

**TCSJ IMPACT Observation Rubric**  
**Essentials for Teaching: Observation of Practice**

<b>1: Create Equitable <u>Community and Culture</u> in the Classroom and Implement Effective Norms and Routines</b>			
<b>Beginning</b>	<b>Emerging</b>	<b>Competent</b>	<b>Successful</b>
<p>The teacher <i>begins</i> to build a <b>community and culture</b> of trusting relationships with students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher begins to learn about his/her students' intellectual and personal experiences.</li> <li><input type="checkbox"/> Teacher begins to engage students in conversations that demonstrate interest.</li> <li><input type="checkbox"/> Teacher begins to establish a safe environment while promoting student effort and engagement.</li> <li><input type="checkbox"/> The teacher implements a learning environment that elicits students taking leadership opportunities to support one another, respect each other's individual cultures, and resolve student conflicts.</li> </ul>	<p>The teacher <i>works to</i> build a <b>community and culture</b> of trusting relationships with students by implementing a few strategies that establish positive relationships and fosters the development of students' learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher knows his/her students' intellectual and some personal experiences.</li> <li><input type="checkbox"/> Norms are established that support discussion and interactions with teacher and students.</li> <li><input type="checkbox"/> At times, the teacher and students may greet one another in a positive and respectful manner.</li> <li><input type="checkbox"/> Teacher and students occasionally engage in conversations that demonstrate interest in one another.</li> <li><input type="checkbox"/> Teacher occasionally provides supports so that students are able to demonstrate interest in one another's ideas.</li> <li><input type="checkbox"/> Teacher regularly maintains a safe environment while implementing strategies that foster student learning.</li> </ul>	<p>The teacher builds a <b>community and culture</b> of trusting relationships with and among <i>all</i> students by implementing strategies to establish positive, individual relationships that demonstrate care and interest. The students clearly respect and value one another's ideas and ways of thinking.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher understands his/her students' socioeconomic, cultural, linguistic, intellectual, and personal experiences and develops relationships with students.</li> <li><input type="checkbox"/> Norms are established that foster safe and respectful interactions between the teacher and students.</li> <li><input type="checkbox"/> Teacher and students regularly greet one another in a positive and respectful manner.</li> <li><input type="checkbox"/> Teacher and students regularly have conversations that demonstrate interest in one another.</li> <li><input type="checkbox"/> Teacher regularly provides prompts and sentence frames to support students as they demonstrate interest in one another's ideas.</li> <li><input type="checkbox"/> Teacher and students exhibit evidence of positive individual relationships.</li> <li><input type="checkbox"/> A culture of respect and safety is fostered while strategies are utilized that enable students to learn from one another as well as the teacher.</li> <li><input type="checkbox"/> Teacher occasionally follows-up with students who are having difficulty in class or in personal situations.</li> </ul>	<p>The teacher builds a <b>community and culture</b> of trusting relationships with and among all students by <i>routinely</i> implementing strategies to establish positive, individual relationships that demonstrate care and interest. The students clearly respect and value one another's' ideas, ways of thinking <i>and</i> exhibit positive dispositions to learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher understands and values his/her students' socioeconomic, cultural, linguistic intellectual, and personal experiences and develops a relationship based on respect and trust with students.</li> <li><input type="checkbox"/> Students take leadership opportunities to support one another and resolve conflicts.</li> <li><input type="checkbox"/> Norms are established and teacher and students hold one another accountable to them. Norms foster safe and respectful interactions between the teacher and students.</li> <li><input type="checkbox"/> Teacher and students greet one another in a positive and respectful manner throughout the day.</li> <li><input type="checkbox"/> Teacher and students engage in conversations that demonstrate care, respect and interest in one another as part of the daily routine.</li> <li><input type="checkbox"/> Teacher consistently models and supports language and behavior that demonstrates care and interest in students and colleagues.</li> <li><input type="checkbox"/> Teacher exhibits evidence of positive individual relationships throughout the classroom community.</li> <li><input type="checkbox"/> Teacher and students consistently demonstrate mutual respect and engage in collaborative learning and positive interactions.</li> <li><input type="checkbox"/> Teacher promotes an age appropriate culture of inquiry and sharing of diverse perspectives to address issues related to race, ethnicity, culture, language, religion, sex, or gender.</li> <li><input type="checkbox"/> Teacher consistently follows-up with students who are having difficulty in class or in personal situations.</li> </ul>

