Faculty Teaching Rubric: SY 2017-18

Classroom Culture			New Faculty	Instructional Fellow
The classroom feels welcoming and demonstrates thoughtful preparation on behalf of the instructor	a.	Self=Room	X	X
	b.	Positivity	X	X
The instructor establishes a culture of high engagement and investment	a.	Engagement	X	
	b.	Investment		
The instructor establishes an urgent and calm culture	a.	Urgency		
Self and Other People			**New Faculty**	**Instructional Fellow**
The instructor uses an authentic and adult-appropriate tone	a.	Tone	X	X
	b.	Awareness		
The instructor develops meaningful relationships	a.	Use of Context	X	
The instructor creates an inclusive environment that values and acknowledges diversity of thought	a.	Diversity of Thought		
	b.	Mindsets		
Teaching Cycle			**New Faculty**	**Instructional Fellow**
The instructor effectively communicates and presents instructional material	a.	Clarity	X	X
	b.	Confidence	X	X
The instructor questions and challenges to build a culture of rigor	a.	Questioning	X	
	b.	Cognitive Lift		
The instructor makes the material sticky and is aware of participants' learning and adjusts accordingly	a.	Use of Method	X	
	b.	Adjust		
The instructor effectively facilitates practice	a.	Setup	X	
	b.	Rounds		
	c.	Interrupt		
Content			**New Faculty**	**Instructional Fellow**
The instructor is knowledgeable about the content	a.	Knowledge	X	X
	b.	Responses		
The instructor provides concrete aligned K-12 classroom examples to bridge the gap between theory and practice	a.	Modeling		
	b.	Classroom Examples	X	

Classroom Culture

Rubric Row	(4) Exemplary	(3) Proficient	(2) Foundational	(1) Attempting	(0) Lacking	Sample Techniques and Evidence
The classroom feels welcoming and demonstrates thoughtful preparation on behalf of the instructor	a. **SELF=ROOM**: The classroom is set up in an organized, intentional and inspiring way a. **POSITIVITY**: Participants initiate positive interactions with instructor and with colleagues above and beyond what is planned in the session	a. **SELF=ROOM**: Classroom is set up in an organized and intentional way (e.g. sign-in, PPT, furniture, groupings, handouts, etc.) a. **POSITIVITY**: Interactions with participants and overall feeling of the room are neutral to positive	a. **SELF=ROOM**: Classroom is set up in an organized way, but lacks intentionality a. **POSITIVITY:** Interactions with participants and overall feeling of the room is consistently neutral	a. **SELF=ROOM**: Classroom is not appropriately organized (e.g., seating is not conducive to learning activities) a. **POSITIVITY:** Interactions with participants and overall feeling of the room fluctuates and sometimes tilts toward negative	a. **SELF=ROOM**: Classroom is messy and disorganized (e.g., desks are dirty when teachers arrive) a. **POSITIVITY:** Interactions with participants are not positive and the overall feeling in the room is negative or tense.	**Self=Room:** ▪ Name tents ▪ Anchor Charts ▪ Motivational Posters ▪ Student work posted **Positivity:** ▪ Humor ▪ Team builders ▪ Student appreciation ▪ Personal questions ▪ Celebrating Bright Spots ▪ Setting the Tone
The instructor establishes a culture of high engagement and investment	a. **ENGAGEMENT:** Participants enthusiastically engage in session activities (e.g., ask questions of instructors and each other, actively listen, take notes & follow along in materials, etc.) b. **INVESTMENT:** Creates an experience that leads participants to uncover the value on their own; instructor is compelling and inspiring	a. **ENGAGEMENT:** Effectively uses a variety of strategies that results in the vast majority of participants (80-89%) actively participating throughout the session b. **INVESTMENT:** Clearly and compellingly communicates rationale at the top of the session and throughout key moments such that it makes "gut sense" to participants (e.g., uses research, testimonials, wisdom of practice)	a. **ENGAGEMENT:** Uses strategies that result in the majority of participants actively participating (70-79%) for the majority of the session; there are times that a few participants seem distracted or are occasionally off-task b. **INVESTMENT:** Clearly communicates rationale at the top of the session and throughout key moments; however, the delivery is less compelling; or misses 1-2 key moments to build investment	a. **ENGAGEMENT:** Attempts to use strategies that result in some participants actively participating (~60-69%); there are students that have visibly checked out or do not participate in session activities b. **INVESTMENT:** Attempts to communicate rationale at the top of the session and throughout key moments; however, delivery lacks clarity and/or relevance and is therefore not compelling; or misses multiple key moments to build investment	a. **ENGAGEMENT:** Does not attempt to use engagement strategies; few participants actively participating (<59%), many students have visibly checked out of do not participate in session activities b. **INVESTMENT:** Lacks rationale and/or deliver of rationale is not aligned	**Engagement:** ▪ Turn & Talks ▪ Small group discussions ▪ Everybody Writes ▪ Cold Call ▪ Student-to-student discussion ▪ Warm Call **Investment:** ▪ Why Moments/Frame the Learning ▪ Rationale ▪ Personal classroom examples/anecdotes ▪ Supporting research ▪ Case studies
The instructor establishes an urgent and calm culture	a. **URGENCY:** Creates an energizing momentum by moving through learning experiences with an appropriate illusion of speed (e.g., right time, right pace)	a. **URGENCY:** Moves through meaningful activities with little to no lag time between learning experiences	a. **URGENCY:** One or more parts of the session moves at a speed that is either slightly too slow or too fast	a. **URGENCY:** One or more parts of the session move at a pace that is undeniably too slow or too fast; student engagement or comprehension is visibly decreasing as a result	a. **URGENCY:** Overall pacing is so far off that the work no longer feels meaningful	**Urgency:** ▪ Awareness of Time: timer, adjusting timing, strategic decisions about when to take hands and when to hold off ▪ Pace of speech is appropriate

