

Teacher Rubric - High Yield Teaching Strategies

BOY to end of Semester 2 → Goals I, II, & IV //	1 - Beginning (0-49% of Students)	2 - Emerging (50-74% of Students)	3 - Proficient (75-89% of Students)	4 - Mastery (90-100% of Students)	N/A (Not Observed)
Measurable Outcomes/Impact:					
Goal I - Lay Foundation of a Culture for Learning					
a. Students are able to:					
Be seated and silently working within the first 60 seconds of class	Few students are seated and silently working within 60 seconds.	Some students are seated and silently working within 60 seconds.	Most students are seated and silently working within 60 seconds.	All students are seated and silently working within 60 seconds.	Not Observed
Successfully executing routines (in-class or schoolwide)	Few students are successfully executing routines (in-class or schoolwide)	Some students are successfully executing routines (in-class or schoolwide)	Most students are successfully executing routines (in-class or schoolwide)	All students are successfully executing routines (in-class or schoolwide)	Not Observed
Exhibit Habits of Attention (including tracking the speaker, taking notes, actively listening, using STAR, SLANT or SHELL.)	Few students exhibit Habits of Attention (including tracking the speaker, taking notes, actively listening, using STAR, SLANT or SHELL.)	Some students exhibit Habits of Attention (including tracking the speaker, taking notes, actively listening, using STAR, SLANT or SHELL.)	Most students exhibit Habits of Attention (including tracking the speaker, taking notes, actively listening, using STAR, SLANT or SHELL.)	All students exhibit Habits of Attention (including tracking the speaker, taking notes, actively listening, using STAR, SLANT or SHELL.)	Not Observed
Follow What to Do directions and redirection	Few students are following <i>What to Do</i> directions and redirection	Some students are following <i>What to Do</i> directions and redirection	Most students are following <i>What to Do</i> directions and redirection	All students are following <i>What to Do</i> directions and redirection	Not Observed
b. Teachers are able to:					
Execute key elements for Strong Start (warm greeting, What-to-Do directions, engaging/accessible task for students)	Teacher does not execute any of the elements for Strong Start <ul style="list-style-type: none"> - Offer warm greeting to students at threshold - Use economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give clear and observable directions - Check for understanding on complex instructions 	Teacher executes some of the elements for Strong Start <ul style="list-style-type: none"> - Offer warm greeting to students at threshold - Use economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give clear and observable directions - Check for understanding on complex instructions 	Teacher executes most of the elements for Strong Start <ul style="list-style-type: none"> - Offer warm greeting to students at threshold - Use economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give clear and observable directions - Check for understanding on complex instructions 	Teacher executes all of the elements for Strong Start <ul style="list-style-type: none"> - Offer warm greeting to students at threshold - Use economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give clear and observable directions - Check for understanding on complex instructions 	Not Observed
Narrate positive student behaviours in order to achieve 100% (rather than calling out the negative) and use: Praise & Challenge	Teacher does not narrate positive student behaviours or use Praise & Challenge <ul style="list-style-type: none"> - The teacher's tone when addressing behaviour problems is overly negative - Students who are off-task do not respond to positive narration - The Teacher tends to praise behaviour rather than academic effort or achievement 	Teacher somewhat narrates positive student behaviours or uses Praise & Challenge <ul style="list-style-type: none"> - Narrate what students do well; not what they do wrong: <ul style="list-style-type: none"> "The second row is ready to go: their pencils are in the well and their eyes are on me." - While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task - Use language that reinforces student effort: Praise answers or initiative that are above and beyond 	Teacher mostly narrates positive student behaviours or uses Praise & Challenge <ul style="list-style-type: none"> - Narrate what students do well; not what they do wrong: <ul style="list-style-type: none"> "The second row is ready to go: their pencils are in the well and their eyes are on me." - While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task - Use language that reinforces student effort: Praise answers or initiative that are above and beyond 	Teacher consistently narrates positive student behaviours or uses Praise & Challenge <ul style="list-style-type: none"> - Narrate what students do well; not what they do wrong: <ul style="list-style-type: none"> "The second row is ready to go: their pencils are in the well and their eyes are on me." - While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task - Use language that reinforces student effort: Praise answers or initiative that are above and beyond 	Not Observed