**1: Create Equitable Community and Culture in the Classroom and Implement Effective Norms and Routines**

Beginning	Emerging	Competent	Successful
<p>The teacher begins to specify and reinforce <b>student behavior</b> by beginning to establish expectations and rules and/or norms. The teacher begins to implement <b>organizational routines</b> for classroom tasks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom rules/norms are developed and students adhere to them inconsistently</li> <li><input type="checkbox"/> Teacher inconsistently follows or enforces the rules/norms.</li> <li><input type="checkbox"/> Teacher spends a substantial amount of time trying to manage off-task behaviors of the class</li> <li><input type="checkbox"/> Procedures and routines are explained and reinforced inconsistently, resulting in loss of instruction</li> <li><input type="checkbox"/> Physical environment is cluttered and unorganized</li> <li><input type="checkbox"/> Student movement is impeded.</li> <li><input type="checkbox"/> Materials are unorganized and difficult to access</li> </ul>	<p>The teacher is usually able to specify and reinforce productive <b>student behavior</b> by implementing, adjusting and re-establishing effective <b>norms</b> and <b>organizational routines</b> to support equitable participation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rules and/or norms are established and students usually adhere to them.</li> <li><input type="checkbox"/> Teacher consistently follows set rules/norms and usually enforces rules/norms equitably.</li> <li><input type="checkbox"/> Teacher sometimes makes adjustments to norms or rules based on student input/feedback.</li> <li><input type="checkbox"/> Class/school-wide expectations are taught but inconsistently referred to and enforced.</li> <li><input type="checkbox"/> Physical environment is mostly free of clutter and somewhat organized: floor, walls, desks, tables, counters, chairs</li> <li><input type="checkbox"/> Most work areas are accessible</li> <li><input type="checkbox"/> Most materials are organized</li> </ul>	<p>The teacher is able to specify and reinforce productive <b>student behavior</b> and equitable participation by emphasizing established <b>norms</b>, routines, and expectations. The teacher's <b>organizational routines</b> for classroom tasks maximize instructional minutes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students follow established class expectations, rules and norms with minimal prompting.</li> <li><input type="checkbox"/> Teacher consistently follows and enforces rules/norms equitably.</li> <li><input type="checkbox"/> Teacher discusses and reinforces productive behaviors.</li> <li><input type="checkbox"/> Teacher is often able to redirect student behaviors by reiterating rules/norms</li> <li><input type="checkbox"/> Class/school-wide expectations are consistently taught and practiced</li> <li><input type="checkbox"/> Class routines are established through the use of procedures</li> <li><input type="checkbox"/> Procedures are consistently reinforced</li> <li><input type="checkbox"/> Physical environment is free of clutter and organized: floor, walls, desks, tables, counters, chairs</li> <li><input type="checkbox"/> All work areas are accessible</li> <li><input type="checkbox"/> Materials are organized and accessible</li> </ul>	<p>The teacher specifies and reinforces productive <b>student behavior</b> by revisiting and reinforcing norms to support equitable participation and clear expectations. The teacher teaches and positively <i>and strategically</i> reinforces productive behavior while redirecting off-task behavior. The teacher implements <b>organizational routines</b> to maximize instructional minutes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Norms to support equitable participation are established and students and teacher routinely adhere to them.</li> <li><input type="checkbox"/> Most students are aware of and self-monitor their adherence to expectations for behavior.</li> <li><input type="checkbox"/> Teacher consistently recognizes and reinforces productive behavior</li> <li><input type="checkbox"/> Teacher quickly and effectively redirects students' off task behavior.</li> <li><input type="checkbox"/> Class/school-wide expectations are re-taught as deemed necessary</li> <li><input type="checkbox"/> Class/school-wide expectations are embedded into the class culture and behavior</li> <li><input type="checkbox"/> Procedures are embedded into the class culture</li> <li><input type="checkbox"/> Students are able to demonstrate clear understanding of routines in the absence of the teacher.</li> <li><input type="checkbox"/> Physical environment is clean and orderly</li> <li><input type="checkbox"/> Arrangement supports flexible movement and a variety of activities/contexts.</li> <li><input type="checkbox"/> Materials/technology/resources are proactively managed by students and teacher.</li> </ul>