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Self and Other People

Rubric Row	(4) Exemplary	(3) Proficient	(2) Foundational	(1) Attempting	(0) Lacking	Sample Techniques and Evidence
The instructor uses an authentic and adult-appropriate tone	a. **TONE**: Fluidly adapts tone based on context, including the task at-hand and interactions with participants (e.g., during the model, moving from casual to formal) b. **AWARENESS**: Addresses the affect of the group and the learning needs of the individual participants in the most effective way; desired shift occurs	a. **TONE**: Consistently uses an authentic, collegial, adult-appropriate tone when teaching and conversing with participants b. **AWARENESS**: Demonstrates an acute awareness of the affect of the group and acts on that information to make in-the-moment decisions	a. **TONE**: Occasionally, uses an authentic, collegial, adult-appropriate tone when teaching and conversing with participants; sometimes addresses participants as they would K-12 students b. **AWARENESS**: Often misses opportunities to address the affect of the group and/or does not use that information to act	a. **TONE**: Uses a condescending of otherwise inappropriate tone b. **AWARENESS**: Does not demonstrate an awareness of the affect of the group	a. **TONE**: Uses a condescending or otherwise inappropriate tone b. **AWARENESS**: Does not demonstrate an awareness of the tone in the room	**Tone:** ▪ Adult-Appropriate Call-to-Attention ▪ Avoids using "k-12"management strategies, like positive narration, without meta-moments **Awareness:** ▪ Follows up with participant during small group discussion/work time ▪ Intentionally pauses ▪ Redirect a "me" vs. "we" ▪ Reading facial expressions
The instructor uses participants' context to further learning	a. **USE OF CONTEXT**: Intentionally plans and adjusts instruction based on the context of participants, in doing so, provides a richer learning experience	a. **USE OF CONTEXT**: Intentionally plans and adjusts instruction based on the context of participants	a. **USE OF CONTEXT**: Plans and sometimes adjusts instruction based on the context of participants; there were 1-2 missed opportunities to use participants context to inform session	a. **USE OF CONTEXT**: Often misses opportunities to utilize participants' context to inform session	a. **USE OF CONTEXT**: Does not use participants' context to inform session	**Use of Context:** ▪ Intentional groupings ▪ One-on-one interactions ▪ Planned cold call ▪ Using online CFU data ▪ Grade/School specific examples
The instructor creates an inclusive environment that values and acknowledges diversity of thought	a. **DIVERSITY OF THOUGHT**: Participants express different views and respectfully challenge each other and the facilitator b. **MINDSET**: Participants demonstrate mindsets of effective teachers and/or reference these mindsets	a. **DIVERSITY OF THOUGHT**: Encourages different views from participants by asking questions and challenging responses b. **MINDSET**: Models, reinforces, and affirms mindsets of effective teachers and challenges participant beliefs that demonstrate limiting assumptions (e.g., fixed mindsets)	a. **DIVERSITY OF THOUGHT**: Welcomes different views from participants; there were 1-2 missed opportunities b. **MINDSET**: Models, reinforces and affirms mindsets of effective teachers; there were 1-2 missed opportunities to challenge participant beliefs that demonstrate limiting assumptions	a. **DIVERSITY OF THOUGHT**: Appears uncomfortable with different views, and/or, often misses opportunities to challenge responses b. **MINDSET**: Models mindsets of effective teachers; often misses opportunities to reinforce/affirm mindsets or misses multiple opportunities to challenge participant beliefs that demonstrate limited assumptions	a. **DIVERSITY OF THOUGHT**: Stifles different views b. **MINDSET**: Does not proficiently model mindsets of effective teachers	**Diversity of Thought:** • Offers counter argument • Asks for opinions from different grade levels • Incorporates readings with rigorous questions **Mindsets:** • Challenges breaches in practice culture

