources, including assessments</p> <p>Communicates and monitors the expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery</p> <p>Regularly monitors the quality of plans and provides feedback</p>	<p>Communicates an expectation for teachers to internalize, modify, or develop daily lesson plans and submit them</p> <p>Monitors teachers' submissions</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.3 Effective Classroom Routines and Instructional Strategies				
<i>Develops effective routines, instructional strategies, and experiences for all students</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Strategically develops model classrooms to showcase effective instructional practices;</p> <p>Leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms</p>	<p>Actively utilizes leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies</p> <p>Provides real-time feedback to teachers as strategies are practices and implemented</p> <p>Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices</p>	<p>Facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms</p> <p>Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric</p>	<p>Incorporates instructional routines and strategies that are teacher-driven</p> <p>Monitors the effectiveness of practices when teacher and/or student needs arise</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.4 Data-Drive Instruction				
<i>Monitors multiple forms of data to guide instructional decisions and maximize performance</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Empowers, challenges, and supports staff with comprehensive data management and analyses systems</p> <p>Teams make data-driven decisions as a routine practice and individually track their own data</p> <p>Students take ownership of and act on their data</p> <p>Data extends beyond varied academic sources</p>	<p>Leverages all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs</p> <p>Ensures teachers, students, and strategies are matched to maximize growth</p> <p>Implements schedules to facilitate frequent and recurring data meetings with teachers</p> <p>Ensures data meetings include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work</p>	<p>Supports teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups</p> <p>Ensures teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery</p> <p>Focuses teachers on regular analysis of student work</p>	<p>Communicates an expectation for teachers to analyze multiple forms of academic data</p> <p>Sometimes reviews other sources of data beyond academics</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.5 Response to Intervention				
<i>Leverages resources to respond in a timely manner to all students' needs</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Prioritizes schedules and targets resources to strategically address the instructional needs of students, address growth, and close achievement gaps</p> <p>Systematically involves teams of teachers in tracking learning, growth and achievement for students who need interventions</p> <p>Closing gaps are evident and student achievement increases</p>	<p>Leverages leadership teams to systematically lead and monitor diagnostics and interventions</p> <p>Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly-effective teachers and address learning needs</p> <p>Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs</p> <p>Creates and maintains systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions</p>	<p>Ensures student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Monitors interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers</p> <p>Implements data monitoring and tracking systems for each teacher and student</p> <p>Uses regular and extended day schedules to regularly provide interventions</p>	<p>Uses limited data to identify students' learning needs</p> <p>Relies on teachers to provide necessary interventions</p> <p>Focuses primarily on students with the greatest learning needs</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC

Domain 5: Effective Instruction

Examples of Artifacts and/or Evidence

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices
- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes
- Teacher Tracking Systems for Students
- Response to Data using MAPS
- Formative and Summative Assessment Data
- Data Management Systems
- Student Achievement and Testing Data
- Response to Intervention
- Tracking, Data and Meetings

