General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans 	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards,
	  ○ are sequenced from basic to complex,
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and
	  ○ provide appropriate time for student work, student reflection, and lesson unit and closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners;
	• evidence that the plan provides regular opportunities to accommodate individual student needs; and
	• significant evidence of the utilization of district approved HQIM when available for intellectual preparation.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards,
		  ○ are sequenced from basic to complex,
		  ○ build on prior student knowledge, and
		  ○ provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners;
		• evidence that the plan provides some opportunities to accommodate individual student needs; and
		• evidence of the utilization of district approved HQIM when available for intellectual preparation.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards,
			  ○ are rarely logically sequenced,
			  ○ rarely build on prior student knowledge, and
			  ○ inconsistently provide time for student work, and lesson and unit closure; and
			• little evidence that the plan provides some opportunities to accommodate individual student needs; and
			• little evidence of the utilization of district approved HQIM when available for intellectual preparation.

Student Work 	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction.	Assessment plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and include performance checks throughout the school year.	Assessment plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.

Edited June 2024

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, and some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior but at other times stops the lesson to address it. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment 	The classroom: • is welcoming to all members and guests; • is organized and understandable to all students; • has supplies, equipment, and resources easily and readily accessible; • has student work on display that frequently changes; and • is arranged to promote individual and group learning.	The classroom: • is welcoming to most members and guests; • is organized and understandable to most students; • has supplies, equipment, and resources that are accessible; • has student work on display; and • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting; • is not well organized and understandable to students; • has supplies, equipment, and resources that are difficult to access; • has no student work on display; and • is not arranged to promote group learning.
Respectful Culture 	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	• All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines, and (d) grounded in HQIM when available. • Expectations for student performance are clear, demanding, and high. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).	• Most learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned and grounded in HQIM when available. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).	• Few learning objectives are communicated, connected to the state standard(s), and referenced throughout lesson. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned or are rarely grounded in HQIM when available. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).
Motivating Students 	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information. Significant evidence exists that the district-approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information. Evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • relevant, coherent, or essential information. • relevant, coherent, or essential information. Little evidence exists that the district approved HQIM are used as the foundation for presenting instructional content when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	• The lesson starts promptly. • The lesson's structure is coherent with a beginning, middle, and end. • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but it may be missing closure or introductory elements. • Pacing is appropriate for fewer than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials 	• Activities and materials include all of the following: ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). ○ Use of HQIM activities and materials with fidelity when available. • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demands complex thinking and analysis. • Texts and tasks are appropriately complex.	• Activities and materials include most of the following: ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers). ○ Use of HQIM activities and materials when available. • Texts and tasks are appropriately complex.	• Activities and materials include few of the following: ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to- student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ when appropriate, incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums). ○ Use of HQIM activities and materials when available.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

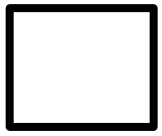
Questioning	• Teacher questions are varied and high quality, providing a balanced mix of question types:
	  ○ knowledge and comprehension,
	  ○ application and analysis, and
	  ○ creation and evaluation.
	• Questions require students to regularly cite evidence throughout lesson.
	• Questions are consistently purposeful and coherent.
	• A high frequency of questions is asked.
	• Questions are consistently sequenced with attention to the instructional goals.
	• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
	• Wait time (3-5 seconds) is consistently provided.
	• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.
	• Students generate questions that lead to further inquiry and self-directed learning.
	• Questions regularly assess and advance student understanding.
	• When text is involved, majority of questions are text-based.
		• Teacher questions are varied and high quality providing for some, but not all, question types:
		  ○ knowledge and comprehension,
		  ○ application and analysis, and
		  ○ creation and evaluation.
		• Questions usually require students to cite evidence.
		• Questions are usually purposeful and coherent.
		• A moderate frequency of questions asked.
		• Questions are sometimes sequenced with attention to the instructional goals.
		• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
		• Wait time is sometimes provided.
		• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.
		• When text is involved, majority of questions are text-based.
			• Teacher questions are inconsistent in quality and include few question types:
			  ○ knowledge and comprehension,
			  ○ application and analysis, and
			  ○ creation and evaluation.
			• Questions are random and lack coherence.
			• A low frequency of questions is asked.
			• Questions are rarely sequenced with attention to the instructional goals.
			• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
			• Wait time is inconsistently provided.
			• The teacher mostly calls on volunteers and high-ability students.

Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged regardless of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	• The teacher thoroughly teaches two or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives, ○ analyze problems from multiple perspectives and viewpoints, and ○ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	• The teacher thoroughly teaches one or more types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints.	• The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: ○ generate a variety of ideas and alternatives, or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing