

BCSD Teacher Practice Rubric

2011-2012



“Every single student, every single day.”

The teacher practice rubric was developed in response to the requirements of Education Law §3012-c and Section 100.2(o) and Subpart 30-2 of the Commissioner’s Regulations. Elements of the rubric are drawn from the work of Kim Marshall, Jon Saphier and RBT’s Skillful Teacher, and Chapel Hill-Carrboro City Schools. The rubric was reviewed and edited by the District APPR Committee in July, 2011.

The BCSD Teacher Practice Rubric is designed to communicate our expectations of practice, and is to be used in the supervision and evaluation process. Structured around our key organizers- “we know what to teach and how to teach it to each individual,” “we know our students and how each one learns,” “we manage and monitor progress for student success,” and “we create a climate and culture for student learning”- the rubric delineates the most critical teacher behaviors and practices that create optimal conditions for teaching and learning for every single student, every single day. It is our belief that a multitude of sources of evidence is necessary in order to make coherent, believable judgements about teacher effectiveness, such that the behaviors and practices articulated in this rubric may be evident through observation of instruction, artifacts, conferencing, data(in all its forms), or a combination thereof. Finally, the rubric guides the delivery of timely and effective feedback for the purpose of continuously improving the teaching and learning process in our classrooms, schools, and district.

**References to the NYS Teaching Standards appear beneath each element descriptor (Roman Numerals indicate the standard, numbers the element). Some teacher standards/elements are addressed in multiple areas of the rubric.*

We know what to teach and how to teach it to each individual.
(Standard 2. Knowledge of Content and Instructional Planning; Standard 3. Instructional Practice)
 Teachers maximize the academic achievement for all learners by:

	An Ineffective teacher	A Developing teacher	An Effective teacher	A Highly Effective teacher
<p>continuously developing and exhibiting strong general and content-specific pedagogical knowledge and skills (curriculum planning, motivation, instructional strategies, management)</p> <p>II.1, II.3, IV.3, VII.4</p>	<ul style="list-style-type: none"> plans lessons that rarely motivate or engage students. rarely maximizes academic learning time. Teaching time may be lost due to lack of clarity, interruptions and inefficient transitions. lacks classroom management skills and struggles to get students' attention. 	<ul style="list-style-type: none"> plans lessons that will sometimes motivate students' interest and may engage students in active learning. sometimes maximizes academic learning time. Teaching time may be lost due to lack of clarity, interruptions and inefficient transitions. has limited classroom management skills and minimal strategies. 	<ul style="list-style-type: none"> designs lessons that are relevant, motivational, and usually engage students in active learning. usually maximizes academic learning time through coherence, lesson momentum, and smooth transitions. has effective classroom management skills incorporating some strategies. 	<ul style="list-style-type: none"> designs highly relevant lessons that will motivate students and engage them in active learning. consistently maximizes academic learning time through coherence, lesson momentum, and smooth transitions. has highly effective classroom management skills incorporating diverse strategies.
<p>implementing the 10 principles of the learner-active technology-infused classroom (LATIC)</p> <p>I.6, II.2, II.3, II.4, II.5, III.1, III.3, III.4, III.5, IV.2</p>	<ul style="list-style-type: none"> rarely engages students in focused work in which they are active learners and problem-solvers. is unsuccessful in developing students' self-discipline, self-confidence, and a sense of responsibility. seldom utilizes structures and strategies that contribute to a LATIC. 	<ul style="list-style-type: none"> sometimes engages students in focused work in which they are active learners and problem-solvers. develops students' self-discipline, self-confidence, and a sense of responsibility in some students. occasionally utilizes structures and strategies that contribute to a LATIC. 	<ul style="list-style-type: none"> usually engages students in focused work in which they are active learners and problem-solvers. develops students' self-discipline, self-confidence, and a sense of responsibility. frequently utilizes structures and strategies that contribute to a LATIC. 	<ul style="list-style-type: none"> consistently engages students in focused work in which they are active learners and problem-solvers. successfully develops students' self-discipline, self-confidence, and a sense of responsibility. consistently utilizes structures and strategies that contribute to a LATIC.

