

# Appendix D

## Instructional Practice Rubrics

Student Engagement			
1	2	3	4
Students are rarely engaged are distracted in activities and assignments that are appropriate for the instructional outcomes and students' level of understanding.	Students are somewhat engaged and interactive in activities and assignments that are appropriate for the instructional outcomes and students' level of understanding.	Students are actively engaged and interact appropriately in activities and assignments that are appropriate for the instructional outcomes and students' level of understanding.	Students are actively engaged and interact attentively in activities and assignments that are appropriate for the instructional outcomes and students' level of understanding and allows for student reflection and closure.
<p>The lesson moves at a pace in which students are frequently disengaged or left with nothing meaningful to do.</p> <p>Teacher does not explain concepts and/or does not engage students with instructional strategies.</p> <p>Teacher does not use instructional time so that students are engaged from the beginning of class to the end of class.</p>	<p>The lesson moves at a moderate pace but students are sometimes disengaged or left with nothing to do.</p> <p>Explanations of concepts are unclear or disorganized and/or uses only one instructional strategy to engage students.</p> <p>Teacher uses instructional time so that some students are engaged from the beginning of class to the end of class.</p>	<p>The lesson moves at a pace, such that students are rarely disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class).</p> <p>Teacher clearly explains concepts and allows students to explore the concept. Teacher uses various instructional strategies to engage students.</p> <p>Teacher effectively uses instructional time so that students are engaged from the beginning of class to the end of class.</p>	<p>The lesson moves at an appropriate pace such that students are rarely disengaged, provides options for student decision making during independent work time, and/or students who finish assigned work early have something else meaningful to do that relates to the objective.</p> <p>Teacher provides an environment in which students are able to discover concepts and are actively involved in the learning process</p> <p>Students assume responsibility for utilizing instructional time.</p>

# Appendix D

## Instructional Practice Rubrics

Assessment and Feedback			
1	2	3	4
Teacher infrequently or never checks for understanding.	Teacher checks for understanding using only one method.	Teacher routinely checks for understanding using a variety of methods.	Teacher implements a system of checking for understanding that results in a substantive awareness of all students' progress and needs that guides instruction during the lesson.
Teacher does not diagnose misunderstandings and misconceptions or the checks are ineffective in accurately assessing student understanding.	Teacher inconsistently diagnoses misunderstandings and misconceptions and/or responds with incomplete scaffolding.	Teacher accurately diagnoses misunderstandings and misconceptions and responds with appropriate scaffolding.	Teacher anticipates student misunderstandings and misconceptions and preemptively addresses them.
Teacher provides no opportunity for students to engage in self-assessment and reflection	Teacher provides limited opportunity for students to engage in self-assessment and reflection	Teacher provides an opportunity for students to engage in self-assessment and reflection	Students self-assess and reflect on their understanding of lesson objectives and provide feedback to the teacher
Teacher provides incorrect feedback or no feedback during a lesson.	Teacher provides limited feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking.	Teacher provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking.	Teacher provides opportunities for tailored feedback that affirms correctly understood content, clarifies misunderstood content, and allows students to explain why they have or have not met the expectations

# Appendix D

## Instructional Practice Rubrics

Differentiation			
1	2	3	4
Teacher does not know all student backgrounds, skills, language proficiency, special needs and medical conditions.	Teacher knows student backgrounds, skills, language proficiency, special needs, and medical conditions but does not use that information to ensure access to lessons.	Teacher knows student backgrounds, skills, language proficiency, special needs and medical conditions in order to ensure access to lessons.	Teacher knows student backgrounds, skills, language proficiency, special needs, medical conditions and social emotional needs in order to ensure access to lessons.
Teacher does not provide additional supports or enrichment in order to meet the needs and learning style of the student.	Teacher occasionally provides additional supports or enrichment, in order to meet the needs and learning style of the student.	Teacher provides additional supports or enrichment in order to meet the needs and learning style of the student.	Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning styles.
Teacher provides one way to engage lesson content	Teacher provides two ways to engage lesson content but does not include various learning styles	Teacher provides multiple ways to engage lesson content and that includes various learning styles	Teacher provides multiple ways to engage lesson content that includes various learning styles and offers personalized instruction according to the student's needs

# Appendix D

## Instructional Practice Rubrics

Problem Solving and Critical Thinking			
1	2	3	4
Teacher does not create opportunities for analysis, problem solving, or drawing conclusion	Teacher creates limited opportunities for students to analyze, problem solve, and/ or draw conclusions	Teacher creates situations that challenge students(independently and/ or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions according to their developmental level	Teacher creates situations that challenge students(independently and/ or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions and students communicate their reasoning process through a developmentally appropriate process
Teacher does not develop and use various instructional strategies that challenge students at an appropriate developmental level	Teacher develops and uses one or two instructional strategies that challenge students at an appropriate developmental level.	Teacher develops and uses various instructional strategies that challenge students to think independently or critically about the content at an appropriate developmental level	Teacher develops and uses instructional strategies that allow students to design and think through inquiry based problems or projects that are appropriate for the student's developmental level
Teacher does not probe for higher-level thinking through questioning strategies	Teacher occasionally probes for higher-level thinking through questioning strategies	Teacher consistently probes for higher-level thinking through questioning strategies	Students exhibit higher-level thinking through their communicating with each other
Students are not engaged in authentic tasks, real world problems, or substantial endeavors	Students are engaged in some authentic tasks, real world problems, or substantial endeavors	Students are engaged in authentic tasks, real world problems, or substantial endeavors according to their level of development	Students base their learning in authentic tasks, real world problems, or substantial endeavors as evidence of their ownership of independent and group work

# Appendix D

## Instructional Practice Rubrics

Classroom Expectations			
1	2	3	4
Objectives are not clear.	Objectives are somewhat clear.	Objectives provide clear expectations.	Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations.
Teacher does not know and understand student levels or does not provide activities which require students to apply their learning.	Teacher knows and understands some student levels and provides activities that require students to apply their learning.	Teacher knows and understands student levels and provides challenging activities that require students to apply and extend their learning based on their level of development.	Students are allowed to choose challenging activities that require them to apply and extend their learning based on their level of development.
Teacher delivers a lesson that is not aligned to state standards and district curriculum requirements.	Teacher delivers a lesson that is somewhat aligned to state standards and district curriculum requirements according to the student's level of development.	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements according to the student's level of development.	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts according to the student's level of development.

# Appendix D

## Instructional Practice Rubrics

Routines and Procedures			
1	2	3	4
Teacher does not clearly communicate developmentally appropriate student behavioral expectations	Teacher communicates some developmentally appropriate student behavioral expectations	Teacher clearly communicates developmentally appropriate student behavioral expectations	Students demonstrate developmentally exemplary behavioral expectations through their actions. Students are responsive to teacher guidance & feedback.
Teacher does not reinforce and encourage appropriate/positive behavior as needed.	Teacher inconsistently reinforces and encourage appropriate/positive behavior.	Teacher reinforces and encourages appropriate/positive behavior as needed.	Students exhibit positive behavior with little redirection from the teacher. Students apply self-awareness and self-management skills.
Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect misbehavior	Teacher inconsistently responds to behavior problems	Teacher utilizes logical consequences which are respectful, relevant, and realistic	Teacher handles individual behavior problems quickly, discreetly, respectfully OR no evidence of any student misbehavior
Teacher does not address off-task or inappropriate behavior and it interferes with student learning.	Teacher addresses off-task or inappropriate behavior inconsistently and/or ineffectively, so that it interferes with student learning some of the time.	Teacher addresses off-task or inappropriate behavior consistently and effectively, so that it does not interfere with student learning.	Off-task or inappropriate behavior rarely occurs, so there is no interference with student learning.
Teacher does not design or implement consistent classroom routines and procedures that run smoothly and does not foster student independence.	Teacher designs and implements classroom routines and procedures that run smoothly some of the time and fosters some student independence for shared responsibilities.	Teacher effectively designs and implements consistent classroom routines and procedures that run smoothly and fosters student independence through shared responsibilities.	Teacher effectively designs and implements consistent classroom routines and procedures where students assume responsibility and carry them out in an efficient manner with little or no direction from the teacher.

# Appendix D

## Instructional Practice Rubrics

Classroom Climate			
1	2	3	4
Students do not actively listen or respond appropriately to the teacher	Students listen occasionally and respond appropriately to the teacher intermittently.	Students actively listen and respond appropriately to the teacher.	Students actively listen and respond positively and respectfully to the teacher.
Teacher does not have a positive rapport with students and does not communicate or model expectations for respect of student differences.	Teacher has an inconsistent rapport with students and communicates and models expectations for respect of some student differences.	Teacher has a positive rapport with students and communicates and models expectations for respect of student differences.	Teacher has a positive rapport with student and student demonstrates respect for teacher
Teacher does not celebrate student accomplishments.	Teacher celebrates some student accomplishments.	Teacher celebrates student accomplishments.	Students recognize and celebrate one another's accomplishments
Teacher does not provide opportunities for students to take risks and challenge themselves or the environment is not emotionally supportive.	Teacher provides a few opportunities for students to take risks and challenge themselves in an emotionally supportive environment.	Teacher provides opportunities for students to take risks and challenge themselves in an emotionally supportive environment.	Students openly take risks and challenge themselves during class.