## 2: Develop and Deliver Integrated Lessons and Units that Elicit and Assess *All* Students' Understanding

Beginning	Emerging	Competent	Successful
<p>The teacher <b>develops single lessons</b> that begin to include strategies and technology that consider the standards and components of effective lesson design.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans include components of effective lesson design.</li> <li><input type="checkbox"/> Lesson plans are designed to meet the needs of the majority.</li> <li><input type="checkbox"/> Technology is used as a substitute for low-tech options without any functional improvements.</li> </ul>	<p>The teacher <b>develops single lessons and sequences of lessons</b> that include strategies and technologies that support varied learning needs of students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher plans single lessons that are part of an overall plan for a sequence of lessons.</li> <li><input type="checkbox"/> The lesson plans begin to account for learner variability.</li> <li><input type="checkbox"/> Teacher plans incorporate some small group instruction to address specific needs.</li> <li><input type="checkbox"/> The plans include some pre-planned questions to assess students' understanding.</li> <li><input type="checkbox"/> Teacher designs &amp; delivers occasional lessons that support language acquisition, use and development.</li> <li><input type="checkbox"/> Teacher plans and implements instructional scaffolds and supports within daily lessons to meet the needs of at least one group of identified students.</li> <li><input type="checkbox"/> Teacher plans for students to utilize technology as an effective tool to perform common tasks, while building digital literacy.</li> <li><input type="checkbox"/> Technology is used as a substitute for a low-tech option but provides functional improvements and/or serves to engage learners.</li> </ul>	<p>The teacher <b>develops single lessons and sequences of lessons</b> that include differentiation strategies and technologies that support the learning needs of all students and help them develop understanding of content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher plans a series of lessons that are focused on a large concept and incorporate multiple ways to demonstrate learning.</li> <li><input type="checkbox"/> Teacher consistently plans &amp; implements instruction to meet the varied needs of students.</li> <li><input type="checkbox"/> The plans include pre-planned questions and predicted responses to assess students' understanding and to develop their critical thinking.</li> <li><input type="checkbox"/> Teacher often designs &amp; delivers lessons that scaffold and support language acquisition, use and development while simultaneously building content knowledge.</li> <li><input type="checkbox"/> Lessons are frequently developed to highlight the interconnectedness of content (within the lesson or lesson to lesson)</li> <li><input type="checkbox"/> Teacher plans and implements a cohesive series of lessons based on the concepts of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) in order to bring students toward mastery of content concepts and skills.</li> <li><input type="checkbox"/> The teacher considers students' culture, language and learning challenges when designing and implementing lessons.</li> <li><input type="checkbox"/> Teacher consistently plans for and uses technologies fluently as a means for providing an authentic audience.</li> <li><input type="checkbox"/> Technology is used to advance student learning.</li> <li><input type="checkbox"/> Teacher models digital literacy and promotes digital citizenship.</li> <li><input type="checkbox"/> Technology is used to significantly redesign low-tech tasks.</li> </ul>	<p>The teacher <b>develops single lessons and sequences of lessons</b> that include differentiation strategies and technologies that consider the learning needs of all students and will help them develop deep understanding of content, sophisticated skills and critical thinking.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher plans a series of coherent lessons that incorporate multiple ways to demonstrate learning. These lessons are part of an overall plan such as a Project Based Learning unit</li> <li><input type="checkbox"/> Teacher plans flexible lessons that include provisions for predicted students' questions and responses.</li> <li><input type="checkbox"/> Teacher plans &amp; implements instruction that consistently advances the learning of <i>all</i> students, despite their varied needs.</li> <li><input type="checkbox"/> The plans include strategically pre-planned questions and activities to assess students' understanding and to develop their creativity and critical thinking.</li> <li><input type="checkbox"/> Teacher consistently designs &amp; delivers lessons that strategically support language acquisition, use and development while simultaneously building content knowledge.</li> <li><input type="checkbox"/> Lessons <i>and</i> units are developed to highlight the interconnectedness of content</li> <li><input type="checkbox"/> Teacher plans and implements cohesive units of study that include concepts of UD and MTSS to maximize learning and provide comprehensive support for <i>all</i> students leading to mastery of content, concepts and skills.</li> <li><input type="checkbox"/> The teacher identifies areas in their long and short term instructional goals to incorporate and celebrate the students cultural and family values.</li> <li><input type="checkbox"/> Teacher incorporates technology into lessons to allow for new tasks that were previously inconceivable. The technology supports student-centered learning.</li> <li><input type="checkbox"/> Students identify, use, and/or adapt their use of technology in order to meet their identified learning goals while demonstrating digital literacy and citizenship.</li> </ul>

