## Classroom Culture

<table>
<thead>
<tr>
<th>Description</th>
<th>New Faculty</th>
<th>Instructional Fellow</th>
</tr>
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<tbody>
<tr>
<td>The classroom feels welcoming and demonstrates thoughtful preparation on behalf of the instructor</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The instructor establishes a culture of high engagement and investment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The instructor establishes an urgent and calm culture</td>
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## Self and Other People

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<tbody>
<tr>
<td>The instructor uses an authentic and adult-appropriate tone</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The instructor develops meaningful relationships</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The instructor creates an inclusive environment that values and acknowledges diversity of thought</td>
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## Teaching Cycle

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<tr>
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<td>X</td>
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<tr>
<td>The instructor questions and challenges to build a culture of rigor</td>
<td>X</td>
<td></td>
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<tr>
<td>The instructor makes the material sticky and is aware of participants’ learning and adjusts accordingly</td>
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<td>The instructor effectively facilitates practice</td>
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## Content

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<tr>
<td>The instructor is knowledgeable about the content</td>
<td>X</td>
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</tr>
<tr>
<td>The instructor provides concrete aligned K-12 classroom examples to bridge the gap between theory and practice</td>
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## Faculty Teaching Rubric: SY 2017-18

### Classroom Culture

<table>
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<tr>
<th>Rubric Row</th>
<th>Sample Techniques and Evidence</th>
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<tr>
<td></td>
<td><strong>Self=Room:</strong> Classroom is set up in an organized, intentional and inspiring way</td>
</tr>
<tr>
<td></td>
<td><strong>Proficient:</strong> Classroom is set up in an organized and intentional way (e.g. sign-in, PPT, furniture, groupings, handouts, etc.)</td>
</tr>
<tr>
<td></td>
<td><strong>Foundational:</strong> Classroom is set up in an organized way, but lacks intentionality</td>
</tr>
<tr>
<td></td>
<td><strong>Attempting:</strong> Classroom is not appropriately organized (e.g. seating is not conducive to learning activities)</td>
</tr>
<tr>
<td></td>
<td><strong>Lacking:</strong> Classroom is messy and disorganized (e.g., desks are dirty when teachers arrive)</td>
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### The classroom feels welcoming and demonstrates thoughtful preparation on behalf of the instructor

- **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.)
- **Investment:** Creates an experience that leads participants to uncover the value on their own; instructor is compelling and inspiring
- **Urgency:** Creates an energizing momentum by moving through learning experiences with an appropriate illusion of speed (e.g., right time, right pace)

### The instructor establishes a culture of high engagement and investment

- **Engagement:** Effectively uses a variety of strategies that results in the vast majority of participants (80-89%) actively participating throughout the session
- **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)
- **Urgency:** Moves through meaningful activities with little to no lag time between learning experiences

### The instructor establishes an urgent and calm culture

- **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
- **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
- **Urgency:** One or more parts of the session moves at a speed that is either slightly too slow or too fast

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**Sample Techniques and Evidence**

- Name tents
- Anchor Charts
- Motivational Posters
- Student work posted
- Humor
- Team builders
- Student appreciation
- Personal questions
- Celebrating Bright Spots
- Setting the Tone

- **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
- **Investment:** Lacks rationale and/or deliver of rationale is not aligned
- **Urgency:** Overall pacing is so far off that the work no longer feels meaningful

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**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

**Urgency:**
- Awareness of Time: timer, adjusting timing, strategic decisions about when to take hands and when to hold off
- Pace of speech is appropriate
# Faculty Teaching Rubric: SY 2017-18

## Self and Other People

<table>
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<tr>
<th>Rubric Row</th>
<th>(4) Exemplary</th>
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</table>
| **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) | a. **TONE:** Consistently uses an authentic, collegial, adult-appropriate tone when teaching and conversing with participants | 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 | a. **TONE:** Uses a condescending tone or otherwise inappropriate tone | a. **TONE:** Uses a condescending or otherwise inappropriate tone | **Tone:**
- Adult-Appropriate Call-to-Attention
- Avoids using “k-12” management strategies, like positive narration, without meta-moments |
| **b. AWARENESS:** Addresses the affect of the group and the learning needs of the individual participants in the most effective way; desired shift occurs | b. **AWARENESS:** Demonstrates an acute awareness of the affect of the group and acts on that information to make in-the-moment decisions | b. **AWARENESS:** Often misses opportunities to address the affect of the group and/or does not use that information to act | b. **AWARENESS:** Does not demonstrate an awareness of the affect of the group | b. **AWARENESS:** Does not demonstrate an awareness of the tone in the room | **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 | a. **DIVERSITY OF THOUGHT:** Encourages different views from participants by asking questions and challenging responses | a. **DIVERSITY OF THOUGHT:** Welcomes different views from participants; there were 1-2 missed opportunities | a. **DIVERSITY OF THOUGHT:** Appears uncomfortable with different views, and/or, often misses opportunities to challenge responses | a. **DIVERSITY OF THOUGHT:** Stifles different views | **Diversity of Thought:**
- Offers counter argument
- Asks for opinions from different grade levels
- Incorporates readings with rigorous questions |
| **b. MINDSET:** Participants demonstrate mindsets of effective teachers and/or reference these mindsets | b. **MINDSET:** Models, reinforces, and affirms mindsets of effective teachers and challenges participant beliefs that demonstrate limiting assumptions (e.g., fixed mindsets) | b. **MINDSET:** Models, reinforces and affirms mindsets of effective teachers; there were 1-2 missed opportunities to challenge participant beliefs that demonstrate limiting assumptions | 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 | b. **MINDSET:** Does not proficiently model mindsets of effective teachers | **Mindsets:**
- Challenges breaches in practice culture |
## Teaching Cycle

