



A RUBRIC FOR ASSESSING THE IMPLEMENTATION OF THE FRAMEWORK FOR EFFECTIVE INSTRUCTION

		3: Advanced	2: In Progress	1: Preparing
Lesson/Unit Preparation		<ul style="list-style-type: none"> <input type="checkbox"/> Identifies a higher-order focusing question that guides the unit and its lessons <input type="checkbox"/> Clearly defines content obj for the Unit//Lesson <input type="checkbox"/> Clearly defines language objs. <input type="checkbox"/> Clearly defines “strategy-use” objs. <input type="checkbox"/> Several activities and tasks are planned at each level of Bloom’s Taxonomy <input type="checkbox"/> Adapts content to all levels of student proficiency (e.g. multiple texts, visual and auditory resources) <input type="checkbox"/> Tightly links the Unit’s/Lesson’s Focusing Question & Objs. with Formative & Summative Assessments <input type="checkbox"/> Creates the final summative assessment(s) before writing lesson plans <input type="checkbox"/> Creates rubrics for Assessments as well as classroom practices (such as group work and discussion) <input type="checkbox"/> Plans nightly homework to reinforce targeted objs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistently uses the higher-order focusing question as a guide <input type="checkbox"/> Content obj are implied or over-generalized <input type="checkbox"/> Language obj are implied or over-generalized <input type="checkbox"/> “strategy-use” obj are implied or over-generalized <input type="checkbox"/> A few activities and tasks are located on the upper levels of Bloom’s Taxonomy <input type="checkbox"/> Adapts content to ~2 levels of student proficiency (e.g. limited additional resources) <input type="checkbox"/> Links some aspects of the Unit’s/Lesson’s Focusing Question & Objs. with Formative & Summative Assessments <input type="checkbox"/> Outlines the final summative assessment(s) before writing lesson plans <input type="checkbox"/> Provides rubrics some of the time, uses rubrics inconsistently <input type="checkbox"/> Beginning to link homework to targeted objj 	<ul style="list-style-type: none"> <input type="checkbox"/> Focusing question is not higher-order, and/or is not consistently used as a guide <input type="checkbox"/> Content obj are not stated <input type="checkbox"/> Language obj are not stated <input type="checkbox"/> “strategy-use” obj are not stated <input type="checkbox"/> Almost all activities and tasks are located on the lower levels of Bloom’s Taxonomy <input type="checkbox"/> No adaptations of content <input type="checkbox"/> Misses some of the links between the Unit’s/ Lesson’s Focusing Question & Objs. with Formative & Summative Assessments <input type="checkbox"/> Creates the final summative assessment(s) at the end of the Unit <input type="checkbox"/> Has not made the use of rubrics part of regular classroom practice <input type="checkbox"/> Inconsistently assigns homework and/or inconsistently links homework to targeted obj
Building Background		<ul style="list-style-type: none"> <input type="checkbox"/> New concepts are explicitly linked to students’ prior knowledge about the topic, their previous experience, or analogous concepts <input type="checkbox"/> Critical background information is introduced <input type="checkbox"/> Key vocabulary in the texts is previewed and explicitly taught <input type="checkbox"/> Begins class with a Do-Now and Mini-Lesson that helps students access prior knowledge/ experience and/or presents critical new information/vocabulary <input type="checkbox"/> Provides students with models of high quality projects and assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Few or loose links are made between new concepts and students’ prior knowledge, previous experience or analogous concepts <input type="checkbox"/> Critical background information is referenced but not taught <input type="checkbox"/> A seemingly random selection of vocabulary is identified but not taught. Or, too much vocabulary is introduced at once <input type="checkbox"/> The Do-Now and Mini-lesson usurp too much of the learning time (more than 20%) and are not limited to building background <input type="checkbox"/> Models are used some of the time, but not consistently 	<ul style="list-style-type: none"> <input type="checkbox"/> Links are not made between new concepts and students’ previous learning <input type="checkbox"/> The introduction of critical background information is overlooked (student knowledge-base is assumed) <input type="checkbox"/> Vocabulary knowledge is assumed, or is addressed informally while reading a text <input type="checkbox"/> No Do-Now or Mini-Lesson, or inconsistent use of the Do-Now and Mini-Lesson <input type="checkbox"/> Models are not used effectively