## 2: Develop and **Deliver** Integrated Lessons and Units that **Elicit and Assess** *All* Students' Understanding

Beginning	Emerging	Competent	Successful
<p>The teacher <b>delivers</b> lessons by explaining and modeling content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional strategies utilized do not veer from the scripted curriculum.</li> <li><input type="checkbox"/> Instruction is teacher centered.</li> <li><input type="checkbox"/> Instruction is paced without regard for student needs.</li> <li><input type="checkbox"/> Teacher allows time for students to practice without guidance or monitoring.</li> <li><input type="checkbox"/> Teacher poses questions to the students.</li> <li><input type="checkbox"/> Teacher regularly assigns tasks or assignments without connection to the real-world and/or the established learning goals.</li> <li><input type="checkbox"/> Teaching strategies are implemented without regard for the varied learning needs of students.</li> <li><input type="checkbox"/> Teacher rarely checks for understanding or adjusts lesson delivery based on those checks.</li> </ul>	<p>The teacher <b>delivers</b> lessons by explaining and modeling content to <b>elicit and assess</b> understanding of <i>all</i> students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is aligned to externally provided directions (the textbook), but teacher begins to integrate varied strategies to explain content and model strategies and skills.</li> <li><input type="checkbox"/> Instruction includes some student-student interaction, but is typically focused on direct instruction.</li> <li><input type="checkbox"/> The teacher occasionally uses some formative assessments to inform future planning.</li> <li><input type="checkbox"/> The teacher may use guided instruction for students to practice what they are learning.</li> <li><input type="checkbox"/> The teacher engages students in discussion with pre-planned prompts to elicit ideas and understanding.</li> <li><input type="checkbox"/> The teacher utilizes strategies to help students develop and practice questioning skills.</li> <li><input type="checkbox"/> The teacher occasionally models an inquiry approach to solving problems.</li> <li><input type="checkbox"/> Teacher occasionally provides real-life examples to make content relevant.</li> <li><input type="checkbox"/> Assignments and tasks are usually aligned to learning goals but are not connected to the real-world.</li> <li><input type="checkbox"/> The teacher occasionally promotes equitable access to lesson delivery by applying strategies for diverse learning needs.</li> <li><input type="checkbox"/> Teacher begins to use informal assessments and modify instruction based on students' responses.</li> <li><input type="checkbox"/> Teacher designs questions and tasks that mostly require low/medium cognitive demand.</li> </ul>	<p>The teacher <b>delivers</b> lessons by explaining and modeling content, practices, and strategies to <b>elicit and assess</b> understanding of <i>all</i> students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher selects and utilizes various teaching and learning strategies and incorporates them into the lesson planning.</li> <li><input type="checkbox"/> Instruction is often student centered and provides a balance of direct instruction with meaningful collaboration and inquiry.</li> <li><input type="checkbox"/> Teacher consistently uses formative assessment to inform future planning and instructional changes.</li> <li><input type="checkbox"/> Teacher guides students through collaborative practice and application of what they have learned.</li> <li><input type="checkbox"/> Assignments and tasks are clearly aligned to learning goals but not consistently connected to the real-world</li> <li><input type="checkbox"/> Teacher regularly helps students understand the relevance of content.</li> <li><input type="checkbox"/> Teacher elicits student thinking to promote deeper or extended thinking by classmates.</li> <li><input type="checkbox"/> Teacher uses a variety of lesson styles and task structures that provide opportunity for student inquiry and discovery.</li> <li><input type="checkbox"/> Teacher regularly integrates learning activities that promote an inquiry based approach to solving complex problems.</li> <li><input type="checkbox"/> Teacher regularly promotes equitable access to lesson delivery by applying strategies for diverse learning needs.</li> <li><input type="checkbox"/> Teacher regularly assesses students' understanding and modifies instruction.</li> </ul>	<p>The teacher <b>delivers</b> lessons by explaining and modeling content, practices, and strategies to <b>elicit and assess</b> understanding of <i>all</i> students. The teacher incorporates and models metacognitive awareness and skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher strategically identifies and uses instructional strategies that explicitly support the concepts or tasks being taught and considers the needs of his/her students.</li> <li><input type="checkbox"/> Instruction is student centered, providing a balance of direct instruction, meaningful collaboration and inquiry.</li> <li><input type="checkbox"/> Teacher consistently uses formative assessments to guide instructional pacing, adjust strategies and inform future planning.</li> <li><input type="checkbox"/> Teacher models the instructional strategy and then gradually releases responsibility to the students while teacher consistently monitors and gives feedback.</li> <li><input type="checkbox"/> Teacher supports students as they practice and apply what they have learned independently.</li> <li><input type="checkbox"/> Teacher monitors conversations and work to inform plans and next steps.</li> <li><input type="checkbox"/> Teacher makes on the spot instructional changes based on student misunderstandings.</li> <li><input type="checkbox"/> Teacher guides students in monitoring their progress toward instructional goals.</li> <li><input type="checkbox"/> Instruction, assignments and tasks are relevant to the real-world and clearly aligned to learning goals.</li> <li><input type="checkbox"/> Teacher engages students in making strong connections to relevant and meaningful real-life contexts.</li> <li><input type="checkbox"/> Teacher utilizes, analyzes and demonstrates multiple instructional strategies and lesson structures that elicit student inquiry and discovery</li> <li><input type="checkbox"/> Teacher consistently promotes equitable access to lesson delivery by applying strategies for diverse learning needs.</li> <li><input type="checkbox"/> Teacher consistently uses planned and informal assessment techniques to monitor and assess student learning and uses those results to provide "just in time" support and instructional modifications.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher occasionally engages students in self-assessment practices.</li> <li><input type="checkbox"/> Teacher uses summative assessment data to inform instructional approach (re-teach, review, skip)</li> <li><input type="checkbox"/> Teacher may revise/add/delete questions from provided assessments based on student understanding.</li> <li><input type="checkbox"/> Teacher begins to help students understand the importance of incremental learning over grades</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is able to diagnose and describe common patterns in students' thinking and understanding to modify instruction.</li> <li><input type="checkbox"/> Teacher designs questions and tasks that require varied levels of cognitive demand and can accurately assess the depth of knowledge of students.</li> <li><input type="checkbox"/> Teacher makes students aware of their progress toward instructional goals and provides meaningful feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is able to anticipate and readily respond to students' thinking and understanding to modify instruction.</li> <li><input type="checkbox"/> Teacher teaches and utilizes metacognitive strategies that enable students to self-assess their knowledge level of content, concepts and skills prior to the lesson, during the lesson, and after the lesson.</li> <li><input type="checkbox"/> Teacher promotes a growth mindset by developing students' level of perseverance and persistence toward their own individual academic achievement.</li> </ul>
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**2: Develop and Deliver Integrated Lessons and Units that Elicit and Assess All Students' Understanding**  
**Discussions and Collaborative Work**