<p>developing deep knowledge of the academic discipline and student learning standards</p> <p>II.1, VII.4</p>	<ul style="list-style-type: none"> • has little familiarity with the subject area and minimal understanding about how students learn it best. 	<ul style="list-style-type: none"> • is somewhat familiar with the subject area and has limited understanding about how students learn it best. 	<ul style="list-style-type: none"> • Is skilled in the subject area and has sufficient understanding about how students learn it best. 	<ul style="list-style-type: none"> • is expert in the subject area and has mastered how students learn it best.
<p>organizing instruction (year-unit-lesson) so that students have the time and support to learn the skills needed to be successful</p> <p>II.4, III.3, III.6</p>	<ul style="list-style-type: none"> • has not developed a curriculum implementation plan for the year and is not aligned with state standards and assessments. • does not develop curriculum units with standards, state assessments and higher-order skills in mind. • designs few lessons with clear, measurable goals closely aligned with standards and unit outcomes. • rarely anticipates difficulties students may have in mastering the skills needed and develops interventions to ensure success. 	<ul style="list-style-type: none"> • has somewhat developed a curriculum implementation plan for the year that minimally aligned with state standards and assessments. • develops some curriculum units with standards, state assessments and higher-order skills in mind. • designs some lessons with clear, measurable goals closely aligned with standards and unit outcomes. • sometimes anticipates difficulties students may have in mastering the skills needed and develops interventions to ensure success. 	<ul style="list-style-type: none"> • has developed a curriculum implementation plan for the year that is aligned with state standards and assessments. • develops most curriculum units with standards, state assessments and higher-order skills in mind. • designs most lessons with clear, measurable goals closely aligned with standards and unit outcomes. • usually anticipates difficulties students may have in mastering the skills needed and develops interventions to ensure success. 	<ul style="list-style-type: none"> • has developed an organized curriculum implementation plan for the year that is closely aligned with state standards and assessments. • develops curriculum units with standards, state assessments, and higher-order skills in mind. • designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. • consistently anticipates difficulties students may have in mastering the skills needed and develops interventions to ensure success.

**We know our students and how each one learns.
(Standard 1. Knowledge of Students and Student Learning)**

Teachers engage all students in meaningful and relevant learning by:

	An Ineffective teacher	A Developing teacher	An Effective teacher	A Highly Effective teacher
<p>knowing and respecting children, their individual strengths, and their differences-cognitive, affective, cultural, personal experiences, learning and thinking styles</p> <p>I.1, I.2, I.3, I.5</p>	<ul style="list-style-type: none"> plans and executes lessons that rely mainly on textbooks, workbooks, or worksheets. plans and executes lessons aimed at the "middle" of the class. is not attentive to seeking additional information that can impact instruction. 	<ul style="list-style-type: none"> plans and executes lessons that involve the use of generally appropriate learning materials. plans and executes lessons with some thought as to how to address diverse learning needs, styles and interests. sometimes seeks additional information to impact instruction. 	<ul style="list-style-type: none"> designs and implements differentiated lessons that use an effective, multicultural mix of materials. designs and implements lessons that simplify complex tasks and address learning needs, styles, and interests. seeks additional information to impact instruction. 	<ul style="list-style-type: none"> designs and implements differentiated lessons involving an appropriate mix of the best, relevant, multicultural learning material. Consistently designs and implements lessons that simplify complex tasks and address all learning needs, styles, and interests. continuously seeks additional information to impact instruction.
<p>building personal relationships with students</p> <p>I.4, I.5, IV.4</p>	<ul style="list-style-type: none"> is sometimes unfair and disrespectful to the class. does not foster the value of a learning community. 	<ul style="list-style-type: none"> is fair and respectful towards most students and builds positive relationships with some. attempts to get students to recognize the value of a learning community. 	<ul style="list-style-type: none"> Is fair and respectful toward students and builds positive relationships. frequently gets students to recognize the value of learning while fostering a positive learning community. 	<ul style="list-style-type: none"> shows warmth, caring, respect, and fairness for all students and gains all students' respect by creating a climate where optimal learning can take place. consistently gets students to recognize the value of learning while fostering a positive learning community.