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Ensure Understanding		<ul style="list-style-type: none"> <input type="checkbox"/> Uses several different media to teach concepts (e.g. visual, auditory, written, hand-on creation, body language/gestures, and translation into students' 1st language) <input type="checkbox"/> Academic language/terms/concepts are appropriately adapted and modified to meet students' academic comprehension capabilities <input type="checkbox"/> Instruction relies on a number of consistent rituals and routines that are familiar to students, increasing their independence <input type="checkbox"/> Academic speech is appropriate for students' academic language proficiency (e.g. monitoring the rate of speech, enunciation, and complexity of vocabulary/idiom use, and sentence structure and length) <input type="checkbox"/> Provides sufficient wait time for all students to process verbal information <input type="checkbox"/> Provides opportunities for students to clarify key concepts (in 1st language if needed) <input type="checkbox"/> Checks on student understanding throughout the lesson (through conferences, "walk arounds", dip-sticking, full group sharing) <input type="checkbox"/> Anticipates confusion around difficult concepts and prepares multiple access points for the material 	<ul style="list-style-type: none"> <input type="checkbox"/> Relies heavily on a combination of written and verbal media to teach concepts <input type="checkbox"/> Academic language/terms/concepts are not consistently adapted. Students have a number of clarifying questions even after academic tasks are explained <input type="checkbox"/> Rituals and routines are beginning to be developed: not used consistently, or are too few in number <input type="checkbox"/> Academic speech is becoming more appropriate for students' academic language proficiency, but there is inconsistency <input type="checkbox"/> Inconsistently provides sufficient wait time; more often, calls on students who process verbal information quickly <input type="checkbox"/> Provides some opportunities for students to clarify key concepts <input type="checkbox"/> Regularly checks understanding of a few students (e.g. asks a question and calls on 1 or 2 students with hands raised) <input type="checkbox"/> Anticipates and prepares for confusion some of the time, and/or brainstorms new access points in real time 	<ul style="list-style-type: none"> <input type="checkbox"/> Relies heavily on verbal communication and note-taking to teach concepts <input type="checkbox"/> Academic language/terms/concepts are often either over-simplified or unexplained. Students have significant confusion about the nature of assigned academic tasks <input type="checkbox"/> Rituals and routines are under-developed; students are dependent on the teacher to explain all academic tasks <input type="checkbox"/> Academic speech is frequently too technical, rapid and complex for students' academic language proficiency <input type="checkbox"/> Does not provides sufficient wait time for students who need more time to process verbal information <input type="checkbox"/> Provides few or no opportunities for students to clarify key concepts <input type="checkbox"/> Assumes understanding much of the time, does not make checking for understanding a repeated part of every lesson <input type="checkbox"/> Does not have well-developed ways to address student confusion: is surprised by, or sometimes irritated by the confusion
Learner-Centered Strategies		<ul style="list-style-type: none"> <input type="checkbox"/> Key learning strategies are explicitly taught in-depth in full class and small groups, based on student need <input type="checkbox"/> Students are provided with the opportunity to practice and apply the learning strategies over a long period of time <input type="checkbox"/> Students are provided with a broad range of explicit methods for applying the learning strategies to master new concepts <input type="checkbox"/> Students use their own judgment to make choices about the learning strategy to employ for various academic tasks <input type="checkbox"/> Students construct interpretations of text in a variety of ways (e.g. in readers' response notebooks, post-its, pairs, discussion) 	<ul style="list-style-type: none"> <input type="checkbox"/> Key learning strategies are explicitly taught but with less depth, and not based on student need <input type="checkbox"/> Students are provided with a small window to practice and apply the learning strategies, but not a coherent "course of study" <input type="checkbox"/> Teaches a limited number of explicit methods for applying the strategies to master new concepts <input type="checkbox"/> Informs students of the strategy they should use for a given academic task <input type="checkbox"/> Students construct interpretations of text in 1 or 2 ways 	<ul style="list-style-type: none"> <input type="checkbox"/> Key learning strategies are not taught, or are superficially explained <input type="checkbox"/> Learning strategies are not practiced and applied <input type="checkbox"/> Does not teach explicit methods for applying the strategies <input type="checkbox"/> Students construct interpretations of text primarily alone or in full class discussion