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.1 Ethics & Standards				
<i>Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other campus leaders and assistant principals.	Collaborates with the principal and leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	In conjunction with the principal, develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	<i>Comment required</i>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.2 Schedules for Core Leadership Tasks				
<i>Focuses calendars and time to address leadership and instructional priorities</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Strategically adheres to core leadership tasks</p> <p>Has detailed calendaring systems</p> <p>Coaches & leads others on managing and prioritizing their time and tasks</p> <p>Supports the principal in ensuring efficient and effective operations are upheld with instruction as the priority</p>	<p>Supports the principal to strategically define priorities and to lead, delegate, calendar, and communicate core leadership tasks</p> <p>Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others</p> <p>Makes adjustments to respond to changes in instructional needs and priorities</p> <p>Collaborates with the principal and staff to monitor calendars that consistently maximize learning time and operations that enable student learning</p>	<p>Leads with clear, written, and transparent roles and responsibilities</p> <p>In collaboration with the principal, develops a school calendar with key instructional leadership tasks</p> <p>Defines and calendars personal core leadership tasks with clear priorities for instruction</p> <p>Supports the principal in ensuring that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning</p>	<p>Carries out general leadership roles and responsibilities under the direct supervision of the principal, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.3 Strategic Planning				
<i>Leads focused planning processes with strategic monitoring of outcomes</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Systematically collaborates with the principal to leverage strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven</p> <p>Supports the principal in maintaining clear continuous improvement and decision-making processes that are linked to the plan</p>	<p>Collaborates with the principal to leverages all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally-focused</p> <p>Uses multiple quantitative and qualitative data sources to give critical assistance to the principal.</p> <p>Strategically supports the principal's work to establish aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions</p> <p>Consistently uses the plan to support the principal with decision-making and adjusts accordingly</p>	<p>Co-develops, with the principal and leadership team, a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners</p> <p>Includes multiple sources of data</p> <p>Ensures the plan is rigorous and instructionally-focused</p> <p>Uses the plan and data to assist the principal in decision-making and adjusts accordingly</p>	<p>Understands and is able to articulate the school and principal's plan</p> <p>Sometimes conducts formative reviews of the strategies with the principal's guidance</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.4 Change Facilitation				
<i>Productively manages changes processes</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Confidently challenges the status quo and serves as a driving force in initiating and managing changes under the supervision and guidance of the principal</p> <p>Proactively anticipates and manages change initiatives in collaboration with the principal</p> <p>Actively leads change initiatives with clear solutions, resiliency, and productivity</p> <p>Builds capacity in others to effectively lead change</p>	<p>Leads assigned leadership or campus teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices</p> <p>Uses productivity and achievement data to consistently communicate the need for change to the principal and staff, as applicable</p> <p>Supports the principal in developing clear and concise actions that create the opportunity for stackable success</p> <p>Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities</p>	<p>Interacts with a solutions-oriented mindset and empowers staff to take ownership of improvement initiatives under the principal's guidance</p> <p>Collaborates with the principal to initiate and facilitate necessary change using a student outcome lens</p> <p>Clearly articulates and involves others in the change processes</p>	<p>Articulates the need for solutions and accepts some responsibility for change and continuous improvement</p> <p>Sometimes acts on needed change with limited solutions</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Indicator 1.5 Coaching, Growth, Feedback, and Professional Development				
<i>Models personal commitment to developing self and others</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Serves as a role model for continuous improvement with other campus leaders and assistant principals</p> <p>Consistently coaches other leaders within the campus</p> <p>Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others</p>	<p>Proactively seeks coaching and feedback from supervisors, the principal, peers, and staff, and models these interactions as standard practices</p> <p>Strategically plans for participation in learning opportunities</p> <p>Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes</p>	<p>Regularly seeks coaching and feedback from supervisors, the principal, peers, and staff</p> <p>Regularly incorporates refinements to adapt and improve practices</p> <p>Maintains a growth mindset for self and others</p> <p>Aligns growth to the needs of the school and student outcomes</p>	<p>Sometimes seeks coaching and feedback from supervisors</p> <p>Understand the importance of growth for self and others</p> <p>Engages in limited professional development</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 1: Strong School Leadership & Planning

Examples of Artifacts and/or Evidence

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents
- Budgets & Fiscal Management Systems
- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan & Monitoring Processes
- Feedback & Evidence of Follow-up in Eduphoria! Strive
- Strategic Planning and Monitoring Processes
- Productivity and Achievement Data: Students and Staff
- Change Processes and Actions
- Professional Development Plans and Results

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 2: Effective, Well-Supported Teachers