<p>differentiating instruction through varied content, processes and products in response to students' prior knowledge and skills</p> <p>I.5, II.1, III.1, V.4</p>	<ul style="list-style-type: none"> • does not engage most students' interest or make connections to their lives. • fails to provide for differentiated instruction for students. • is rigid and inflexible with lesson plans and fails to take advantage of teachable moments. 	<ul style="list-style-type: none"> • tries to make the subject interesting and relate to prior knowledge. • attempts to differentiate instruction to meet students' learning needs. • implements lesson plans and sometimes misses teachable moments. 	<ul style="list-style-type: none"> • activates students' prior knowledge and engages their interest in each unit and lesson. • differentiates and scaffolds instruction to accommodate students' learning needs. • is flexible about modifying lessons to take advantage of teachable moments. 	<ul style="list-style-type: none"> • continually activates and sustains students' interest and makes connections to prior knowledge, experience, and reading. • continually meets the learning needs and styles of students by differentiating and scaffolding. • deftly adapts lessons and units to make the most of teachable moments and correct misunderstandings.
<p>communicating the purpose and relevance of content, learning experiences and tasks</p> <p>I.5, V.5</p>	<ul style="list-style-type: none"> • begins lessons without providing students with learning objectives. • often presents material in a confusing way, and uses language that creates confusion. 	<ul style="list-style-type: none"> • tells students the main learning objectives of each lesson. • sometimes uses language and explanations that needs clarification. 	<ul style="list-style-type: none"> • gives students a clear sense of purpose by posting the unit's essential questions, learning objectives and the lesson's goals. • uses clear explanations, appropriate language, and good examples to present material. 	<ul style="list-style-type: none"> • shows students exactly what's expected by posting essential questions, learning objectives, rubrics, goals, and exemplars. • presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.

We manage and monitor progress for student success

(Standard 5. Assessment for Student Learning; Standard 6. Professional Responsibilities)

Teachers ensure that all learners are making continuous growth annually by:

	An Ineffective teacher	A Developing teacher	An Effective teacher	A Highly Effective teacher
<p>using appropriate assessment strategies and data (formative, summative, benchmark, qualitative) to plan and adjust instruction</p> <p>V.1, V.2, V.3, V.5</p>	<ul style="list-style-type: none"> • writes final tests shortly before they are given. • urges students to work harder and be more careful on future assessments. • rarely takes time to check for understanding. • moves on at the end of each lesson and unit without having students summarize. 	<ul style="list-style-type: none"> • drafts unit tests as instruction proceeds. • urges students to look over their assessments, see where they had trouble, and aim to improve those areas. • asks questions to see if students understand. • asks students to think about real-life applications for what they are studying 	<ul style="list-style-type: none"> • plans formative and summative assessments to measure student learning. • has students set goals, self-assess, and know where they stand academically at all times. • frequently checks for understanding and gives students helpful feedback if they seem confused. • has students sum up what they have learned and apply it in a different context. 	<ul style="list-style-type: none"> • plans diagnostic, formative, and summative assessments to closely monitor student learning. • has students set ambitious goals, self-assess and -monitor, and take responsibility for their progress. • continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback. • has students summarize and internalize what they learn and apply it to real-life situations.
<p>creating an environment that protects students from barriers that result in adverse consequences for initial failure</p> <p>III.6, IV.1, IV.4, V.4</p>	<ul style="list-style-type: none"> • uses only multiple-choice and short-answer pencil-and-paper tests to assess student learning. • tells students that if they fail a test, the class has to move on to cover the curriculum. 	<ul style="list-style-type: none"> • uses pencil-and-paper quizzes and tests with some open-ended questions to assess student learning. • offers students who fail tests some additional time to study and do re-takes. 	<ul style="list-style-type: none"> • diagnoses students' knowledge and skills up front and uses a variety of assessments during each unit. • takes responsibility for students who are not succeeding and persistently gives them extra help. 	<ul style="list-style-type: none"> • uses a variety of first-rate assessments to pre-diagnose and continuously monitor students' learning. • relentlessly follows up with struggling students with time and support to reach proficiency.

