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

Domain 1: Data-Driven Planning & Assessment				
Standard	**Level I**	**Level II**	**Level III**	**Level IV**
1.1 Establish standards-based learning objectives and assessments	**A. Selection of learning objectives**			
	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	*All of level 3 and...* Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.
	B. Measurability of learning objectives			
	(Proving behavior/Outcome/Expected student learning) does not measure the learning objective(s).	(Proving behavior/Outcome/Expected student learning) measures the learning objective(s). AND (Proving behavior/Outcome/Expected student learning) uses only general criteria for measuring success.	(Proving behavior/Outcome/Expected student learning) measures the learning objective(s). AND (Proving behavior/Outcome/Expected student learning) includes specific criteria (quantitative or qualitative) for measuring success.	*All of level 3 and...* (Proving behavior/Outcome/Expected student learning) is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	**A. Designing and sequencing of learning experiences**			
	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	*All of level 3 and...* The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B. Creating cognitively engaging learning experiences for students			
	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	*All of level 3 and...* Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.
1.3 Use student data to guide planning	**A. Lesson design guided by data**			
	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization *or* instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization *and* instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	*All of level 3 and...* The teacher cites instructional strategies to meet the needs of individual students.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	**A. Knowledge of subject matter to identify pre-requisite knowledge & skills**			
	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for *whole groups* of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for *subgroups* of students.	*All of level 3 and...* The teacher uses knowledge to address potential gaps for individual students.
	B. Addresses common content misconceptions			
	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions *but* does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions *and* includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	*All of level 3 and...* The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
1.5 Design assessments to ensure student mastery	**A. Selection and progression of formative assessments**			
	Formative assessments are not aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress toward mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing toward student mastery of the learning objective(s).	*All of level 3 and...* The formative assessments are differentiated to yield actionable data about subgroups of students.

B. Planned response to assessment data			
The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	*All of level 3 and...* The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.
C. Self-Monitoring			
The teacher does not provide students with opportunities to engage in self- monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students toward a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.

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Domain 2: Classroom Learning Environment				
Standard	**Level I**	**Level II**	**Level III**	**Level IV**
2.1 Creates a classroom/community culture of learning	**A. Value of effort and challenge**			
	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	*All of level 3 and...* Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	**A. Behavioral expectations**			
	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
	B. Response to behavior			
	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	*All of level 3 and...* Students appropriately respond to or redirect each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	**A. Interactions between teacher and students**			
	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	*All of level 3 and...* Students encourage each other
	B. Student interactions with each other			
	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	Student interactions are generally polite and respectful, and students support each other's learning under their own initiative.
2.4 Use smooth and efficient transitions, routines, and procedures	**A. Routines, procedures, and transitions**			
	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate routines, procedures, and transitions.

UPDATED 6/25/12

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 objective(s).	The teacher initially explains the college ready learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the college ready earning objective(s) and refers back to it throughout the lesson.	*All of level 3 and...* Students are able to articulate what they are expected to learn.
	B. Connections to prior and future learning experiences			
	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior *or* future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior *and* future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
	C. Criteria for success			
	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	*All of level 3 and...* The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	**A. Executes lesson cycle**			
	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	*All of level 3 and...* To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences			
	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	*All of level 3 and...* Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).
3.3 Implementation of instructional strategies	**A. Questioning**			
	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	*All of Level 3 and...* Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.
	B. Academic Discourse			
	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, *or* justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, *and* justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C. Group structures			
	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	*All of level 3 and...* The 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 or group work.

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	D. Resources and instructional materials			
	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), 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			
3.4 Monitoring student learning during instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	*All of level 3 and...* The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).
	B. Feedback to students			
	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	*All of level 3 and...* Students provide specific feedback to one another.

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Domain 4: Professional Responsibilities				
Standard	**Level I**	**Level II**	**Level III**	**Level IV**
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	**A. Accuracy**			
	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	All of level 3 and… The teacher cites specific data, and weighs the relative strengths of each data source.
	B. Use in future planning			
	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	All of level 3 and… The teacher predicts how the improvements will advance student learning.
	C. Acceptance of feedback			
	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	All of level 3 and… The teacher proactively seeks feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	**A. Participation in a professional community**			
	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and… The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B. Professional development			
	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	All of level 3 and… The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C. Shared commitment			
	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	All of level 3 and… The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
4.3 Uphold and exhibit the CMO norms and expectations	**A. Ethics and professionalism**			
	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	All of level 3 and… The teacher consistently works to support traditionally underserved students.
	B. Norms described by school/CMO handbooks			
	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	All of level 3 and… The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.
4.4 Develop two-way communication with families about student learning and achievement	**A. Initiation of meaningful communication**			
	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	All of level 3 and… Students contribute to the design implementation of the parent communication system.
	B. Responsiveness to parent inquiries and communication			
	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	All of level 3 and… The teacher handles parent communication with professional and cultural sensitivity.
	C. Inclusion of the family as a partner in learning decisions			
	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	All of level 3 and… Students contribute ideas for projects that will be enhanced by family participation.