Beginning	Emerging	Competent	Successful
<p>The teacher leads group <b>discussions</b> and begins to set up <b>small group work</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher is the only questioner. Short frequent questions function to keep students listening and paying attention to the teacher. Teacher verifies correct answers.</li> <li><input type="checkbox"/> Teacher is physically at the board, telling and showing students how to do work.</li> <li><input type="checkbox"/> Discussion prompts and/or questions require minimal student thought/discussion. The depth of knowledge required to participate is low.</li> <li><input type="checkbox"/> Students are passive listeners, they attempt to imitate the teacher.</li> <li><input type="checkbox"/> Students give short answers and respond to the teacher only. No Student-to student talk.</li> <li><input type="checkbox"/> Students are seated in a <b>small group</b> without a strategic plan for working together.</li> <li><input type="checkbox"/> The majority of tasks are not 'group-worthy'; do not allow/foster collaboration.</li> <li><input type="checkbox"/> Students are individually assessed for their final <i>group</i> product.</li> </ul>	<p>The teacher leads group <b>discussions</b> that allow and encourage all students to contribute and is beginning to have success managing <b>collaborative group work</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher questions begin to focus on student thinking and focus less on answers. Teacher begins to ask follow-up questions about student methods and answers.</li> <li><input type="checkbox"/> Teacher is main source of ideas, although he/she elicits some student ideas.</li> <li><input type="checkbox"/> The teacher leads group discussions and elicits contributions so that students listen to each other.</li> <li><input type="checkbox"/> Teacher is only questioner.</li> <li><input type="checkbox"/> Group discussions are initiated by teacher prompts that are relevant and invite participation.</li> <li><input type="checkbox"/> Participation is limited and is dominated by student-to-teacher interaction and listening.</li> <li><input type="checkbox"/> Discourse patterns may not reflect academic context.</li> <li><input type="checkbox"/> Discussion norms are not explicitly taught.</li> <li><input type="checkbox"/> As a student answers a question, other students listen passively or wait for their turn. They may repeat what other students say.</li> <li><input type="checkbox"/> Student ideas are raised in discussions, but are not explored.</li> <li><input type="checkbox"/> Teacher utilizes a strategic method for <b>grouping students</b>.</li> </ul>	<p>The teacher leads group <b>discussions</b> that allow and encourage all students to contribute orally, listen actively, and respond to others' contributions. The teacher sets up and manages <b>collaborative group work</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher continues to ask probing questions and also asks more open questions to learn about students' thinking.</li> <li><input type="checkbox"/> Teacher follows up on explanations and builds on them by asking students to compare and contrast them. Teacher is comfortable using student errors as opportunities for learning.</li> <li><input type="checkbox"/> Group discussions are a regular part of class and all students are encouraged to participate. At times, student ideas guide the discussion and/or direction of the lesson.</li> <li><input type="checkbox"/> Discussion prompts are relevant and interesting to students and facilitates student-to-student talk. Teacher asks students to be prepared to ask questions about other students' work.</li> <li><input type="checkbox"/> Structures are in place to support the use of academic discourse by all students.</li> <li><input type="checkbox"/> Discussion promotes the development of critical thinking in all students</li> <li><input type="checkbox"/> Students regularly respond/engage with one another (also engaged with teacher)</li> <li><input type="checkbox"/> Participation is balanced and most of the students are actively engaged</li> <li><input type="checkbox"/> All students have the opportunity to participate/respond</li> <li><input type="checkbox"/> Discussion norms are established and referenced.</li> <li><input type="checkbox"/> Students ask questions of one another's work on the board, usually at the prompting of the teacher. Students listen to one another so they do not repeat questions and to understand one another.</li> <li><input type="checkbox"/> Students exhibit confidence about their ideas and</li> </ul>	<p>The teacher facilitates group <b>discussions</b> that allow and encourage <i>all</i> students to contribute orally, listen actively, and respond to and learn from others' contributions. The teacher sets up and manages <b>collaborative group work</b> for a variety of learning purposes and gathers evidence that the group effort promotes students' learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher expects students to ask one another questions about their work. The teacher's questions still may guide the discourse.</li> <li><input type="checkbox"/> Teacher follows along closely to students' descriptions of their thinking, encouraging students to make their explanations more complete.</li> <li><input type="checkbox"/> Teacher allows for interruptions from students during his/her explanations; he/she lets students explain and "own" new strategies. (Teacher is still engaged and deciding what is important to continue exploring)</li> <li><input type="checkbox"/> Group discussions are consistently facilitated to ensure equitable access and participation. Student ideas form part of the content of many discussions and lessons.</li> <li><input type="checkbox"/> Prompts are relevant to students' lives and challenge critical thinking</li> <li><input type="checkbox"/> Full class engaged</li> <li><input type="checkbox"/> Prompts &amp; structures encourage students to engage with one another while using academic discourse.</li> <li><input type="checkbox"/> Students respect one another's opinions</li> <li><input type="checkbox"/> Students listen actively to frame responses/questions</li> <li><input type="checkbox"/> All students are clearly functioning within class norms for discussions</li> <li><input type="checkbox"/> Students are using content specific academic vocabulary and language during their academic discussions.</li> <li><input type="checkbox"/> Students describe more complete strategies, they defend and justify their answers with little prompting from the teacher.</li> <li><input type="checkbox"/> Student-to-student talk is student-initiated, not dependent on the teacher. Students realize that they</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher monitors the progress of groups and attempts to make some adjustments to the instruction.</li> <li><input type="checkbox"/> All students in the group are engaged in the assignment but do not share (equally) in the final product.</li> <li><input type="checkbox"/> The task is 'group-worthy'; but the instructions do not allow/foster collaboration.</li> <li><input type="checkbox"/> Students are assessed on their final group product <i>and</i> behavior during enactment of task.</li> </ul>	<p>share their own thinking and strategies even if they are different from others.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher uses a variety of strategies to <b>group students</b> (random, pre-planned, colors, numbers, etc.).</li> <li><input type="checkbox"/> Teacher regularly monitors group progress during the task enactment and makes adjustments to the instruction.</li> <li><input type="checkbox"/> Teacher chooses tasks that require collaborative work.</li> <li><input type="checkbox"/> Students know how to work collaboratively and complete the task.</li> <li><input type="checkbox"/> Students have distinct responsibilities and roles.</li> <li><input type="checkbox"/> Students are held accountable for only individual or collective learning.</li> </ul>	<p>will be asked questions from other students when they finish, so they are motivated and careful to be thorough.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students interject their ideas, confident that their ideas are valued. Students spontaneously compare and contrast and build on ideas and clarify other students' work and ideas.</li> <li><input type="checkbox"/> Students assist each other in understanding and correcting errors.</li> <li><input type="checkbox"/> Teacher uses a variety of strategies to <b>group students</b> that allow students' expertise to complement the group work (content knowledge, creativity, presentation skills, etc.).</li> <li><input type="checkbox"/> Teacher consistently monitors group progress and is prepared to adjust the instruction and differentiate the task to keep all students engaged.</li> <li><input type="checkbox"/> Teacher chooses tasks that require and foster student directed collaborative work.</li> <li><input type="checkbox"/> The instructions are clear and encourage/enable students to work collaboratively.</li> <li><input type="checkbox"/> Students have distinct responsibilities and roles, which are distributed equitably.</li> <li><input type="checkbox"/> Students are held accountable for individual and collective learning.</li> </ul>
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## 2: Develop and Deliver Integrated Lessons and Units that Elicit and Assess *All* Students' Understanding

