



Evergreen School Division
2.C.310 K: Effective Teaching Practices Rubric
 Based on the work of Sharon Friesen et al.

Teachers Are Designers of Learning				
				
Design Is Focused On Building Understanding	Teacher has a general understanding of curricular outcomes and uses them to deliver instruction.	Teacher has a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based or design-based).	Teacher has an understanding of: <ul style="list-style-type: none"> (i) how students learn, (ii) disciplinary core concepts and connections, and (iii) curricular outcomes, designing inquiry-based learning tasks (i.e. project-based, problem-based or design-based) that focus student inquiry on issues, questions and problems central to the discipline.	Teacher has an exceptional understanding of: <ul style="list-style-type: none"> (i) how students learn, (ii) disciplinary core concepts and connections, and (iii) curricular outcomes skillfully designing strong inquiry-based learning tasks (i.e. project-based, problem-based or design-based) that focus student inquiry on issues, questions and problems central to the discipline, connected to students' lives and connected to the world outside of school.
Design is Informed by Disciplinary Knowledge	Teacher selects activities that emphasize subject matter acquisition which deal with acquiring information, facts and formulas.	Teacher designs learning activities that are organized around subject matter and occasionally brings discipline experts into the classroom to talk about the work they do.	Teacher designs learning experiences that are organized around disciplinary ideas and core concepts and require that students make connections to between existing and new ideas to build understanding.	Teacher designs learning experiences that engage the students in doing work that require distinct ways of thinking about and acting in the world that particular disciplines embody – i.e. students think, act and engage with ideas and core concepts in the same ways as historians, chemists, biologists, botanists, writers, journalists, photographers, architects, etc. to make meaningful connections and build deep understanding.

Work Students Undertake is Worthwhile


<p align="center">Work Students Undertake is Worthwhile</p> 				
Work Is Authentic	The work students are asked to do require them acquire and recall static, inert facts.	The work students are asked to do has some connection to the world outside of the classroom.	The work students undertake require them to engage in productive collaboration with each other and with discipline and other experts around matters that are central to the discipline and the broader community outside of school.	The work students undertake require them to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern and central to the discipline, to the students and to the broader community outside of school.
Work Fosters Deep Understanding	The work students are required to do build habits of mind that emphasize groupthink by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.	The work students are asked to do require that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.	The work students undertake foster disciplined habits of mind. Students are asked to: <ol style="list-style-type: none"> i. formulate plausible solutions, ii. articulate assumptions, iii. formulate reasoned judgment and conclusions based on evidence, and iv. consider implications that reach beyond the immediate situation. 	The work students undertake foster strong habits of mind, innovation and creativity. Students are routinely asked to: <ol style="list-style-type: none"> i. formulate plausible, coherent working theories, ii. formulate well reasoned judgment and conclusions based on evidence with an examination of different viewpoints, iii. analyze assumptions, iv. discuss how things might be otherwise, i.e. supposition, v. thoroughly examine implications, vi. consider ambiguities, vii. work across a variety of contexts, viii. make connections between and among concepts

Assessment Practices Improve Student Learning and Guide Teaching



	Assessment Practices Improve Student Learning and Guide Teaching			
Assessment Is Comprehensive	<p>Assessment is exclusively summative.</p> <p>The teacher is unaware of ways to use formative assessment to improve learning or inform teaching practices.</p> <p>Assessment of learning provides a limited picture of student learning.</p> <p>Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests that emphasize recall</p>	<p>Assessment is primarily summative informed by some formative data.</p> <p>The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions.</p> <p>Assessment of learning provides a general picture of student learning and competencies.</p> <p>Teacher uses a limited number of sources as assessment data that includes tests, paper and pencil artifacts and the occasional technology presentation.</p>	<p>Assessment is both summative and formative.</p> <p>The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions.</p> <p>Assessment of learning provides an accurate, defensible picture of student learning and competencies.</p> <p>Teacher uses a variety of assessment data from observations, conversations and artifacts that include a wide range of learning proofs including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings.</p>	<p>Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning.</p> <p>The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and improve practice.</p> <p>Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded.</p> <p>Teacher and student work together to determine and gather a variety of assessment data from observations, conversations and artifacts that include a rich variety of learning proofs including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings.</p>
	Clear Criteria Are Established	<p>Assessment criteria are shared after the work has been graded.</p>	<p>Assessment criteria are developed by the teacher and fully explained to students before the work begins.</p>	<p>Assessment criteria are collaboratively designed with students to ensure that everyone has input and understands the learning expectations.</p>

<p style="text-align: center;">Students Are Self-Directed</p>	<p>Students do not have access to assessment criteria to set personal goals therefore are unable to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.</p>	<p>Students do not have sufficient access to assessment criteria while learning and/or the criteria is so vague that it is of little help. Therefore students have limited opportunities to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.</p>	<p>Students have sufficient access to assessment criteria and feedback while learning and therefore are able to:</p> <ol style="list-style-type: none"> i. identify proof of learning, ii. identify the gap between current achievement and expected achievement, iii. help monitor their own learning as it progresses, and iv. help establish learning goals 	<p>Students have access to and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning and therefore are able to:</p> <ol style="list-style-type: none"> i. produce proof of learning, ii. identify the gap between current achievement and expected achievement as well as plans for reducing it, iii. monitor and direct their own learning, iv. develop effective learning strategies, and v. establish important learning goals.
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Strong Relationships Exist				
				
