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

Domain 1: Data-Driven Planning & Assessment	
Standards	**Indicators**
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
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
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection of assessments
	B) Progression of assessments
	C) Self-monitoring
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitor student learning during instruction	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
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 learning community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the Alliance norms and expectations	A) Ethics and professionalism
	B) Norms described by Alliance/school handbooks
4.4 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries
	C) Inclusion of the family as a partner in learning decisions

Alliance College-Ready Public Schools
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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 objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	All of level 3 and… promotes in-depth understanding of complex, interdisciplinary concepts.
	B. Measurability of learning objectives			
	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	All of level 3 and… Demonstrated measurement with 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 and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced/paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g. sufficient modeling, varied practice)	The design and selection of learning experiences are sequenced/paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and/or in collaboration with other students.	All of level 3 and… The design and selection of learning experiences include differentiated resources/activities for re-teaching and additional practice to adjust instruction as needed.
	B. Creating cognitively engaging learning experiences for students			
	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	All of level 3 and… Cognitively engaging learning experiences ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.
1.3 **Use student data to guide planning**	**A. Lesson design guided by data**			
	The teacher does not use student data sources to guide how content is organized or instructional strategies are selected.	The teacher uses student data sources to inform his/her planning for whole groups of students.	The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping in order to meet specific student needs.	All of level 3 and… The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.
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**			
	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	All of level 3 and… Includes specific learning activities to address known gaps in prerequisite knowledge for individual students.
	B. Addresses common content misconceptions			
	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors.	All of level 3 and… Include multiple strategies for explaining cognitive errors as well as for uncovering additional misconceptions.
1.5 **Design assessments to ensure student mastery**	**A. Selection of assessments**			
	Proposed assessments do not measure the learning objectives.	Proposed assessments measure some, but not all aspects of the learning objectives.	Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	All of level 3 and… Assessments and have been adapted to meet individual student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B. Progression of assessments			
	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective(s)	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective(s)	All of level 3 and… Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.
	C. Self- monitoring			
	The teacher does not provide students with opportunities to engage in self- monitoring of their own progress.	The teacher provides students with some opportunities for self-monitoring but does not connect it to plans for improving learning.	The teacher provides students with opportunities for self-monitoring and guidance in determining appropriate next steps to improve learning.	All of level 3 and… Students have opportunities to determine appropriate next steps for improving their own learning.

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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 makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	All of level 3 and… Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence.
2.2 **Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection**	**A. Behavioral expectations**			
	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that students understand and are held to the same high standards.	All of level 3 and… Students take responsibility for conduct without being prompted by teacher. They actively support the school and classroom standards of conduct.
	B. Response to behavior			
	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; and/or, the teacher's response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher's response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	All of level 3 and… The teacher's response to student misbehavior is sensitive to students' individual needs. Students respond to each other's inappropriate behavior and redirect each other.
2.3 **Establish a culture of respect and rapport which supports students' emotional safety**	**A. Interactions between teacher and students**			
	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	All of level 3 and… The teacher's interactions with students reflect respect and caring, for individual students.
	B. Student interactions with each other			
	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction.	All of level 3 and… Students demonstrate genuine respect, caring, and support for 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 and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	All of level 3 and… Routines and procedures operate seamlessly and efficiently; transitions result in no loss of instructional time.

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

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

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.