Indicator 2.1 Human Capital				
<i>Recruits, selects, assigns, and inducts highly-effective educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leads and models high standards for all positions and responsibilities with clear and established human capital management systems</p> <p>Strategically contributes and provides input to the principal to place and shift positions to best meet the needs of the school, teams, and students</p>	<p>Collaborates with campus principal and leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs</p> <p>Works with campus principal to analyze existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit</p>	<p>In collaboration with the campus principal, follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates</p> <p>Assists the campus principal to ensure that placements of high-quality staff are strategic based on student needs and teacher/staff strengths</p>	<p>As directed by the campus principal, uses basic criteria and teachers' qualifications to recruit, select, and assign candidates</p> <p>Sometimes becomes involves others in hiring decisions and processes</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.2 Talent Management				
<i>Supports and retains highly effective educators</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Works with the campus principal to capitalize on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention</p> <p>Collaborates with the campus principal to create career pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight</p>	<p>Systematically supports a clear clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses principal, administrative team, and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers</p>	<p>Assists the campus principal in routinely implementing targeted, and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers</p> <p>In collaboration with the campus principal, gathers input from teachers to develop strategies for the retention of effective teachers</p>	<p>Sometimes supports the campus principal with using a mentoring support system as the primary means of supporting and retaining staff</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.3 Observations, Feedback, and Coaching				
<i>Conducts rigorous, calibrated, and supported observations</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leverages observations and feedback to build capacity with others as an established professional growth model under the supervision and guidance of the campus principal</p> <p>Maintains and models coaching and actionable feedback as primary means of interacting with staff</p> <p>Supports the establishment of a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development</p>	<p>Calibrates with the campus principal to systematically use normed tools and processes with instructional leadership teams to analyze teacher observation data</p> <p>Shares responsibility with campus principal to establish and make available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance</p> <p>Collaborates with campus principal to conduct targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning</p>	<p>Supports the campus principal in using normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time</p> <p>Reviews observation data and student achievement to ensure alignment between the two</p> <p>Systematically reviews observation data with campus principal to calibrate and make campus decisions.</p> <p>Provides timely, clear, and actionable feedback and coaching to all teachers</p> <p>Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching</p>	<p>Observes teachers primarily during scheduled observations and occasional walkthroughs</p> <p>Feedback is sometimes provided</p> <p>Provides coaching primarily to new teachers and those in need of support</p> <p>Sometimes reviews observation data with campus principal to calibrate and make campus decisions</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Indicator 2.4 Professional Development				
<i>Personalizes and aligns professional development</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Models a school-wide culture of learning and growth</p> <p>Works with campus principal to leverage expertise to systematically develop and coach high fidelity practices</p> <p>Collaborates with the campus principal to establish a comprehensive professional development system that is frequent, reflective, and recursive</p> <p>Supports the seamless integration of professional development and goal setting as cycles of improvement and refinement</p>	<p>Supports the campus principal to leverage leadership teams to consistently analyze performance and goal setting data</p> <p>Works with the campus principal to customize research-based professional development and assesses implementation and impact on staff and student learning and achievement</p>	<p>Regularly uses observation and other relevant data to deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs</p> <p>Assists the campus principal to develop calendars for professional development that are modified based on data and teacher/student needs</p>	<p>Sometimes works with and supports the campus principal to provide professional development opportunities for staff</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC

Domain 2: Effective, Well-Supported Teachers

Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff Onboarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources
- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results

T-P ESS RUBRIC (ASST. PRINCIPALS)

Domain 3: Positive School Culture

Indicator 3.1 Safe Environment & High Expectations				
<i>Aligns the vision, mission, and goals to a safe environment and high expectations</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Serves as a catalyst and role model for other district and campus leaders in establishing clear purpose and direction</p> <p>Works in conjunction with the campus principal to strategically connect and thread all school aspects to the visioning process</p> <p>Models and assumes high expectations from self and others</p>	<p>Leads leadership teams and stakeholders in establishing a unified purpose and shared vision in collaboration with the campus principal and independently, as appropriate</p> <p>In collaboration with the campus principal, creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students</p> <p>Connects all initiatives and decisions to the campus principal's vision and supports rollout efforts</p> <p>Assists the campus principal to systematically assess and measure the climate, challenges low expectations, and refines the vision as appropriate.</p>	<p>Plays a key role in the campus principal's ability to involve stakeholder groups in creating and continuously refining the school's mission, vision, goals, and values</p> <p>Uses this information to regularly guide decisions with the campus principal</p> <p>Ensures the vision and practices focus on a safe and orderly environment</p> <p>Maintains, and assumes from others including the campus principal, high expectations and shared ownership for student success</p>	<p>Understands and helps to implement the campus principal's shared vision and aligned goals</p> <p>Periodically uses the vision to guide school initiatives and decisions</p> <p>High expectations are sometimes evident</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC (ASST. PRINCIPALS)