Students' Relationship To The Work	<p>Students are disinterested in and see no relevance to the work they are asked to complete.</p> <p>Most students are off task and some are acting out.</p> <p>Students go through the motions of completing work in order to avoid negative consequences.</p>	<p>Students are compliant but see little relevance to the work they are asked to complete.</p> <p>Some students are off task while others are compliantly doing the work.</p> <p>Students complete work with little enthusiasm or do just enough to get by.</p>	<p>Students can make general connections between the work and self, others and/or the real world.</p> <p>Students do the work but their primary motivation is to earn grades.</p> <p>Students are motivated by grades to do a good job.</p>	<p>Students are deeply involved in the work and know why it matters to them, to the discipline and/or to the real world.</p> <p>Students are emotionally and intellectually invested in the work (don't want to stop/put it down/leave class/school).</p> <p>Students are so excited by learning that they spend extra time and effort doing their work. They derive excitement and pleasure from the work they are doing and grades are not their primary motivation.</p>
Teachers' Relationship With The Students	<p>Teacher asks students to come to his/her desk if they encounter difficulties while working quietly at their desks.</p> <p>The teacher provides directions on how to complete assignments.</p>	<p>The teacher circulates among students as they work to ensure that they are following directions and assisting them as needed.</p> <p>Teacher provides choices of products that students may use in completing assignments.</p>	<p>The teacher circulates among the students as they work collaboratively, to monitor learning, stimulate discussion, pose questions, provoke thinking or suggest resources as requested or appropriate.</p> <p>The teacher helps students to learn how, when, and why to use different strategies and provides hints, clues, and other feedback to the entire class based on an observation of individual students or in anticipation of likely problems.</p>	<p>The teacher engages students in dialogue, as they work, to extend learning, stimulate discussion, pose questions, provoke thinking, suggest resources and help students determine their next learning steps.</p> <p>The teacher and other instructional partners make their thinking processes public, help students to learn how, when and why to use different strategies and technologies that provide hints, clues, or other feedback on a just-in-time basis.</p>

<p style="text-align: center;">Students' Relationships With Each Other</p>	<p>Students work alone with some opportunities to orally answer questions about the subject content.</p> <p>Students compete with each other.</p>	<p>Students share ideas to build understanding of the subject content.</p> <p>Students work as a member of group where decision-making procedures are established informally, frequently leading to inconsistency in implementation and a failure to involve all group members in decision-making.</p>	<p>Students interact with each other about ideas in which the dialogue builds on each other's ideas.</p> <p>Students work with each other following established procedures for making decisions.</p>	<p>Students collaborate with each other in which dialogue creates an intellectual camaraderie that promotes improved collective understanding of the topic.</p> <p>All team members mobilize personal strengths to set forth their ideas and to negotiate a fit between personal ideas and ideas of others, using contrasts to spark and sustain knowledge advancement of the entire team, acknowledging that each member has a significant role to play and personal responsibility in decision-making.</p>
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Teachers Improve Their Practice In The Company of Their Peers



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<p>Teaching Is A Scholarship</p>	<p>The teacher relies on commercially produced instructional materials.</p> <p>The teacher relies on and rarely strays from prescribed resources even if information is outdated and/or inaccurate.</p> <p>The teacher operates in isolation.</p> <p>The teacher participates in learning communities as part of a school initiative but does not use online communication technologies for professional learning.</p> <p>Teacher has not looked at educational research since graduating from teachers' college/university.</p>	<p>The teacher provides students with opportunities to explore areas within the teacher's expertise and/or suggested by commercially produced instructional guides.</p> <p>The teacher occasionally brings current events related to curriculum topics into the classroom to share with students.</p> <p>The teacher shares lessons and activities he/she has created.</p> <p>The teacher participates in learning communities as part of a school initiative and occasionally uses online communication technologies for professional learning.</p> <p>Teacher is knowledgeable about research but makes little or no attempt to incorporate ideas into own practice.</p>	<p>The teacher provides students opportunities to explore areas outside of the teacher's expertise, but always stays a step ahead of the students.</p> <p>The teacher continues to learn about and stay abreast of new knowledge related to the subjects he/she teaches.</p> <p>The teacher obtains feedback about instructional planning from colleagues and mentors.</p> <p>The teacher participates in school-based and online learning communities to access continuous ongoing professional learning to improve practice.</p> <p>Teacher is knowledgeable about and acts in accordance with current research.</p>	<p>The teacher extends his or her own knowledge and questions along with the students' and invites students to become a part of the instructional process.</p> <p>The teacher continues to learn about and stay abreast of discipline knowledge as it evolves in real world contexts.</p> <p>The teacher works in collaboration with others to design robust learning tasks and obtain feedback about instructional planning from colleagues and mentors.</p> <p>The teacher participates in school-based and online learning communities to access and extend continuous ongoing professional learning for self, to improve practice and to advance the learning of colleagues.</p> <p>Teacher takes the initiative to inform self about current research literature and incorporates it into teaching and learning practices.</p>