### *Provide Meaningful Feedback*

Beginning	Emerging	Competent	Successful
<p>The teacher begins to provide <b>oral and written feedback</b> to students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher mostly offers general oral feedback to the class as a whole, rather than individual students.</li> <li><input type="checkbox"/> Teacher offers little or no written feedback before the students' final submission of the assignment.</li> <li><input type="checkbox"/> The feedback tends to be general and not specific enough to be helpful for students to understand how to specifically improve their work.</li> </ul>	<p>The teacher provides <b>oral and written feedback</b> to students that require the teacher to make choices about the content of feedback.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher offers oral feedback to the class, using some student work samples as an example.</li> <li><input type="checkbox"/> Teacher offers some written feedback before the students' final submission of the assignment.</li> <li><input type="checkbox"/> The feedback is somewhat helpful for students to understand how to improve.</li> <li><input type="checkbox"/> Teacher shares assessment results and directions on how to correct errors and/or misconceptions.</li> </ul>	<p>The teacher provides <b>oral and written feedback</b> to students that require the teacher to make strategic choices about the frequency, method, and content of feedback. The feedback begins to help students focus on improving specific qualities of their work.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher offers specific feedback that is mostly focused on the academic task.</li> <li><input type="checkbox"/> Teacher makes purposeful choices about how and how often to help students focus on specific qualities of their work.</li> <li><input type="checkbox"/> The feedback is communicated in ways that are understandable by students.</li> <li><input type="checkbox"/> The feedback focuses on progress toward the learning goal and not the grade.</li> <li><input type="checkbox"/> Teacher shares assessment results and develops a plan for students to achieve mastery of content and/or skills.</li> </ul>	<p>The teacher provides strategic <b>oral and written feedback</b> to students that require the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that helps focus students' attention on specific qualities of their work. The feedback supports students' perception of their capability and enables them to improve.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher offers specific feedback that is focused on the academic task but is not overwhelming in scope.</li> <li><input type="checkbox"/> The feedback supports and promotes the development of students' progress toward the goal and enables them to successfully revise and improve.</li> <li><input type="checkbox"/> Teacher makes strategic and purposeful choices about the frequency, method, and content of feedback</li> <li><input type="checkbox"/> The feedback is communicated in ways that are understandable by students.</li> <li><input type="checkbox"/> Teacher effectively and frequently communicates assessment results in a way that will lead students to achieve mastery of identified content concepts and skills.</li> <li><input type="checkbox"/> Teacher elicits student reflection in the feedback process.</li> </ul>