Domain 3: Positive School Culture

Indicator 3.2 Behavioral Expectations and Management Systems				
<i>Establishes clear expectations and systems for behaviors, including social and emotional supports</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Models a comprehensive school-wide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students</p> <p>Data is reflective of minimal behavioral issues and high performance</p> <p>Systematically tracks and analyzes data with leadership teams and the campus principal to proactively identify and respond to behavioral concerns</p>	<p>Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals</p> <p>Embraces equity, diversity, and implications for behaviors</p> <p>Communicates, applies, and faithfully upholds school-wide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals</p> <p>Fairly implements a system of rewards and consequences</p> <p>Consistently tracks and analyzes data to address patterns of issues with the campus principal</p>	<p>Collaborates and proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals Implements and executes the code of conduct as routine practice</p> <p>Implements and executes the code of conduct as routine practice</p> <p>Supports the campus principal and teachers in implementing rewards and consequences at the classroom and school levels</p> <p>Regularly tracks and analyzes data as part of the larger system</p>	<p>Enforces the code of conduct with established consequences</p> <p>Periodically reviews data, particularly for students with patterns of behavior</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC (ASST. PRINCIPALS)

Domain 3: Positive School Culture

Indicator 3.3 Proactive and Responsive Student Support Services				
<i>Leads strategies to proactively provide and coordinate student support services</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Leverages high-level, comprehensive internal and external services for students and their families</p> <p>In collaboration with the campus principal, uses school-wide routines and procedures to proactively identify and respond to students' needs</p> <p>Plays a key role with the campus principal in incorporating wraparound services for high-need students through established case management processes</p>	<p>Works with the campus principal to establish and implement multi-tiered systems of support to identify individual students' support needs</p> <p>Ensures that student's and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science</p> <p>Co-coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential</p>	<p>With the campus principal, ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught</p> <p>With the campus principal, provides structures to monitor individual progress, behavior, and emotional well-being</p> <p>Links internal and external support services to immediately respond to students' needs</p>	<p>Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC (ASST. PRINCIPALS)

Domain 3: Positive School Culture

Indicator 3.4 Proactive and Responsive Student Support Services				
<i>Leads strategies to proactively provide and coordinate student support services</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Confidently serves as a driving force in creating a culture that welcomes all families and community members as partners</p> <p>Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes.</p> <p>Incorporates varied strategies to gather feedback from family and community partners in collaboration with the campus principal</p> <p>Leverages the influence and synergy of the school and community stakeholders to work together in support of high levels of student achievement</p>	<p>Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families</p> <p>Routinely supports the campus principal's systems for staff to explicitly share critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/community roles in decision making, supporting the school and student outcomes. under the guidance of the campus principal</p> <p>Assists the campus principal in using productivity and achievement data to increase authentic engagement and shared responsibility for student outcomes</p>	<p>Assists to provide varied opportunities for all families to engage in critical aspects of student learning</p> <p>Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Assists the campus principal in establishing multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities</p> <p>Supports the campus principal in analyzing data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes and helps guide their decision-making process</p>	<p>Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders</p> <p>Communicates essential information with families and the community under the campus principal's guidance</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 3: Positive School Culture

Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture & Climate Surveys
- Expectations for Performance Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family & Community Engagement Data

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 4: High-Quality Curriculum

Indicator 4.1 Standards-based Curricula and Assessments				
<i>Ensures fidelity of implementation with state and district curricula and assessments</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Co-leads student achievement with the campus principal through established, rigorous, and standards-based curricula and assessments</p> <p>Works with campus principal to consistently build capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments in collaboration with the campus principal</p> <p>Works with campus principal and leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons</p> <p>Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted reteach plans can be developed</p> <p>Establishes calendars with the campus principal that include clear checkpoints, embedded corrective instruction, and spiraling for all students</p>	<p>Assists the campus principal in ensuring teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence</p> <p>Supports the campus principal in ensuring assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content</p> <p>Corrective instruction and spiraling are built into teaching and learning</p> <p>With the campus principal, establishes systems to support teachers in managing curriculum and assessment documents</p>	<p>Assists the campus principal in providing teachers with district-approved curricula and assessments</p> <p>Sometimes supports teachers in using and implementing expected curriculum and assessments</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 4: High-Quality Curriculum