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Metacognitive Thinking Skills		<ul style="list-style-type: none"> <input type="checkbox"/> Students think and talk concretely about their learning process: how they learn, weakness/strengths in their learning process, etc. <input type="checkbox"/> Students have a good awareness of their working schema <input type="checkbox"/> Students organize their own plan for expanding their schema related to academic concepts <input type="checkbox"/> Students monitor their learning and apply “fix-it” strategies when they become confused <input type="checkbox"/> Students have the opportunity to make mid-course corrections to their approach to an academic task, if need be <input type="checkbox"/> Builds students’ confidence and willingness to engage in an exploration of their knowledge and thoughts <input type="checkbox"/> Students set their own goals to improve their learning skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Students talk somewhat vaguely about their learning process <input type="checkbox"/> Students are learning to identify what they know, but not as working schema <input type="checkbox"/> The teacher does most of the organizing and planning for how students will expand their schema, and informs the students <input type="checkbox"/> Students monitor their learning, but don’t have “fix-it” strategies for times of confusion <input type="checkbox"/> Provides some opportunities for mid-course corrections, but usually instigated by the teacher <input type="checkbox"/> Is beginning to build student confidence around using metacognitive thinking skills <input type="checkbox"/> Sometimes students set their own goals, often the teacher does 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not asked to think and talk about their learning process <input type="checkbox"/> Students have little awareness of how to figure out what they know <input type="checkbox"/> The teachers does the organizing and planning, and does not make this process transparent to the students <input type="checkbox"/> Students are not learning how to monitor their learning (e.g. they are surprised by low test/quiz grades) <input type="checkbox"/> The teacher tell students when they need to “re-do” work after it is complete <input type="checkbox"/> Is not focusing on building student confidence in this area <input type="checkbox"/> The teacher sets the learning goals, or does not have individualized learning goals
Higher-Order Thinking Skills		<ul style="list-style-type: none"> <input type="checkbox"/> “Blooms” the Unit’s content obj and standards <input type="checkbox"/> Explicitly teaches Bloom’s Taxonomy <input type="checkbox"/> Consistently uses scaffolding techniques to support student success with higher-order thinking <input type="checkbox"/> Poses questions that often higher-order (e.g. analytic and interpretive, rather than literal) <input type="checkbox"/> Students have frequent opportunities to analyze, evaluate and create <input type="checkbox"/> Students pose and explore their own higher-order questions <input type="checkbox"/> Students can identify the level of thinking required by various academic tasks <input type="checkbox"/> Students have the stamina to undertake higher-order thinking task 	<ul style="list-style-type: none"> <input type="checkbox"/> “Bloom’s” some aspects of the Unit’s obj/stds <input type="checkbox"/> Refers to the Taxonomy at times <input type="checkbox"/> Sometimes uses scaffolding techniques that are effective, other times overlooks the need for them <input type="checkbox"/> Poses some higher-order questions each day, but focuses more time on lower-order questions <input type="checkbox"/> Students have some opportunities to analyze, evaluate and create: usually during assessments <input type="checkbox"/> The teacher presents students with questions to explore <input type="checkbox"/> Students are unsure of the level of thinking required, but they do realize there are different levels <input type="checkbox"/> Students have some capacity to undertake higher-order thinking tasks, but do become frustrated 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use Bloom’s Taxonomy for planning <input type="checkbox"/> Does not refer to the Taxonomy explicitly <input type="checkbox"/> Is unsure/unable to use scaffolding effectively <input type="checkbox"/> Higher-order questions are posed infrequently <input type="checkbox"/> Students are generally asked to remember, understand and apply new learning <input type="checkbox"/> Exploration is not a central feature of the class <input type="checkbox"/> Students do not realize there are different levels of thinking (and different strategies for learning at each level) <input type="checkbox"/> Students quickly resist and give up on higher-order thinking tasks

