

**Alliance College-Ready Public Schools
The College-Ready Promise
Framework for Effective Teaching Rubric**

Domain 3: Instruction				
Standard	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson			
	The teacher does not explain the learning objectives or how the objectives promote college-readiness.	The teacher explains the learning objectives and how the objectives promote college-readiness but in language which is not understood by students.	The teacher explains the learning objectives in language that is well understood by students. Students are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson.	All of level 3 and... Students are able to articulate why they are learning the lesson. The teacher references the objective in multiple ways throughout the lesson.
	B. Connections to prior and future learning experiences			
	The teacher makes limited connections between current learning objectives and students' prior and future learning.	The teacher makes connections between the current learning objectives and the students' prior and future learning. Connections are vague and/or based on connections to assessments and grades.	The teacher makes explicit connections between the current learning objectives and the students' prior and future learning, facilitating students to make explicit connections between discrete pieces of content knowledge and a larger discipline(s)	All of level 3 and... The teacher facilitates as students build connections to prior and future learning objectives. Students make explicit connections within and outside of the discipline.
	C. Criteria for success			
	The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn.	The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn.	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives and the success criteria focus on what students will learn.	All of level 3 and... The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress.
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle			
	The teacher does not implement lesson cycle and/or pacing does not allow the lesson to progress past direct instruction.	The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives.	The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students) with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives.	All of level 3 and... The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class.
	B. Cognitive Level of Student Learning Experiences			
Learning experiences (any and all assignments/strategies) do not meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	Some, but not all, learning experiences meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All learning experiences consistently match the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All of level 3 and... Learning experiences are differentiated to allow individual students to attain mastery of the standard and master the stated learning objectives.	
3.3 Implementation of instructional strategies	A. Questioning			
	The teacher poses low-level, rote recall questions that require little cognitive challenge. Wait time is not utilized.	The teacher poses a combination of low and mid-level questions that require inconsistent levels of cognitive challenge. Wait time is used inconsistently.	The teacher poses scaffolded questions to move student thinking towards mastery of the learning objective. Wait time is used consistently. Students have opportunities to process the question before answering; teacher requires students to fully answer questions, and uses probing questions to extend students' ideas.	All of level 3 and... Students pose questions that require consistent cognitive challenge. Students respond to questions in a way that engages one other and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content.
	B. Academic Discourse			
	Conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse (i.e., content vocabulary, scholarly language, among students).	Conversations, in whole and small group settings, are dominated by a small number of students and result in inconsistent levels of academic discourse among students.	Conversations, in whole and small group settings are facilitated by the teacher and involve students in consistent levels of academic discourse; students display some, but not all of the following: talking about an academic idea, using academic vocabulary and supporting ideas with evidence.	All of level 3 and... Conversations are facilitated by students. Students talk without prompting about an academic idea, using academic vocabulary and support ideas with evidence.
C. Group structures				
There is a mismatch between the grouping structure and instructional objective/student needs.	Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration). Student participation is inconsistent and teacher may not hold students accountable for individual/group work.	Instructional grouping arrangements maximize student learning (i.e. structure, roles, duration etc.) Teacher facilitation enhances collaboration and students are held accountable for individual/group work.	All of level 3 and... Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual/group work.	

	D. Resources and instructional materials			
3.4 Monitoring student learning during instruction	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and/or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement.	All of level 3 and... Resources and instructional materials require cognitive engagement. Students choose, adapt or create materials to extend learning.
	A. Checking for understanding and adjusting instruction			
	The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and immediately adjusts instruction to meet students' learning needs.	All of level 3 and... Students self-assess and suggest adjustments in the instruction to meet their needs.
	B. Feedback to students			
The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives.	The teacher provides specific, timely, and instructive feedback to students, which consistently advances students toward attainment of the learning objectives.	All of level 3 and... Students provide instructive feedback to one another.	