Indicator 4.2 Instructional Resources and Professional Development				
<i>Facilitates access to instructional resources and professional development</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Plays a key role in coordination of a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes</p> <p>Supports the campus principal as the driving force behind the design and operation of a curriculum resource system with clarity, coherence, and precision</p>	<p>Works with campus principal to strategically align instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching</p> <p>Consistently connects materials and resources to instructional needs of all students and student groups</p> <p>Supports the principal in providing ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities</p>	<p>Works with campus principal to strategically ensure instructional materials and resources are intentionally designed with expected rigor, key ideas, essential questions, and content-rich texts</p> <p>Connects materials and resources to needs of specific teachers, students and student groups</p> <p>Supports the campus principal in providing high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs</p>	<p>As directed by the campus principal, provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments</p> <p>As directed by the campus principal, provides some professional development for all teachers to assist with the use of resource</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 4: High-Quality Curriculum

Examples of Artifacts and/or Evidence

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources
- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes
- Calibration Walks
- Master Calendar to reflect time embedded for PLCs
- Campus Improvement Plan
- Reteach Plans
- Data Analysis tracking for fidelity to implementation and student outcomes
- Campus Needs Assessment
- Utilization of the ELPS

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.1 High-Performing Instructional Leadership Team				
<i>Creates a high-performing, skilled leadership team</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Systematically adheres to and models high levels of implementation of written protocols and processes</p> <p>In coordination with the campus principal, establishes clear instructional team roles and responsibilities with accountability measures</p> <p>Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance</p>	<p>Supports the campus principal to incorporate written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions</p> <p>Builds capacity with others to lead and manage instructional initiatives aligned to the campus goals and vision</p> <p>Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills</p> <p>Supports the campus principal in the monitoring the effectiveness of team outcomes for staff and student performance</p>	<p>Uses written protocols and processes to regularly support the principal in leading and managing leadership teams</p> <p>Implements these protocols and processes as standard operating procedures</p> <p>Works with the campus principal to identify needs and regularly supports the development of leadership team members</p>	<p>Uses some written protocols and processes for broader instructional leadership tasks</p> <p>When directed by the campus principal, involves leadership teams in some instructional leadership responsibilities</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.2 Objective-Driven Plans				
<i>Supports the development of objective-driven daily lesson plans</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>In coordination with the campus principal, empowers, challenges, and supports staff in leading and managing planning with respective teams</p> <p>In coordination with the campus principal, uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components</p> <p>Supports the utilization of leadership teams to assess the fidelity and impact of plans on learning and achievement for all students</p> <p>Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery</p>	<p>Ensures the unpacking of standards and the analysis of curricular resources, including assessments</p> <p>Communicates and monitors the expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery</p> <p>Regularly monitors the quality of plans and provides feedback</p>	<p>Communicates the campus principal's expectation for teachers to internalize, modify, or develop daily lesson plans and submit them</p> <p>Monitors teachers' submissions</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.3 Effective Classroom Routines and Instructional Strategies				
<i>Develops effective routines, instructional strategies, and experiences for all students</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Supports the campus principal to strategically develops model classrooms to showcase effective instructional practices;</p> <p>Collaboratively leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms</p>	<p>Assists in actively utilizing leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies</p> <p>Provides real-time feedback to teachers as strategies are practices and implemented</p> <p>Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices</p>	<p>Co-facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms</p> <p>Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric</p>	<p>Supports campus instructional routines and strategies that are teacher-driven</p> <p>As directed by the campus principal, monitors the effectiveness of practices when teacher and/or student needs arise</p>	<p><i>Comment required</i></p>

T-P ESS RUBRIC

Domain 5: Effective Instruction

Indicator 5.4 Data-Drive Instruction				
<i>Monitors multiple forms of data to guide instructional decisions and maximize performance</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Supports the campus principal's work to empower, challenge, and support staff with comprehensive data management and analyses systems</p> <p>Collaboratively ensures that teams make data-driven decisions as a routine practice and individually track their own data</p> <p>Students take ownership of and act on their data</p> <p>Supports the campus principal to ensure that data extends beyond varied academic sources</p>	<p>Assists in leveraging all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs</p> <p>In coordination with the campus principal, ensures teachers, students, and strategies are matched to maximize growth</p> <p>Assists with the implementation of schedules to facilitate frequent and recurring data meetings with teachers</p> <p>Supports the implementation of data meetings that include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work</p>	<p>Supports the campus principal and teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups</p> <p>Assists to ensure teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery</p> <p>Focuses teachers on regular analysis of student work</p>	<p>Communicates the campus expectation for teachers to analyze multiple forms of academic data</p> <p>Sometimes reviews other sources of data beyond academics</p>	<p><i>Comment required</i></p>

T-PASS RUBRIC

Domain 5: Effective Instruction

Indicator 5.5 Response to Intervention				
<i>Leverages resources to respond in a timely manner to all students' needs</i>				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
<p>Collaborates with the campus principal to prioritize schedules and targets resources to strategically address the instructional needs of students, address growth, and close achievement gaps</p> <p>Makes noteworthy contributions toward helping the campus principal systematically involve teams of teachers in tracking learning, growth and achievement for students who need interventions</p> <p>Closing gaps are evident and student achievement increases as a result of leadership strategies</p>	<p>Actively assists to leverage leadership teams to systematically lead and monitor diagnostics and interventions</p> <p>Collaboratively ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly-effective teachers and address learning needs</p> <p>Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs</p> <p>Works with the campus principal to create and maintain systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions</p>	<p>Supports the campus principal in ensuring student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Routinely works with the campus principal to monitor interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers</p> <p>Supports the campus principal in the implementation of data monitoring and tracking systems for each teacher and student</p> <p>Assists with regular and extended day schedules to regularly provide interventions</p>	<p>Uses limited data to collaboratively identify students' learning needs</p> <p>Relies on teachers to provide necessary interventions</p> <p>Focuses primarily on students with the greatest learning needs</p>	<p><i>Comment required</i></p>

T-PESS RUBRIC (ASST. PRINCIPALS)

Domain 5: Effective Instruction

Examples of Artifacts and/or Evidence

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices
- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes
- Teacher Tracking Systems for Students
- Formative and Summative Assessment Data
- Data Management Systems
- Student Achievement and Testing Data
- Tracking, Data and Meetings

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Agendas: Campus-Based Professional Development		●			
Agendas: Equity Presentations			●	●	
Agendas: Faculty Meetings		●			
Agendas: Wellness and Self-Care			●		
Calendars & Schedules: Master Calendar	●		●	●	
Calendars & Schedules: MTSS Meetings	●				
Calendars & Schedules: PLC Calendar	●			●	
Calendars & Schedules: SEL Activities			●		
Calendars & Schedules: Support Meetings for Teacher Leaders		●			
Calendars & Schedules: Walkthroughs	●				

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Campus Improvement Plan	●	●	●	●	
Campus Needs Assessment				●	
Code of Ethics/Behaviors	●				
Curricular Materials				●	
Data Analysis & Response: Family & Community Engagement Data			●		
Data Analysis & Response: Feedback & Evidence of Follow-up in Eduphoria	●				
Data Analysis & Response: Leadership Focus on Campus Goals & Targets	●				
Data Analysis & Response: Pathblazers Data			●		
Data Analysis & Response: PBIS			●		
Data Analysis & Response: Productivity and Achievement Data: Students & Staff	●				

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Data Analysis & Response: Productivity and Data Achievement Systems, i.e. data walls	●				
Data Analysis & Response: Response to Data using MAPS					●
Data Analysis & Response: Reteach Plans				●	
Data Analysis & Response: Tracking for Fidelity to Implementation & Student Outcomes				●	
Data Analysis & Response: Formative & Summative Assessments & Data				●	●
Effective Classroom Routines					●
Human Capital & Talent Management: Calibration Walks				●	
Human Capital & Talent Management: Campus-Customized Interview Questions		●			
Human Capital & Talent Management: Established Interview Committees		●			
Human Capital & Talent Management: Teacher and Staff On-boarding		●			

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Human Capital & Talent Management: Teacher Capacity-Building Strategies		●			
Human Capital & Talent Management: Teacher Goal Setting Data & Results		●			
Human Capital & Talent Management: Teacher Placement Decisions		●			
Human Capital & Talent Management: Teacher Professional Growth Plans		●			
Human Capital & Talent Management: Teacher Recruiting & Hiring Processes		●			
Human Capital & Talent Management: Teacher Recruiting & Retention Practices for Teachers of Color		●	●		
Human Capital & Talent Management: Teacher Retention Data		●	●		
Human Capital & Talent Management: Teacher Selection based on Zero-Risk, Teacher-Fit, Equity & Diversity		●			
Human Capital & Talent Management: Tiered Professional Development		●			
Human Capital & Talent Management: Walkthroughs and Observations		●			●

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Leadership Team Decision-Making Processes				●	
Leadership Team Protocols	●			●	●
Leadership Team Roles and Responsibilities	●				●
Lesson & Unit Plans				●	
Mission, Vision, Goals, Values/Beliefs	●		●		
Objective-Driven Lesson Plans					●
Processes & Systems: Budgets & Fiscal Management	●				
Processes & Systems: Case Management			●		
Processes & Systems: Change Processes and Actions	●				
Processes & Systems: Coaching & Other Support Systems	●	●			

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Processes & Systems: Communication of Clear Expectations for 504 Accommodations	●				
Processes & Systems: Communication System with Parents for Behavior			●		
Processes & Systems: Communication with Families			●		
Processes & Systems: Data Management					●
Processes & Systems: Discipline Data Tracking			●		●
Processes & Systems: Education Plans for Identified Students				●	
Processes & Systems: Expectations for Performance Behavior Expectations and Management Systems for Students and Staff			●		
Processes & Systems: Implementation and Monitoring of SEL Support			●		
Processes & Systems: INOK Student Organization in Daily SEL Announcements			●		
Processes & Systems: Leadership Team Agendas & Minutes	●			●	●

ARTIFACT CROSSWALK

T-PESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Processes & Systems: Mentoring Plans		●			
Processes & Systems: Monitoring	●				●
Processes & Systems: MTSS System			●		
Processes & Systems: Parent Handbook			●		
Processes & Systems: Partner Agreements			●		
Processes & Systems: Reduction of Disproportionate Referrals of Students of Color for SpEd Services			●		
Processes & Systems: Roster of Site-Based Decision Making Team	●				
Processes & Systems: Staff Coaching					●
Processes & Systems: Teacher Tracking Systems for Students					●
Professional Development Calendar	●				

ARTIFACT CROSSWALK

T-PESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Professional Development focused on Trends in Walkthroughs and Student Data		●			
Professional Development Plans	●	●		●	
Professional Development Resources		●		●	
Professional Development Results	●	●		●	
Professional Transcripts on Eduphoria	●				
Research-Based Campus & Instructional Practices					●
Response to Intervention					●
Restorative Practices Implementation			●		
School Counselor Agreement & MEASURE align with CIP			●		
School Counselor MEASURE reflects integration of CIP goals	●				

ARTIFACT CROSSWALK

T-PESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
School Counselor Needs Assessments	●				
School Counselor Schedule Reviews			●		
School Counselor State-Mandated SEL Lessons			●		
School Counselor Student Referral Process			●		
School Counselor TIMELINE and list of assignments	●				
School Safety/Emergency Operations Plan			●		
Scope & Sequence				●	
Student Achievement & Testing Data				●	●
Student Data broken down by Race & Gender			●		
Student Support Services			●		

ARTIFACT CROSSWALK

T-P ESS Artifacts	DOMAIN 1 Strong School Leadership & Planning	DOMAIN 2 Effective, Well-Supported Teachers	DOMAIN 3 Positive School Culture	DOMAIN 4 High-Quality Curriculum	DOMAIN 5 Effective Instruction
Survey(s): Culture & Climate	●		●		
Survey(s): Data Analysis Leading to Implementation			●		
Survey(s): Feedback from Surveys, i.e. climate, teacher, & student	●				
Survey(s): Teacher		●			
TEKS Studies				●	
Utilization of the ELPS				●	
Visioning Documents	●				

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Office of Employee Performance & Evaluation