Use Strong Voice elements while addressing scholars: <i>square up while giving instructions, stop moving to strike a formal pose, use economy of language</i> (5 words or less in clear and sequential observable steps)	Teacher can only perform few or none <ul style="list-style-type: none"> - Square up and stand still when giving instructions - Use formal register (tone and word choice) - Use Economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give observable directions 	Teacher is able to perform some of: <ul style="list-style-type: none"> - Square up and stand still when giving instructions - Use formal register (tone and word choice) - Use Economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give observable directions 	Teacher is able to perform most of: <ul style="list-style-type: none"> - Square up and stand still when giving instructions - Use formal register (tone and word choice) - Use Economy of Language (5 words or lesson) - Give 3-5 clear sequential steps - Give observable directions 	Teacher consistently: <ul style="list-style-type: none"> - Squares up and stand still when giving instructions - Uses formal register (tone and word choice) - Uses Economy of Language (5 words or lesson) - Gives 3-5 clear sequential steps - Gives observable directions 	Not Observed

Redirect students using the least invasive intervention, as necessary	Teacher sees the problem, but does not redirect students using the least invasive intervention necessary. - Radar/Be Seen Looking - Proximity - Eye contact - Non-Verbal redirection - Using emotional constancy - Small consequence	Teacher sees the problem, and tries to somewhat redirect students using the least invasive intervention necessary. - Radar/Be Seen Looking - Proximity - Eye contact - Non-Verbal redirection - Using emotional constancy - Small consequence	Teacher sees the problem, and mostly redirects students using the least invasive intervention necessary. - Radar/Be Seen Looking - Proximity - Eye contact - Non-Verbal redirection - Using emotional constancy - Small consequence	Teacher anticipates the problem, identifies, and redirect students using the least invasive intervention necessary successfully: - Radar/Be Seen Looking - Proximity - Eye contact - Non-Verbal redirection - Using emotional constancy - Small consequence	Not Observed
Goal II - Establish/Strengthen Lesson Planning & Preparation Habits					
a. Teachers' lesson preparation artifact for the highest leverage part of the lesson demonstrates:					
Curriculum-aligned tasks and activities that are chunked, sequenced, and with time stamps	Activities meet none or only a few criteria: - aligned to the curriculum - clear and appropriate for lesson pacing - can be accomplished within the lesson time frame	Activities meet some criteria: - aligned to the curriculum, - clear and appropriate for lesson pacing - can be accomplished within the lesson time frame	Activities meet most criteria: - aligned to the curriculum, - clear and appropriate for lesson pacing - can be accomplished within the lesson time frame	Activities meet all criteria: - aligned to the curriculum, - clear and appropriate for lesson pacing - can be accomplished within the lesson time frame	Not Observed
Learning tasks/activities and questions are aligned with the grade level learning target.	Few or none of the Learning Tasks/Activities and questions are aligned with the grade level learning target.	Some of the Learning Tasks/Activities and questions are aligned with the grade level learning target.	Most of the Learning Tasks/Activities and questions are aligned with the grade level learning target.	All of the Learning Tasks/Activities and questions are aligned with the grade level learning target.	Not Observed
Script/draft exemplar responses aligned with the learning targets (Exemplars must include key points, text annotations, and vocabulary students must demonstrate in their responses)	Meets few or no criteria: - exemplar planned for highest leverage task - exemplar mimics format, process and thinking steps of student responses - exemplar outlines strategies, annotations, technical vocabulary and textual evidence for ideal student response. - exemplar includes highlighting/annotating the key ideas, phrases, vocabulary, or concepts you would want to see in student responses.	Meets some criteria: - exemplar planned for highest leverage task - exemplar mimics format, process and thinking steps of student responses - exemplar outlines strategies, annotations, technical vocabulary and textual evidence for ideal student response. - exemplar includes highlighting/annotating the key ideas, phrases, vocabulary, or concepts you would want to see in student responses.	Meets most criteria: - exemplar planned for highest leverage task - exemplar mimics format, process and thinking steps of student responses - exemplar outlines strategies, annotations, technical vocabulary and textual evidence for ideal student response. - exemplar includes highlighting/annotating the key ideas, phrases, vocabulary, or concepts you would want to see in student responses.	Meets all criteria: - exemplar planned for highest leverage task - exemplar mimics format, process and thinking steps of student responses - exemplar outlines strategies, annotations, technical vocabulary and textual evidence for ideal student response. - exemplar includes highlighting/annotating the key ideas, phrases, vocabulary, or concepts you would want to see in student responses.	Not Observed
Identify possible errors/misconceptions and address learning gaps with Just in Time (JIT) Interventions (scaffolds and Back Pocket Questions-BPQ).	Meets few or no criteria: - anticipated possible misconceptions during task - planned Just in Time scaffolds to review the pre-requisite knowledge and skills to master grade level learning task/s. - included specific feedback or Back Pocket Questions (BPQs) - allows for teacher to Stop the Show (Re-model) or Show Call to offer feedback	Meets some criteria: - anticipated possible misconceptions during task - planned Just in Time scaffolds to review the pre-requisite knowledge and skills to master grade level learning task/s. - included specific feedback or Back Pocket Questions (BPQs) - allows for teacher to Stop the Show (Re-model) or Show Call to offer feedback	Meets most criteria: - anticipated possible misconceptions during task - planned Just in Time scaffolds to review the pre-requisite knowledge and skills to master grade level learning task/s. - included specific feedback or Back Pocket Questions (BPQs) - allows for teacher to Stop the Show (Re-model) or Show Call to offer feedback	Meets all criteria: - anticipated possible misconceptions during task - plan Just in Time scaffolds to review the pre-requisite knowledge and skills to master grade level learning task/s. - included specific feedback or Back Pocket Questions (BPQs) - allows for teacher to Stop the Show (Re-model) or Show Call to offer feedback	Not Observed
Plan a means of participation sequence to engage student in learning.	Meets few or no criteria: - scripts MOP sequences to scaffold learning for key concepts - MOP aligns to rigor of learning target - asks students to write before discussions when applicable - MOP varies to engage all students and allows for processing time	Meets some criteria: - scripts MOP sequences to scaffold learning for key concepts - MOP aligns to rigor of learning target - asks students to write before discussions when applicable - MOP varies to engage all students and allows for processing time	Meets most criteria: - scripts MOP sequences to scaffold learning for key concepts - MOP aligns to rigor of learning target - asks students to write before discussions when applicable - MOP varies to engage all students and allows for processing time	Meets all criteria: - scripts MOP sequences to scaffold learning for key concepts - MOP aligns to rigor of learning target - asks students to write before discussions when applicable - MOP varies to engage all students and allows for processing time	Not Observed
Goal III - Establish/Strengthen Academic Habits					

a. Students are able to:					
Actively engage with learning tasks throughout the lesson, and are working to attain mastery (including Do Now, Silent Solo, Exit Tickets, Everybody Writes)	No or few students actively engage with learning tasks throughout the lesson, and are working to attain mastery (including Do Now, Silent Solo, Exit Tickets, Everybody Writes)	Some students actively engage with learning tasks throughout the lesson, and are working to attain mastery (including Do Now, Silent Solo, Exit Tickets, Everybody Writes)	Most students actively engage with learning tasks throughout the lesson, and are working to attain mastery (including Do Now, Silent Solo, Exit Tickets, Everybody Writes)	All students actively engage with learning tasks throughout the lesson, and are working to attain mastery (including Do Now, Silent Solo, Exit Tickets, Everybody Writes)	Not Observed
Actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/"shine" etc.)	No or few students actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/"shine" etc.)	Some students actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/"shine" etc.)	Most students actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/"shine" etc.)	All students actively participate in discussions and questioning (e.g. All Hands, Turn & Talk, taking notes, volunteering ideas or questions, nonverbally affirming peers' responses--smile, nods, snaps/"shine" etc.)	Not Observed
Help classmates develop and refine ideas during discussions using sentence starters.	No students are willing to participate or help classmates develop and refine ideas during discussions using sentence starters. - Student answers are disconnected from each other even when they agree - Students either don't disagree with their peers, or don't do so in a respectful manner.	Some students are willing to participate or help classmates develop and refine ideas during discussions using sentence starters inconsistently with teacher prompting. - Some student answers are disconnected from each other even when they agree - A few students disagree with their peers, without a respectful manner.	Most students are willing to participate or help classmates develop and refine ideas during discussions using sentence starters with teacher prompting. - Agree/Build off of: "I agree with ____ and I'd like to add...." - Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue...."	All students are willing to participate or help classmates develop and refine ideas during discussions using sentence starters: - Agree/Build off of: "I agree with ____ and I'd like to add...." - Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue...."	Not Observed