### 3: Plan Informative Assessments and Analyze Student Work to Meet Learning Goals

Beginning	Emerging	Competent	Successful
<p>The teacher begins to set <b>learning goals</b> referenced to external standards. The teacher begins to use <b>students' work</b> to <b>assess</b> whether they were able to progress towards the goals.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plans are inconsistently aligned with the most current state standards.</li> <li><input type="checkbox"/> Teacher uses explicit goals to guide planning for a lesson.</li> <li><input type="checkbox"/> Student products/tasks align with the learning goals (occasionally).</li> <li><input type="checkbox"/> Occasionally, some student work is considered when planning lessons for the next day.</li> <li><input type="checkbox"/> Teacher uses curriculum or district-provided assessments exclusively.</li> <li><input type="checkbox"/> Teacher provides students with results of assessments.</li> </ul>	<p>The <b>teacher</b> usually sets clear <b>learning goals</b> referenced to external standards. The teacher uses <b>students' work</b> to <b>assess</b> whether they were able to progress towards the goals and inform their planning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plans are mostly in alignment with the most current state standards.</li> <li><input type="checkbox"/> Teacher uses explicit goals to guide planning for a sequence of lessons.</li> <li><input type="checkbox"/> Plans are designed and implemented in a manner consistent with current subject-specific pedagogy.</li> <li><input type="checkbox"/> Student products/tasks align with the learning goals frequently.</li> <li><input type="checkbox"/> Typically, student work is referenced to inform and adjust the teacher's plans.</li> <li><input type="checkbox"/> The teacher aligns assessments to lesson objectives and standards.</li> <li><input type="checkbox"/> The teacher uses assessment data to inform grades.</li> <li><input type="checkbox"/> Assessment data is used to inform parents about their student's achievement.</li> </ul>	<p>The teacher sets clear <b>learning goals</b> referenced to external standards to ensure that students learn expected content. The teacher sets effective goals that involve analysis of <b>students' knowledge and skills</b> in relation to established standards to ensure steady progress toward larger goals.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plans are consistently in alignment with the most current state standards and frameworks.</li> <li><input type="checkbox"/> The teacher sets explicit goals to guide planning and help maintain coherent instruction over time.</li> <li><input type="checkbox"/> Plans occasionally include cross-disciplinary lessons.</li> <li><input type="checkbox"/> Student products/tasks are consistently aligned to learning goals.</li> <li><input type="checkbox"/> Analysis of student work drives consideration in planning lessons.</li> <li><input type="checkbox"/> The teacher utilizes aligned formative and summative assessments to make informed decisions about pacing.</li> <li><input type="checkbox"/> The teacher begins to use assessment data to inform lesson design and plan for some learner variability.</li> <li><input type="checkbox"/> The teacher effectively and frequently communicates individual assessment results, so students are aware of their achievement results and plans for growth are made. Plans are shared with parents.</li> </ul>	<p>The teacher sets clear <b>learning goals</b> referenced to external standards to ensure that <i>all</i> students learn expected content. The teacher sets effective goals that involve analysis of <b>students' knowledge and skills</b> in relation to established standards and careful efforts to establish and sequence <b>formative and summative assessments</b> that will help ensure steady progress toward larger goals.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Long and short-term instructional plans are aligned with the most current state standards and frameworks.</li> <li><input type="checkbox"/> Long and short-term instructional plans are coherent, and link to major topics within <i>and across</i> grade levels and disciplines.</li> <li><input type="checkbox"/> The teacher's goals are clearly focused on content concepts and skills that include a student product that will demonstrate mastery of the identified concepts or skills.</li> <li><input type="checkbox"/> The teacher analyzes all forms of student' work to identify mastery and gaps in student learning. As a result, future instruction is planned to deepen and extend the learning for all students.</li> <li><input type="checkbox"/> The teacher utilizes aligned formative and summative assessments to make informed decisions about pacing in order to effectively teach all concepts and skills within the school year.</li> <li><input type="checkbox"/> The teacher analyzes assessments and plans differentiated instruction with the students' diverse needs and goals in mind.</li> <li><input type="checkbox"/> The teacher effectively and frequently communicates individual assessment results, so students <i>and parents</i> are aware of the results and can collaboratively plan a path toward mastery.</li> <li><input type="checkbox"/> Teacher and students collaborate to develop individual learning goals and students revisit these goals throughout the lesson to assess their own level of mastery of content concepts and skills.</li> <li><input type="checkbox"/> Students are using assessment results and teacher feedback to plan an individual path toward mastery.</li> </ul>

#### 4: Engage the Community to Advocate for and Meet the Needs of ALL Students

Beginning	Emerging	Competent	Successful
<p>The teacher begins to engage parents and other caregivers in conversation related to student achievement, behavior and wellbeing at school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher begins to engage with parents and other caregivers through established school events, systems and activities.</li> <li><input type="checkbox"/> Teacher inconsistently informs parents/caregivers of student achievement.</li> <li><input type="checkbox"/> Teacher inconsistently informs parents/caregivers of students' behavior and well-being.</li> <li><input type="checkbox"/> Teacher begins to develop an awareness of how he can work with others to support his students.</li> </ul>	<p>The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior and wellbeing at school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally, the teacher seeks opportunities to engage with parents and other caregivers in an effort to establish relationships of trust.</li> <li><input type="checkbox"/> Teacher informs parents/caregivers of students' achievement and begins to engage them in support strategies.</li> <li><input type="checkbox"/> Teacher informs parents/caregivers of students' behavior and well-being and begins to engage them in support strategies.</li> <li><input type="checkbox"/> Teacher begins to collaborate with colleagues and specialists to provide support for students.</li> </ul>	<p>The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior and wellbeing at school. He/she assists parents in communicating with the school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher often engages parents and other caregivers in their child's learning.</li> <li><input type="checkbox"/> Teacher designs lessons that allow students to celebrate and share their cultural and family norms.</li> <li><input type="checkbox"/> Teacher informs parents/caregivers of goals for students' achievement.</li> <li><input type="checkbox"/> Teacher shares educational resources with parents/caregivers to support students' achievement.</li> <li><input type="checkbox"/> Teacher engages parents/caregivers in plans for students' behavior and wellbeing.</li> <li><input type="checkbox"/> Teacher shares school events with parents/caregivers.</li> <li><input type="checkbox"/> Teacher maintains open communication with parents/caregivers.</li> <li><input type="checkbox"/> The teacher keeps track of what is happening in students' personal lives so as to be able to respond appropriately.</li> <li><input type="checkbox"/> Teacher regularly collaborates with colleagues and specialists to provide comprehensive support for students and families.</li> </ul>	<p>The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior and wellbeing at school. He/she assists parents in communicating with the school and understanding how to help motivate, engage and accelerate their students' achievement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher consistently engages parents and other caregivers in their child's learning.</li> <li><input type="checkbox"/> Teacher-parent engagement is not constrained by school hours and on-site locations.</li> <li><input type="checkbox"/> Teacher integrates structures in the classroom that students and families can utilize as they assess their own social-emotional well-being and communicate their need of assistance.</li> <li><input type="checkbox"/> Teacher engages parents and other caregivers in the design of short &amp; long-term goals for students' achievement.</li> <li><input type="checkbox"/> Teacher provides educational resources/strategies with parents/caregivers to support students' achievement.</li> <li><input type="checkbox"/> Teacher regularly informs parents/caregivers of students' behavior and well-being.</li> <li><input type="checkbox"/> Teacher maintains an "open door" policy and actively invites parent/caregiver communication and participation in class/school events/opportunities to support students.</li> <li><input type="checkbox"/> Teacher actively builds partnerships with district personnel and other agencies to provide support services for students and families.</li> </ul>

