

STAGES

Supportive Tool for Assessing
Growth in Educational Systems

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Rubric ID: 492
 Rubric District: 57030
 Rubric Name: Teacher v2 (McBain) 2011-2012 OpenSource
 Rubric Active:
 Weighted Rubric:
 INFORMED:

Domain 1 Domain 2 Domain 3 Domain 4

Domain Weight: 0%

Domain Text: Planning and Preparation for Learning

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is expert in the subject area and has a cutting edge grasp of child development and how students learn.

<p>Strategy</p>	<p>Plans lesson by lesson and has little familiarity with state standards and tests.</p>	<p>Has done some thinking about how to cover high standards and test requirements this year.</p>	<p>Plans the year so students will meet state standards and be ready for external assessments.</p>	<p>Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.</p>
<p>Alignment</p>	<p>Teaches on an ad hoc basis with little or no consideration for long range curriculum goals.</p>	<p>Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.</p>	<p>Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.</p>	<p>Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels.</p>
<p>Assessments</p>	<p>Writes final tests shortly before they are given.</p>	<p>Drafts unit tests as instruction proceeds.</p>	<p>Plans on-the-spot and unit assessments to measure student learning.</p>	<p>Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</p>
<p>Anticipation</p>	<p>Proceeds without considering misconceptions that students might have about the material.</p>	<p>Has a hunch about one or two ways that students might become confused with the content.</p>	<p>Anticipates misconceptions and confusions that students might have.</p>	<p>Anticipates misconceptions that students are likely to have and plans how to overcome them.</p>

<p>Lessons</p>	<p>Plans lessons aimed primarily at entertaining students or covering textbook chapters.</p>	<p>Plans lessons with unit goals in mind.</p>	<p>Designs lessons focused on measurable outcomes aligned with unit goals and state standards.</p>	<p>Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.</p>
<p>Engagement</p>	<p>Plans lessons with very little likelihood of motivating or involving students.</p>	<p>Plans lessons that will catch some students' interest and perhaps get a discussion going.</p>	<p>Designs lessons that are relevant, motivating, and likely to engage students in active learning.</p>	<p>Designs highly relevant lessons that will motivate all students and sweep them up in active learning.</p>
<p>Materials</p>	<p>Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.</p>	<p>Plans lessons that involve a mixture of good and mediocre learning materials.</p>	<p>Designs lessons that use an effective, multicultural mix of materials.</p>	<p>Designs lessons involving an appropriate mix of topnotch, multicultural learning materials.</p>
<p>Differentiation</p>	<p>Plans lessons aimed at the "middle" of the class.</p>	<p>Plans lessons with some thought as to how to accommodate special needs students.</p>	<p>Designs lessons that target diverse learning needs, styles, and interests.</p>	<p>Designs lessons that break down complex tasks and address all learning needs, styles, and interests.</p>

Environment	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.
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Domain Weight: 0%

Domain Text: Classroom Management

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Expectations	Comes up with ad hoc rules and punishments as events unfold during the year.	Announces and posts classroom rules and punishments.	Clearly communicates and consistently enforces high standards for student behavior.	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.

Relationships	Is sometimes unfair and disrespectful to the class, plays favorites.	Is fair and respectful toward most students and builds positive relationships with some.	Is fair and respectful toward students and builds positive relationships.	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.
Respect	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	Wins the respect of some students but there are regular disruptions in the classroom.	Commands respect and refuses to tolerate disruption.	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.
Social - Emotional	Publicly berates "bad" students, blaming them for their poor behavior	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Fosters positive interactions among students and teaches useful social skills.	Implements a program that successfully develops positive interactions and social emotional skills.
Routines	Does not teach routines and is constantly nagging, threatening, and punishing students.	Tries to train students in class routines but many of the routines are not maintained.	Teaches routines and has students maintain them all year.	Successfully inculcates class routines so that students maintain them throughout the year.

Responsibility	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Successfully develops students' self-discipline, self-confidence, and a sense of responsibility
Repertoire	Has few discipline "moves" and constantly struggles to get students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a highly effective discipline repertoire and can capture and hold students' attention any time
Efficiency	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. S	ometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Uses coherence, lesson momentum, and silky/smooth transitions to get the most out of every minute.
Prevention	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.

Incentives	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Uses incentives wisely to encourage and reinforce student cooperation.	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.
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Domain Weight: 0%

Domain Text: Delivery of Instruction

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Expectations	Gives up on some students as hopeless.	Tells students that the subject matter is important and they need to work hard.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Exudes high expectations and determination and convinces all students that they will master the material.