<p>providing appropriate intervention within a tiered support mode</p> <p>I.3, I.5, III.1, III.6, V.2</p>	<ul style="list-style-type: none"> looks over unit and final tests to see if there are any lessons for the future. either fails to refer students for further problem solving or refers students who do not need it. 	<ul style="list-style-type: none"> reviews students' tests to see if there is anything that needs to be re-taught. sometimes doesn't refer students promptly for TRT and Tier II problem solving, or refers students who don't need it. 	<ul style="list-style-type: none"> uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. when necessary, refers students for additional TRT and TIER II problem solving and specialized diagnosis and supplementary support. 	<ul style="list-style-type: none"> immediately uses ongoing assessment data to fine-tune teaching, re-teach, and help struggling students. utilizes TRT and Tier II problem solving processes, and makes sure that students who need specialized diagnosis and help receive appropriate and timely services.
<p>consulting and collaborating with colleagues to solve challenging student learning problems</p> <p>VI.1, VI.2, VII.1, VII.3</p>	<ul style="list-style-type: none"> records students' grades and moves on with the curriculum. when a teaching unit or lesson doesn't go well, chalks it up to experience. is defensive about criticism and resistant to changing classroom practice. meets infrequently with colleagues, and conversations lack educational substance. is not open to ideas for improving teaching and learning. 	<ul style="list-style-type: none"> records students' grades and notices some general patterns for future reference. reflects at the end of a teaching unit or semester about what might have been done better. contemplates criticism and listens to feedback and suggestions. meets occasionally with colleagues to share ideas about teaching and students. keeps an eye out for new ideas for improving teaching and learning. 	<ul style="list-style-type: none"> analyzes data from summative assessments, draws conclusions, and shares them appropriately. reflects on the effectiveness of lessons and units and continuously works to improve them. listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. collaborates with colleagues to plan units, share teaching ideas, and look at student work. seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc. 	<ul style="list-style-type: none"> Charts and analyzes assessment data, draws conclusions, and shares them with others. constantly reflects on the effectiveness of teaching and works every day to improve. actively seeks out feedback and suggestions and uses them to improve performance. meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. devours effective practices from fellow professionals, workshops, reading, study groups, the Web, etc.

**We create a climate and culture for student learning
(Standard 4. Learning Environment; Standard 6. Professional Responsibilities)**

Teachers establish a learning community by creating an intellectually challenging and stimulating learning environment in which all students feel accepted, respected and supported by:

	An Ineffective teacher	A Developing teacher	An Effective teacher	A Highly Effective teacher
<p>setting and communicating clear and high expectations for all students</p> <p>III.2, IV.2, V.3, V.5, VI.2, VII.3</p>	<ul style="list-style-type: none"> comes up with <i>ad hoc</i> rules and consequences as events unfold during the year. rarely posts student work. rarely connects curiosity and enthusiasm to learning. 	<ul style="list-style-type: none"> announces and posts classroom rules and consequences. periodically posts some student work without explicit connection to rubrics, standards and outcomes. models and encourages enthusiasm for learning, curiosity and intellectual risk-taking. 	<ul style="list-style-type: none"> communicates and enforces high standards for student performance and behavior. frequently posts students' work to illustrate connection to rubrics, standards and outcomes. frequently models and encourages enthusiasm for learning, curiosity and intellectual risk-taking. 	<ul style="list-style-type: none"> is direct, specific and consistent in communicating and reinforcing high expectations for student performance and behavior. consistently posts exemplary work aligned with rubrics, standards and outcomes and uses it to motivate and direct effort. consistently models and encourages enthusiasm for learning, curiosity and intellectual risk-taking.
<p>communicating daily learning targets in student-friendly language</p> <p>III.2, IV.2</p>	<ul style="list-style-type: none"> rarely communicates outcomes and objectives. 	<ul style="list-style-type: none"> sometimes communicates outcomes and objectives. 	<ul style="list-style-type: none"> frequently communicates outcomes and objectives. 	<ul style="list-style-type: none"> consistently communicates clear, succinct, user-friendly outcomes and objectives and how each will be assessed.