## 5: Evaluate and Reflect on Your Own Practice

Beginning	Emerging	Competent	Successful
<p>The teacher recognizes that learning to teach is an ongoing process. The teacher studies and reflects upon his/her own teaching and that of his/her colleagues in order to improve his/her understanding of the complexity of instruction.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With prompting, teacher reflects upon the attributes of their colleagues' and/or other models of successful lessons.</li> <li><input type="checkbox"/> With prompting, teacher reflects on the timing and completion of his/her lesson.</li> <li><input type="checkbox"/> With prompting, teacher verbalizes the reasons and the need for consistent enforcement of realistic behavior plans.</li> <li><input type="checkbox"/> Teacher recognizes when students did not engage in a lesson.</li> </ul>	<p>The teacher recognizes that learning to teach is an ongoing process and begins to understand the value of reflection on his/her practice. The teacher studies and reflects upon his own teaching and that of his colleagues in order to improve his understanding of the complexity of the interactions between the teacher and students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher describes the complex interplay between the teacher and students and identifies areas for growth in his/her instruction and/or classroom management.</li> <li><input type="checkbox"/> Teacher is open to examining and reflecting upon his/her implicit and explicit biases and classroom evidence to improve the educational environment for students.</li> <li><input type="checkbox"/> Teacher studies and reflects upon the driving forces of student behavior.</li> <li><input type="checkbox"/> Teacher makes changes in behavior plans and/or implementation based upon study and reflection.</li> <li><input type="checkbox"/> Teacher is open to feedback.</li> </ul>	<p>The teacher recognizes that learning to teach is an ongoing process that requires regular analysis and reflection of instruction and its effectiveness. The teacher studies and reflects upon his own teaching and that of his colleagues in order to improve his understanding of the complex interactions between teachers, students, and the content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher discusses and reflects upon the complex interplay between the teacher, curriculum, and students and identifies areas for growth in his/her professional practice.</li> <li><input type="checkbox"/> Teacher studies and reflects upon the driving forces of student behavior. Based upon the reflection, the teacher plans and follows through with actions to increase desired behaviors.</li> <li><input type="checkbox"/> Teacher reflects upon needed changes to the classroom environment and designs a plan to improve.</li> <li><input type="checkbox"/> Teacher seeks reflective feedback from students, colleagues, community &amp; families in order to identify areas for growth.</li> </ul>	<p>The teacher demonstrates a commitment to the continuous improvement model by consistently studying and reflecting upon his own teaching and that of colleagues. He/she recognizes and understands the impact of the complex interactions between teachers, students, content and instructional approaches.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recognizes his strengths and potential for growth related to teaching practices, personal values and biases. As a result, the teacher seeks support for growth from a variety of sources and personnel.</li> <li><input type="checkbox"/> Teacher regularly reflects upon and shares professional learning with colleagues/supervisor.</li> <li><input type="checkbox"/> Teacher collects and reflects upon evidence that demonstrates the connection between increased student achievement and implemented changes in instructional practice.</li> <li><input type="checkbox"/> In collaboration with colleagues, teacher analyzes student work to reflect on the quality of the assignment and/or the instruction.</li> <li><input type="checkbox"/> Teacher designs action research to improve instruction and students' educational experiences.</li> <li><input type="checkbox"/> Teacher regularly seeks collaboration with peers, colleagues, families and community members to support his/her own growth and that of his students.</li> </ul>

**Adapted from:**

- *Observations using “Math Talk Learning Community Rubric” Source: Journal for Research in Mathematics Education, 2004*
- *Teacher self-reports using “The Mathematics Teaching Rubric” by Silicon Valley Mathematics Initiative.*
- *21st Century Knowledge and Skills in Educator Preparation, by AACTE*
- *Classroom Engagement Rubric by Gallagher & Gallagher*
- *Elements of Effective Teaching, by the California International Studies Project*
- *Teaching Works, “High Leverage Practices”, University of Michigan.*
- *What Core Skills Do Teachers Need to be Effective? by Hanford, KQED.*
- *Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity, by McDonald, Kazemi, & Schneider-Kavanagh*
- *Preparing Teachers For Deeper Learning: Competency-Based Teacher Preparation and Development, by Cator, Schneider, & Vander Ark.*
- *Fast Start: Training Better Teachers Faster, with Focus, Practice and Feedback, by TNTP*