Effort - Based	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.	Teaches students to be risktakers, learn from mistakes, and believe that through effective effort, they will get smarter.
Goals	Begins lessons without giving students a sense of where instruction is headed.	Tells students the main learning objectives of each lesson.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.
Connections	Rarely hooks students' interest or makes connections to their lives.	Tries to make the subject interesting and relate it to things students already know.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.
Clarity	Often presents material in a confusing way, using language that is inappropriate.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Uses clear explanations, appropriate language, and good examples to present material.	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.

Repertoire	Uses only one or two teaching strategies and types of materials and fails to reach most students.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.
Engagement	Mostly lectures to passive students or has them plod through textbooks and worksheets.	Attempts to get students actively involved but some students are disengaged.	Has students actively think about, discuss, and use the ideas and skills being taught.	Gets all students highly involved in focused work in which they are active learners and problem solvers.
Differentiation	Fails to provide for differentiated instruction for students with special needs.	Attempts to accommodate students with special needs, with mixed success.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.
Nimbleness	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.	Is focused on implementing lesson plans and sometimes misses teachable moments.	Is flexible about modifying lessons to take advantage of teachable moments.	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.

Application	Moves on at the end of each lesson and unit without having students summarize.	Asks students to think about real-life applications for what they are studying.	Has students sum up what they have learned and apply it in a different context.	Consistently has students summarize and internalize what they learn and apply it to real-life situations.
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Domain Weight: 0%
 Domain Text: Professional Responsibilities

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Attendance	Has poor attendance.	Has mediocre attendance.	Has very good attendance.	Has perfect or near-perfect attendance.
Weight:0 Format:MEAP				

<p>Reliability</p>	<p>Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.</p>	<p>Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.</p>	<p>Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.</p>	<p>Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.</p>
<p>Weight:0 Format:MEAP</p>	<p>Frequently acts and/or dresses in an unprofessional manner and violates boundaries.</p>	<p>Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.</p>	<p>Demonstrates professional demeanor and maintains appropriate boundaries.</p>	<p>Presents as a consummate professional and always observes appropriate boundaries.</p>
<p>Professionalism</p>	<p>Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.</p>	<p>Sometimes uses questionable judgment, is less than completely honest, and discloses student information.</p>	<p>Is ethical and aboveboard, uses good judgment, and maintains confidentiality with student records.</p>	<p>Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.</p>
<p>Weight:0 Format:MEAP</p>	<p>Declines invitations to serve on committees and attend after-school activities.</p>	<p>When asked, will serve on a committee and attend an after-school activity.</p>	<p>Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees.</p>	<p>Is an important member of teacher teams and committees and frequently attends after-school activities.</p>
<p>Teamwork</p>	<p>Declines invitations to serve on committees and attend after-school activities.</p>	<p>When asked, will serve on a committee and attend an after-school activity.</p>	<p>Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees.</p>	<p>Is an important member of teacher teams and committees and frequently attends after-school activities.</p>
<p>Weight:0 Format:MEAP</p>				

<p>Contributions</p>	<p>Rarely if ever contributes ideas that might help improve the school.</p>	<p>Occasionally suggests an idea aimed at improving the school.</p>	<p>Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.</p>	<p>Frequently contributes valuable ideas and expertise that further the school's mission.</p>
<p>Weight:0 Format:MEAP</p>	<p>Is reluctant to share concerns with the administration or ask for help.</p>	<p>Bottles up concerns or constantly complains, and is not open to help.</p>	<p>Keeps the administration informed about concerns and asks for help when it's needed.</p>	<p>Informs the administration of any concerns and reaches out for help and suggestions when needed.</p>
<p>Openness</p>	<p>Is very defensive about criticism and resistant to changing classroom practice.</p>	<p>Is somewhat defensive but does listen to feedback and suggestions.</p>	<p>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</p>	<p>Actively seeks out feedback and suggestions and uses them to improve performance.</p>
<p>Weight:0 Format:MEAP</p>	<p>Meets infrequently with colleagues, and conversations lack educational substance.</p>	<p>Meets occasionally with colleagues to share ideas about teaching and students.</p>	<p>Collaborates with colleagues to plan units, share teaching ideas, and look at student work.</p>	<p>Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.</p>
<p>Weight:0 Format:MEAP</p>				

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