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Create Opportunities for Interaction	<ul style="list-style-type: none"> <input type="checkbox"/> 50-60% of each day, students have the opportunity to interact with one another in the completion of academic tasks (small groups, pairs, full class discussion, and reciprocal teaching) <input type="checkbox"/> Student groupings are flexible and determined by changing student needs <input type="checkbox"/> Teacher/student interaction is frequent, but often 1:1 <input type="checkbox"/> Rituals and routines for interaction are well-established, and used by students <input type="checkbox"/> Furniture arrangement is flexible: it supports individual and collaborative work, more than teacher-centered work 	<ul style="list-style-type: none"> <input type="checkbox"/> Students interact with one another for a portion of the day <input type="checkbox"/> Student groups are mostly static, assuming consistent student needs; or, student groups are informally determined w/out accounting for needs <input type="checkbox"/> Teacher/student interaction sometimes occurs 1:1 <input type="checkbox"/> Rituals and routines for interaction are unevenly used by students <input type="checkbox"/> Furniture arrangement allows for some flexibility, but not on a daily basis 	<ul style="list-style-type: none"> <input type="checkbox"/> Student interaction is limited: students generally work alone, or with the teacher <input type="checkbox"/> Student groups are not a feature of the classroom <input type="checkbox"/> Teacher/student interaction mostly occurs during whole group instruction or discussion <input type="checkbox"/> Rituals and routines for interaction are mostly absent in the classroom <input type="checkbox"/> Furniture is generally arranged so that the teacher is at the center of almost all interaction (e.g. rows)
Investigate New Learning	<p>Devotes 60% of class time to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking students to use their learning in new ways <input type="checkbox"/> Providing opportunities for students to explore their own, higher-order questions <p>---</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides students with choice regarding ways to practice and apply new learning <input type="checkbox"/> Makes manipulatives and hands-on materials available to students <input type="checkbox"/> Changes the momentum, level or kind of instruction based on learners' needs, styles or interests <input type="checkbox"/> Learning resources are available to students, and their use is supported by routines and rituals (e.g. computers, paper, atlases, work folders, missed assignments, dictionaries, reference books) <input type="checkbox"/> Student work is prominently displayed, accessible as a learning resource <input type="checkbox"/> High quality examples of finished projects and tasks are available as learning resources 	<p>Devotes less than 50% of class time to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking students to repeat/practice their learning, occasionally application is required <input type="checkbox"/> Providing opportunities for students to explore the teacher's higher-order questions <p>---</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes provides students with choice <input type="checkbox"/> Sometimes provides manipulatives and hands-on materials <input type="checkbox"/> Makes some changes to pace and level of instruction, rarely changes kind of instruction <input type="checkbox"/> Learning resources are assigned to students when the teacher determines they are needed, and their use is supported by some rituals and routines <input type="checkbox"/> Some student work is displayed, but not necessarily work that is a learning resource <input type="checkbox"/> High quality examples are inconsistently available to students 	<p>Devotes less than 40% of class time to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking students to repeat/practice their new learning, application is rarely required <input type="checkbox"/> Providing opportunities for students to explore the teacher's lower-order questions <p>---</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rarely provides students with choice <input type="checkbox"/> Rarely provides manipulatives and hands-on materials <input type="checkbox"/> Rarely changes the pace level and kind of instruction <input type="checkbox"/> Few learning resources are available to students beyond a textbook and/or photocopies <input type="checkbox"/> Student work is not visible <input type="checkbox"/> High quality examples are rarely available to students

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Synthesis New Learning		<p>Devotes 20% of class time to ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing key concepts and vocabulary at the end of each lesson <input type="checkbox"/> Assessing the development of higher- and lower-order thinking skills <input type="checkbox"/> Assessing the development of metacognitive thinking skills <input type="checkbox"/> Assessing student capacity to use learning strategies to tackle academic tasks <input type="checkbox"/> Assessing student capacity to explore the unit’s focusing question <p>---</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for students to demonstrate learning in a range of formats: presentation, discussion, research paper, journals, essays, art work, interview, etc. <input type="checkbox"/> Uses a “Ticket-to-Leave” to assess progress in using strategies, metacognitive skills, and higher-order thinking skills <input type="checkbox"/> Provides regular feedback to students on their output <input type="checkbox"/> Confers with each student at least once a week to assess progress <input type="checkbox"/> Focuses conferences on both HOW students are learning and WHAT they are learning <input type="checkbox"/> Maintains a system for tracking progress revealed during weekly conferences <input type="checkbox"/> Modifies planned lessons based on needs identified during conferences 	<p>Devotes less than 10% of class time to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing some of the key material <input type="checkbox"/> <input type="checkbox"/> Sometimes assessing the development of thinking skills <input type="checkbox"/> Sometimes assessing the development of meta-cognitive thinking skills <input type="checkbox"/> Sometimes assessing student capacity to use learning strategies <input type="checkbox"/> Sometimes assessing student capacity to explore the unit’s focusing question <input type="checkbox"/> --- <input type="checkbox"/> Primarily relies on written forms of assessment <input type="checkbox"/> <input type="checkbox"/> Primarily uses the “Ticket-to-Leave” to assess content knowledge <input type="checkbox"/> Provides somewhat timely feedback on output <input type="checkbox"/> Focuses conferences on students who are struggling <input type="checkbox"/> Focuses conferences on content students are struggling with <input type="checkbox"/> Mentally/anecdotally tracks students’ progress <input type="checkbox"/> Makes some adjustments to lesson plans based on student needs 	<p>Inconsistently devotes class time to...</p>
Reflect on Lessons/Units		<ul style="list-style-type: none"> <input type="checkbox"/> Sets 1 or 2 “SMART” goals for instructional improvement <input type="checkbox"/> Takes stock of progress towards meeting goals after completing lessons/units <input type="checkbox"/> Makes mid-course corrections as needed and/or suggested by others <input type="checkbox"/> Solicits feedback from coaches, peers and supervisors <input type="checkbox"/> Documents progress towards meeting improvement goals (e.g.videotape, student evaluations, intervisitation letters, supervisor evaluations, personal reflections) <input type="checkbox"/> Reads/views relevant research/resources to support achievement of goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Sets either too many goals, or goals that aren’t “SMART” <input type="checkbox"/> Sometimes takes stock of progress specific to meeting goals <input type="checkbox"/> Makes some mid-course corrections <input type="checkbox"/> <input type="checkbox"/> Mostly works autonomously <input type="checkbox"/> <input type="checkbox"/> Anecdotally documents progress towards meeting improvement goals <input type="checkbox"/> <input type="checkbox"/> Uses resources sporadically and inconsistently. Relies primarily on anecdotal support 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not set long-term goals <input type="checkbox"/> Does not take stock of progress <input type="checkbox"/> <input type="checkbox"/> Is somewhat resistant/unable to make mid-course corrections <input type="checkbox"/> Is guarded about receiving support and feedback <input type="checkbox"/> Does not document progress towards meeting improvement goals <input type="checkbox"/> <input type="checkbox"/> Does not rely on resources to support improvement efforts