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### 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

### 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

### 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:** 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

### Sample Techniques and Evidence

- **Clarity:**
  - Economy of Language
  - Name the Steps

- **Confidence:**
  - Body language (e.g. posture, “Square up, Stand Still”)
  - Circulation
  - Break the Plane
  - Volume

- **Questioning:**
  - Questioning Techniques (e.g. Stretch --It, Student-to-Student Discussion)
  - Teacher Talk Ratio (TT ~40%)

- **Cognitive Lift:**
  - Analogies
  - Demos
  - Models
  - Video analysis
  - Practice
# Faculty Teaching Rubric: SY 2017-18

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<tr>
<td><strong>The instructor effectively facilitates participant practice (when observable)</strong></td>
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<td><strong>a. SETUP:</strong> The set-up is crisp; it is clear that all participants are challenged and pushed given their differing needs</td>
</tr>
<tr>
<td><strong>b. SETUP:</strong> 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</td>
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<td><strong>c. FEEDBACK:</strong> 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</td>
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<td><strong>b. ROUNDS:</strong> Provides an opportunity for participants to reflect and apply learning</td>
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<td><strong>c. FEEDBACK:</strong> Provides high leverage feedback to reinforce quality execution and repair any misunderstandings; gives feedback after rounds and interrupts during practice</td>
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<td><strong>b. FEEDBACK:</strong> Provides feedback but is not the highest leverage; AND/OR there were 1-2 missed opportunities to give feedback</td>
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<td><strong>c. FEEDBACK:</strong> 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)</td>
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<td><strong>b. SETUP:</strong> Attemps 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</td>
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<td><strong>b. ROUNDS:</strong> Number of rounds or focus of rounds are off; practice needs to be re-structured to meet participants’ needs</td>
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<td><strong>c. FEEDBACK:</strong> 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)</td>
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<td><strong>c. FEEDBACK:</strong> Does not provide any feedback</td>
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<td><strong>a. SETUP:</strong> Does not take the time to set up participants to practice before practice begins</td>
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<tr>
<td><strong>b. ROUNDS:</strong> There are no rounds of practice, where there clearly should have been</td>
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<td><strong>c. FEEDBACK:</strong> Does not provide any feedback</td>
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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 is not wrong; however, there might be a more effective choice OR there were multiple 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

### 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:

- Provides an opportunity for participants to reflect and apply learning
- Number of rounds and focus for each round (e.g. drill v. scrimmage) is appropriate given participant needs; rounds “run themselves”
- 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
- Number of rounds and focus of rounds are off; practice needs to be re-structured to meet participants’ needs
- There are no rounds of practice, where there clearly should have been

### 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
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| a. KNOWLEDGE: | Stretches beyond the content of the module to push participants thinking and perspective; master of the content | a. KNOWLEDGE: Presents a depth of knowledge about the content throughout the session (e.g., new material, OL session review, etc.) | a. KNOWLEDGE: Presents adequate knowledge about the content taught; there are moments when instructor's knowledge of the content appears limited | a. KNOWLEDGE: Presents sufficient, but limited knowledge of the content being taught (e.g. content does not appear to extend beyond the session plan) | a. KNOWLEDGE: Appears that the instructor has considerable gaps in knowledge of the content being taught | 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 |
| b. RESPONSES: | Uses the question to clarify content and push understanding beyond the initial question; checks for student understanding post question | b. RESPONSES: Provides a clear, thorough, and aligned response to in-the-moment participant questions | 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 | b. RESPONSES: Response to in-the-moment questions were unclear | b. RESPONSES: Response is not directly aligned to the question asked; response to question asked is therefore not provided | Responses: |
| 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: Does not appropriately model K-12 techniques (e.g., model demonstrates ineffective implementation) | 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 |