Faculty Teaching Rubric: SY 2017-18

Teaching Cycle

Rubric Row	(4) Exemplary	(3) Proficient	(2) Foundational	(1) Attempting	(0) Lacking	Sample Techniques and Evidence
The instructor effectively communicates and presents instructional material	a. **CLARITY:** Communicates ideas and presents material in a clear and concise way; key points are emphasized and sticky b. **CONFIDENCE:** Has gravitas, participants are drawn in; strikes the right balance of humility and confidence when presenting and interacting with participants	a. **CLARITY:** Communicates ideas and presents material in a clear, concise, precise way; key points are emphasized b. **CONFIDENCE:** Commands the room with confidence when presenting and interacting with participants	a. **CLARITY:** Communicates ideas and presents materials clearly, but slightly wordy and/or less precise (there is a clearer way to say it); key points are still apparent b. **CONFIDENCE:** Appears slightly under confident or overly confident when delivering materials or interacting with participants	a. **CLARITY:** Communicates some ideas unclearly or imprecisely; key points are unclear (e.g., too wordy, circularity of argument, etc.) b. **CONFIDENCE:** Appears unsure or arrogant when delivering material or interacting with participants	a. **CLARITY:** Communicates most ideas unclearly; key points are lost b. **CONFIDENCE:** Presence in the room is an issue needing immediate intervention	**Clarity:** ▪ Economy of Language ▪ Name the Steps **Confidence:** ▪ Body language (e.g. posture, "Square up, Stand Still") ▪ Circulation ▪ Break the Plane ▪ Volume
The instructor questions and challenges to build a culture of rigor	a. **QUESTIONING:** Asks questions that strike a balance between ambiguous and risky and presses for depth of participants' responses at the just-right level (e.g., may push beyond one additional question) b. **COGNITIVE LIFT:** Learning experiences are designed and facilitated to lead participants to discover key ideas on their own	a. **QUESTIONING:** Asks questions that strike a balance between ambiguous and risky and presses for depth of participants' responses (e.g., by asking why, to provide evidence or an example) b. **COGNITIVE LIFT:** Learning experiences are appropriately ambiguous and risky for participants; majority of heavy lifting is done by the participants	a. **QUESTIONING:** Asks questions that strike a balance between ambiguous and risky b. **COGNITIVE LIFT:** Learning experiences are appropriately ambiguous and risky; there were 1-2 missed opportunities to shift the heavy lifting to participants	a. **QUESTIONING:** Attempts to ask questions that strike a balance between ambiguous and risky, but clearly favors one or the other b. **COGNITIVE LIFT:** Learning experiences favor ambiguity or risk and/or there were multiple missed opportunities to shift the heavy lifting to participants	a. **QUESTIONING:** Does the majority of the heavy lifting b. **COGNITIVE LIFT:** Learning experiences are poorly designed and/or the instructor does the majority of the heavy lifting	**Questioning:** ▪ Questioning Techniques (e.g. Stretch –It, Student-to-Student Discussion) ▪ Teacher Talk Ratio (TT ~40%) **Cognitive Lift:**
The instructor makes the material sticky and is aware of participants' learning and	a. **USE OF METHOD:** Methods are differentiated for groups/individuals and, when needed, the instructor adjusts course in the moment when necessary	a. **USE OF METHOD:** Instructional methods are consistently structured and delivered in a way that drive toward a clear purpose	a. **USE OF METHOD:** 1 or 2 methods may not be structured or delivered in a way that drives toward a clear purpose; there is a better way to teach the content	a. **USE OF METHOD:** Multiple methods may not be structured or delivered in a way that drives toward a clear purpose	a. **USE OF METHOD:** Methods consistently do not drive toward a clear purpose	**Use of Method:** ▪ Analogies ▪ Demos, ▪ Models ▪ Video analysis ▪ Practice