<p>establishing an effective network of communication with parents and colleagues to support student learning and growth</p> <p>VI.2, VI.3</p>	<ul style="list-style-type: none"> • rarely contacts parents to communicate positive news; identify issues and respond to parent concerns. • in conferences, report cards, and informal talks, gives parents limited and general feedback • rarely collaborates with colleagues to support student growth and achievement. 	<ul style="list-style-type: none"> • periodically contacts parents to communicate positive news; identify issues and respond to parent concerns. • in conferences, report cards, and informal talks, gives parents accurate feedback. • periodically collaborates with colleagues to support student growth and achievement. 	<ul style="list-style-type: none"> • contacts parents to communicate positive news; identify issues and respond to parent concerns. • in conferences, report cards, and informal talks, gives parents accurate feedback on students' progress related to standards and expectations. • collaborates with colleagues to support student growth and achievement. 	<ul style="list-style-type: none"> • consistently and promptly contacts parents to communicate positive news; identify issues and respond to parent concerns. • in conferences, report cards, and informal talks, gives parents accurate and detailed feedback on students' progress related to standards and expectations. • consistently collaborates with colleagues to support student growth and achievement.
<p>promoting a sense of membership and belonging by affirming and respecting cultural and individual similarities and differences, and connecting teaching and learning to students' personal experiences</p> <p>I.3, IV.1, IV.2</p>	<ul style="list-style-type: none"> • rarely designs instruction to build on prior knowledge, instructional and linguistic needs and diversity in order to challenge all students. 	<ul style="list-style-type: none"> • periodically designs instruction to build on prior knowledge, instructional and linguistic needs and diversity in order to challenge all students. 	<ul style="list-style-type: none"> • frequently designs instruction to build on prior knowledge, instructional and linguistic needs and diversity in order to challenge all students. 	<ul style="list-style-type: none"> • consistently designs instruction to build on prior knowledge, instructional and linguistic needs and diversity in order to challenge all students.

We Foster a Culture of Professional Growth, Learning, Reflection and Collaboration
(Standard 6. Professional Responsibilities; Standard 7. Professional Growth)

Teachers act professionally, set informed goals and strive for continuous professional growth by:

	An Ineffective teacher	A Developing teacher	An Effective teacher	A Highly Effective teacher
acting ethically and responsibly within a professional learning community, and developing, carrying out, and reflecting on an annual individual professional learning plan VI.3, VI.4, VII.1 – VII.4	<ul style="list-style-type: none"> sets broad, non-specific student achievement and learning goals. does not meet annual goals, and does not reflect on the reasons why. fails to perform at least some non-instructional duties in accordance with expectations, and to comply with relevant laws and policies. 	<ul style="list-style-type: none"> sets broad, non-specific student achievement and learning goals. meets annual goals, and/or reflects on reasons why goals were/were not met. struggles to perform at least some non-instructional duties in accordance with expectations, and to comply with relevant laws and policies. 	<ul style="list-style-type: none"> sets specific, targeted goals tightly aligned with student and individual professional learning needs as identified through reflection and analysis of data. Does not meet annual goals as assessed through reflection and analysis of data, or does not reflect on the reasons why goals were/were not met. manages and performs most non-instructional duties in accordance with expectations, and complies with relevant laws and policies. 	<ul style="list-style-type: none"> sets specific, targeted goals tightly aligned with student and individual professional learning needs as identified through reflection and analysis of data. meets annual goals as assessed through reflection and analysis of data, and/or thoughtfully and effectively reflects on the reasons why goals were/were not met. manages and performs all non-instructional duties in accordance with expectations, and complies with relevant laws and policies.

Scoring Methodology	Ineffective	Developing	Effective	Highly Effective
<i>We know what to teach and how to teach it...</i>	.5 each X 4 elements = 2.0	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We know our students and how each learns</i>	.5 each X 4 elements = 2.0	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We manage and monitor progress...</i>	.5 each X 4 elements = 2.0	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We create a climate and culture for learning</i>	.5 each X 4 elements = 2.0	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We foster a culture of professional growth...</i>	1 each X 1 element = 1	2 each X 1 element = 2	3 each X 1 element = 3	4 each X 1 element = 4
Scoring Bands	9-18	18-34	35-51	52-60