

RUBRICS FOR THE FRAMEWORK FOR TEACHING

Component 2a: Creating an Environment of Respect and Rapport

Level 4

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- The teacher demonstrates knowledge and caring about individual students' lives beyond school.
- When necessary, students correct one another in their conduct toward classmates.
- The teacher's response to a student's incorrect response respects the student's dignity.

Level 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.

CRITICAL ATTRIBUTES

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.
- The teacher responds to disrespectful behavior among students.

Level 2

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

- The quality of interactions between the teacher and students, or among students, is uneven, with occasional disrespect.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.

Level 1

Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher uses disrespectful talk toward students.
- Student body language indicates feelings of hurt or insecurity.
- The teacher does not address disrespectful interactions among students.
- The teacher displays no familiarity with or caring about individual students' interests or personalities.
- Students use disrespectful talk toward one another with no response from the teacher.

Component 2b: Establishing a Culture for Learning

Level 4

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- The teacher communicates a genuine passion for the subject.
- Students indicate that they are not satisfied unless they have complete understanding.
- Student questions and comments indicate a desire to understand the content rather than, for example, simply learning a procedure for getting the correct answer.
- Students recognize the efforts of their classmates.
- Students take initiative in improving the quality of their work.

Level 3

The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

CRITICAL ATTRIBUTES

- The teacher communicates the importance of learning and that with hard work all students can be successful in it.
- The teacher demonstrates a high regard for student abilities.
- The teacher expects student effort and recognizes it.
- Students put forth good effort to complete work of high quality.

Level 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

CRITICAL ATTRIBUTES

- The teacher’s energy for the work is neutral, indicating neither a high level of commitment nor “blowing it off.”
- The teacher conveys high expectations for only some students.
- Students comply with the teacher’s expectations for learning, but don’t indicate commitment or their own initiative for the work.
- Many students indicate that they are looking for an easy path to completing the work.

Level 1

The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CRITICAL ATTRIBUTES

- The teacher conveys that the reasons for the work are external.
- The teacher conveys to at least some students that the work is too challenging for them.
- The teacher trivializes the learning goals and assignments.
- Students exhibit little or no pride in their work.
- Class time is devoted more to socializing than to learning.

Component 2c: Managing Classroom Procedures

Level 4

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- Students take the initiative with their classmates to ensure that their time is used productively.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Students take initiative in distributing and collecting materials efficiently.

Level 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines.

CRITICAL ATTRIBUTES

- The students are productively engaged during small-group work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

Level 2

Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

CRITICAL ATTRIBUTES

- Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.
- Small groups are only partially engaged while not working directly with the teacher.
- Classroom routines function unevenly.

Level 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged or are disruptive to the class.
- There are no established procedures for distributing and collecting materials.
- Procedures for other activities are confused or chaotic.

Component 2d: Managing Student Behavior

Level 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- Student behavior is entirely appropriate; there is no evidence of student misbehavior.
- The teacher monitors student behavior without speaking, just moving about the classroom.
- Students respectfully intervene with classmates as appropriate to ensure compliance with standards of conduct.

Level 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.

CRITICAL ATTRIBUTES

- Standards of conduct have been established.
- Student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.
- The teacher acknowledges good behavior.

Level 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.

CRITICAL ATTRIBUTES

- The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.

Level 1

There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no apparent standards of conduct.
- The teacher does not monitor student behavior.
- Some students violate classroom rules, without apparent teacher awareness.
- When the teacher notices student misbehavior, She/he appears helpless to do anything about it.

Component 3a: Communicating with Students

Level 4

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- The teacher points out possible areas for misunderstanding.
- The teacher explains content clearly, using metaphors and analogies to bring content to life.
- All students seem to understand the presentation.
- The teacher invites students to explain the content to the class or to a small group of classmates.
- The teacher uses rich language and offers brief vocabulary lessons where appropriate.

Level 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear, and accurate and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.

CRITICAL ATTRIBUTES

- The teacher states clearly, at some point during the lesson, what the students are learning.
- If appropriate, the teacher models the process to be followed in the task.
- Students engage with the learning task, indicating that they understand what they are to do.
- The teacher makes no content errors.
- The teacher's explanation of content is clear and invites student participation and thinking.
- Vocabulary and usage are correct and completely suited to the lesson.
- Vocabulary is appropriate to students' ages and levels of development.

Level 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to students' ages or backgrounds.

CRITICAL ATTRIBUTES

- The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.
- The teacher must clarify the learning task so students can complete it.
- The teacher makes no serious content errors but may make a minor error.
- The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.
- Vocabulary and usage are correct but unimaginative.
- Vocabulary is too advanced or juvenile for the students.

Level 1

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to the students what they will be learning.
- Students indicate through their questions that they are confused about the learning task.
- The teacher makes a serious content error that will affect student understanding of the lesson.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher's communications include errors of vocabulary or usage.
- Vocabulary is inappropriate to the age or culture of the students.

Component 3b: Using Questioning/Prompts and Discussion Techniques

Level 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- Students initiate higher-order questions.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion.

Level 3

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

CRITICAL ATTRIBUTES

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- The teacher builds on and uses student responses to questions effectively.
- Discussions enable students to talk to one another, without ongoing mediation by the teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.

Level 2

The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

CRITICAL ATTRIBUTES

- The teacher frames some questions designed to promote student thinking, but only a few students are involved.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion...

Level 1

The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with single correct answers.
- Questions do not invite student thinking.
- All discussion is between teacher and students; students are not invited to speak directly to one another.
- A few students dominate the discussion.

Component 3c: Engaging Students in Learning

Level 4

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- Virtually all students are highly engaged in the lesson.
- Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.
- Students suggest modifications to the grouping patterns used.
- Students have extensive choice in how they complete tasks.
- Students suggest modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Level 3

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

CRITICAL ATTRIBUTES

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

Level 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.

CRITICAL ATTRIBUTES

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and recall.
- Student engagement with the content is largely passive, learning primarily facts or procedures.
- Students have no choice in how they complete tasks.
- The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.
- The materials and resources are partially aligned to the lesson objectives; only some of them demand student thinking.
- The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.

Level 1

The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks require only recall or have a single correct response or method.
- The materials used ask students only to perform rote tasks.
- Only one type of instructional group is used (whole group, small groups) even when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.

Component 3d: Using Assessment in Instruction

Level 4

Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate and specific and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.

CRITICAL ATTRIBUTES

In addition to the characteristics of a level of performance 3,

- There is evidence that students have helped establish the evaluation criteria.
- Teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly taking the class's pulse.
- The teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to students is provided from many sources, including other students.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- The teacher's adjustments to the lesson are designed to assist individual students.

Level 3

Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose learning, and adjustment to instruction is made to address student misunderstandings.

CRITICAL ATTRIBUTES

- Students indicate that they clearly understand the characteristics of high-quality work.
- Feedback includes specific and timely guidance on how students can improve their performance.
- The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students.
- Students are invited to assess their own work and make improvements.
- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

Level 2

Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students are only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.

CRITICAL ATTRIBUTES

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without ensuring that all students understand.
- The teacher requests global indications of student understanding.
- Feedback to students is not uniformly specific, nor oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.
- The teacher's attempts to adjust the lesson are partially successful.

Level 1

There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- Assessment is used only for grading.
- The teacher makes no effort to determine whether students understand the lesson.
- Feedback is only global.
- The teacher does not ask students to evaluate their own or classmates' work.
- The teacher makes no attempt to adjust the lesson based on student confusion.