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adjusts instruction accordingly	b. **ADJUST:** Adjustment is differentiated to address the needs of participants	b. **ADJUST:** Uses data to make in-the-moment adjustments that repair participant learning and closes the loop to ensure that all participants are ready to move on	b. **ADJUST:** Uses data to make in-the-moment adjustments; the adjustment isn't wrong; however, there might be a more effective choice OR there were 1-2 missed opportunities to adjust instruction	b. **ADJUST:** Uses data to make in-the-moment adjustments; the adjustment did not repair the misconception OR there were multiple missed opportunities to adjust instruction	b. **ADJUST:** Is not aware of participant learning and does not make in-the-moment adjustments	**Adjust:** ▪ Gives whole-group feedback on trends during and after activities as appropriate ▪ Asks follow up questions to group ▪ Provides an additional example
The instructor effectively facilitates participant practice (*when observable*)	a. **SETUP:** The set-up is crisp; it is clear that all participants are challenged and pushed given their differing needs b. **ROUNDS:** Provides an opportunity for participants to reflect and apply learning c. **FEEDBACK:** Provides maximal high leverage feedback during and after practice to individuals and whole-group; after giving feedback it is clear that participants will practice better	a. **SETUP:** Clearly sets up practice by providing the necessary directions, examples, planning time, and resources in an efficient way; participants are ready to maximize practice once it begins b. **ROUNDS:** Number of rounds and focus for each round (e.g. drill v. scrimmage) is appropriate given participant needs; rounds "run themselves" c. **FEEDBACK:** Provides high leverage feedback to reinforce quality execution and repair any misunderstandings ; gives feedback after rounds and interrupts during practice	a. **SETUP:** Clearly sets up practice for participants but misses an opportunity to provide some guidance or resource that would have benefitted participants; participants are still able to effectively practice b. **ROUNDS:** Number of rounds or focus for each round is slightly off; there may be too many rounds or the focus of the round is not fully appropriate for participants c. **FEEDBACK:** Provides feedback but is not the highest leverage; AND/OR there were 1-2 missed opportunities to give feedback	a. **SETUP:** Attempts to set up practice, but misses multiple opportunities to provide guidance, examples, resources; participants are unsure of expectations and may not be able to practice without intervention by instructor b. **ROUNDS:** Number of rounds and focus of rounds are off; practice needs to be re-structured to meet participants' needs c. **FEEDBACK:** Provides feedback but feedback is not high leverage or aligned to the focus of practice AND/OR misses multiple opportunities to give feedback (e.g. only gives feedback at the end of practice)	a. **SETUP:** Does not take the time to set up participants to practice before practice begins b. **ROUNDS:** There are no rounds of practice, where there clearly should have been c. **FEEDBACK:** Does not provide any feedback	**Set-up:** ▪ Clear directions: verbal and visual ▪ Provides a model of the practice ▪ Provides planning time for practice ▪ Has timed slides and/or interrupts strategically to move group along ▪ Introduces feedback cheat sheet **Rounds:** **Feedback:** ▪ Uses a "Feedback Cheat Sheet" ▪ Batch feedback after each round ▪ High Hit Rate: Joins group, interrupts to give feedback ▪ Gives whole-group feedback on trends during and after activities as appropriate