Respond in complete sentences orally and/or in writing during discussion and writing activities.	No or few students respond in complete sentences orally and in writing during discussion and writing activities.	Some students respond in complete sentences orally and in writing during discussion and writing activities.	Most students respond in complete sentences orally and in writing during discussion and writing activities.	All students respond in complete sentences orally and in writing during discussion and writing activities.	Not Observed
Demonstrate foundational academic habits by note-taking/annotating to summarize, analyze, find evidence, key information, etc.	Few students demonstrate foundational academic habits by note-taking/annotation to summarize, analyze, find evidence, key information, etc.	Some students demonstrate foundational academic habits by note-taking/annotation to summarize, analyze, find evidence, key information, etc.	Most students demonstrate foundational academic habits by note-taking/annotation to summarize, analyze, find evidence, key information, etc.	All students demonstrate foundational academic habits by note-taking/annotation to summarize, analyze, find evidence, key information, etc.	Not Observed
Apply teacher feedback, when prompted, to improve their work.					Not Observed
b. Teachers are able to:					
Circulate purposefully to Check For Understanding (CFU) during key moments in the lesson, with the exemplar in hand, to capture evidence of student mastery/learning and address misconceptions	Teacher is stationary: no monitoring and feedback: - does not monitor students during independent practice - does not mark up student work - does not provide feedback	Teacher circulates with no monitoring and feedback: - monitors none or only few students during independent practice - marks up none or only few students work - provides feedback to none or only few students	Teacher circulates with monitoring and some feedback: - somewhat creates & implements a monitoring pathway - monitors the quality of some student work - marks up some student work while circulating - provides feedback to some students	Teacher circulates with monitoring and feedback: - creates & implements a monitoring pathway - monitors the quality of student work - marks up student work while circulating - provides feedback to most students	Not Observed
Provide actionable feedback, while circulating with exemplar in hand, that helps students improve their work	Teacher provides actionable feedback to none or only a few students	Teacher provides actionable feedback to some students	Teacher provides actionable feedback to most students	Teacher provides actionable feedback to all students	Not Observed
Provide scholars multiple opportunities during a lesson to explore their thinking orally and/or in writing	Teachers provide scholars no opportunities during a lesson to explore their thinking orally and in writing	Teachers provide scholars only one opportunity during a lesson to explore their thinking orally and in writing	Teachers provide scholars some opportunities during a lesson to explore their thinking orally and in writing	Teachers provide scholars multiple opportunities during a lesson to explore their thinking orally and in writing	Not Observed
Guide scholars in developing habits of discussion	Teacher does not teach or model any Habits of Discussion: - Keep neutral/manage tell - Agree/Build off of - Disagree respectfully	Teacher teaches or models some Habits of Discussion: - Keep neutral/manage tell - Agree/Build off of - Disagree respectfully	Teacher teaches or models most of the Habits of Discussion: - Keep neutral/manage tell - Agree/Build off of - Disagree respectfully	Teacher consistently teaches or models Habits of Discussion: - Keep neutral/manage tell - Agree/Build off of - Disagree respectfully	Not Observed
Maintain an appropriate lesson pacing with achievable tasks and learning targets	Teacher does not maintain an appropriate lesson pacing with achievable tasks and learning targets. No or only a few students are able to complete tasks in the expected timeframe	Teacher maintains a somewhat appropriate lesson pacing with achievable tasks and learning targets. Some students can complete tasks in the expected timeframe	Teacher maintains a mostly appropriate lesson pacing with achievable tasks and learning targets. Most students can complete tasks in the expected timeframe	Teacher maintains a consistently appropriate lesson pacing with achievable tasks and learning targets. The majority of students can complete tasks in the expected timeframe	Not Observed