Content

Rubric Row	(4) Exemplary	(3) Proficient	(2) Foundational	(1) Attempting	(0) Lacking	Sample Techniques and Evidence
The instructor is knowledgeable about the content	a. **KNOWLEDGE:** Stretches beyond the content of the module to push participants thinking and perspective; master of the content b. **RESPONSES:** Uses the question to clarify content and push understanding beyond the initial question; checks for student understanding post question	a. **KNOWLEDGE:** Presents a depth of knowledge about the content throughout the session (e.g., new material, OL session review, etc.) b. **RESPONSES:** Provides a clear, thorough, and aligned response to in-the-moment participant questions	a. **KNOWLEDGE:** Presents adequate knowledge about the content taught; there are moments when instructor's knowledge of the content appears limited b. **RESPONSES:** Provides a clear and aligned response to in-the-moment question, but the response may not be as thorough as was needed for comprehension and application	a. **KNOWLEDGE:** Presents sufficient, but limited knowledge of the content being taught (e.g. content does not appear to extend beyond the session plan) b. **RESPONSES:** Response to in-the-moment questions were unclear	a. **KNOWLEDGE:** Appears that the instructor has considerable gaps in knowledge of the content being taught b. **RESPONSES:** Response is not directly aligned to the question asked; response to question asked is therefore not provided	**Knowledge:** ▪ Directly and succinctly address questions ▪ Able to provide multiple examples when necessary ▪ Use of academic language (e.g. culturally responsive instruction) ▪ Making connections to research and online modules **Responses:**
The instructor provides concrete and aligned K-12 classroom examples to bridge the gap between theory and practice	a. **MODELING:** Sets up, models, and debriefs K-12 techniques to demonstrate exemplary implementation of session content; instructor is clearly a master of the content	a. **MODELING:** Sets up, models, and debriefs K-12 techniques to demonstrate proficient implementation of session content	a. **MODELING:** Sets up, models, and debriefs K-12 techniques to demonstrate proficient implementation of session content, but could have improved either the set up or the debrief for participants to apply the model to their own content	a. **MODELING:** Sets up, models, and debriefs K-12 techniques to demonstrate proficient implementation of session content, but the set up and the debrief of the model need considerable improvement for participants to apply to their own context	a. **MODELING:** Does not appropriately model K-12 techniques (e.g., model demonstrates ineffective implementation)	**Modeling:** ▪ Get Meta: Uses meta-moments to contextualize and maximize effectiveness of modeling ▪ Bright lines: Clear in-cue and out-cue ▪ Provides clear lens through which to observe or participate in the model ▪ Provides opportunity to debrief the model
	b. **CLASSROOM EXAMPLES:** As a norm, participants share their own resources to support their colleagues learning which enhances the learning experience for all	b. **CLASSROOM EXAMPLES:** Uses personal anecdotes and classroom examples to provide tangible examples of best practices and further participant progression toward objectives; uses examples at right time	b. **CLASSROOM EXAMPLES:** Uses personal anecdotes and classroom examples but examples used could be more powerful to further participation progression toward objectives	b. **CLASSROOM EXAMPLES:** Attempts to use personal anecdotes of classroom examples but examples are not directly aligned to the application of session content / do not necessarily further objectives	b. **CLASSROOM EXAMPLES:** Does not use any personal anecdotes or classroom examples and it is clear that this would have benefitted participant understanding	**Classroom Examples:** ▪ Uses tangible resources from classroom, including photos, handouts, etc. ▪ Tells stories about classroom experience s related to the session