

Instructional Excellence Rubric

Hendy Avenue's Instructional Excellence Rubric provides a vision of excellence in teaching and learning across K-12 classrooms of all subjects. It supports the growth, development, and performance of teachers and students. The Instructional Excellence Rubric focuses on both teacher actions and student outcomes as a way to keep students at the center of the work.



Rubric Domains

The Hendy Instructional Excellence Rubric is structured into four Domains that describe the major elements of an effective classroom. An Essential Question accompanies each Domain:

Essential Questions





Each Essential Question guides the observer to focus on the Indicators that describe the Domain at four levels of performance. Each Indicator has several descriptors. These descriptors articulate the teacher and student behaviors that an observer would see in the classroom at each of four different performance levels. The goal for each teacher is to work towards a rating of "Proficiency" or a "Level 3" during each observation. The language in the proficient column outlines the characteristics of a strong classroom in each Indicator.

Core Teacher Skills

Many teacher actions contribute to high quality teaching and learning. To recognize this important work, each Domain includes Core Teacher Skills. Core Teacher Skills are *not* evaluated, but instead serve to name much of the work teachers do to achieve the levels of performance noted in the Indicators, and are meant to provide a common language and set of expectations for coaches to use to support teacher growth and development.

Appendix

The appendix provides teachers and coaches with additional guidance about how to use the tool. It includes best practices for observation, coaching, and scoring using the rubric as well as guidance about how to integrate this tool with other content rubrics in your organization.

Domain		Essential Question
1	 Classroom Culture	To what extent do students experience a classroom environment that is predictable, accessible, joyful, and maximizing learning time?
2	 Lesson Content & Implementation	To what extent are students engaged with lesson content that is purposeful, rigorous, and differentiated to meet the needs of every student?
3	 Student Thinking	To what extent are students responsible for doing the thinking, speaking, writing and/or creating in the classroom?
4	 Responsiveness to Learning	To what extent do students demonstrate they are learning and do teachers reteach or provide feedback that encourages more precise understanding?



Classroom Culture: To what extent do students experience a classroom environment that is predictable, accessible, joyful, and maximizing learning time?					
		Emerging – Level 1	Approaching – Level 2	Proficient – Level 3	Exemplary – Level 4
<p>Indicator 1.1</p> <p>Predictable Routines and Efficient Use of Time:</p> <p>We learn best when there are meaningful routines and procedures in place that maximize instructional time.</p>	Teacher rarely communicates classroom routines and procedures or the routines and procedures are ineffective and/or inefficient.	Teacher sometimes communicates and upholds classroom routines and procedures that are clear and maximize instructional time.	Teacher almost always communicates and upholds classroom routines and procedures that are clear and maximize instructional time.	Teacher always communicates and upholds classroom routines and procedures that are clear and maximize instructional time.	
	AND less than 60% of students follow established classroom routines and procedures (because they haven't been communicated).	AND AT LEAST 60% of students follow established classroom routines and procedures.	AND AT LEAST 75% of students follow established classroom routines and procedures and instructional time is maximized.	AND AT LEAST 90% of students engage in student-led classroom routines and procedures and instructional time is maximized.	
<p>Indicator 1.2</p> <p>Access and Expectations for All:</p> <p>We learn best when expectations are high and all of us are supported and encouraged.</p>	Teacher rarely demonstrates, models, or communicates high expectations for learning and achievement for all students and does not provide supports or supports are not matched to students' needs to help meet those expectations.	Teacher sometimes demonstrates, models, or communicates high expectations for learning and achievement for all students but does not provide supports or supports are not matched to students' needs to help meet those expectations.	Teacher almost always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	
	AND less than 60% of students participate in classroom experience and engage in assigned work.	AND AT LEAST 60% of students participate in classroom experience and engage in assigned work.	AND AT LEAST 75% of students participate in classroom experience and engage in assigned work.	AND AT LEAST 90% of students participate in classroom experience and engage in assigned work.	
<p>Indicator 1.3</p> <p>Community and Relationships:</p> <p>We learn best in community with others who care about us.</p>	Teacher does not demonstrate respect for all students through words and actions.	Teacher demonstrates respect for all students through words and actions.	Teacher demonstrates genuine care and respect for all students through words and actions.	Teacher demonstrates genuine care, warmth, and respect for all students through words and actions.	
	AND less than 60% of students show care for their peers and their learning community.	AND AT LEAST 60% of students show care for their peers and their learning community.	AND AT LEAST 75% of students show care for their peers and their learning community.	AND AT LEAST 90% of students show care for their peers, their learning community, and demonstrate a growth mindset when mistakes are made.	
<p>Indicator 1.4</p> <p>Academic Joy:</p> <p>We learn best when learning is fun and engaging.</p>	Teacher does not demonstrate enthusiasm for content and may exhibit confusion surrounding the material being taught.	Teacher demonstrates some enthusiasm for content, exhibits some knowledge of the material being taught, and occasionally brings joy to the student experience.	Teacher demonstrates enthusiasm for content, exhibits knowledge of the material being taught, and brings joy to the student experience .	Teacher demonstrates enthusiasm for content, exhibits deep knowledge of the material being taught, and brings joy to the student experience .	
	AND less than 60% of students demonstrate engagement and joy.	AND AT LEAST 60% of students demonstrate engagement, curiosity, and joy while learning.	AND AT LEAST 75% of students demonstrate engagement, curiosity, and joy while learning.	AND AT LEAST 90% of students demonstrate engagement, curiosity, and joy while learning.	



Core Teacher Skills -

These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach

1.1 - Predictable Routines and Efficient Use of Time

- **Plan** and **script** procedures for key transitions/routines (e.g., paper passing, lining up, coming to the rug, getting chromebooks)
- Explicitly **teach** and practice all transitions/routines with students
- **Refine** and **improve** execution of existing routines to maximize learning time
- **Modify** routines and procedures as necessary to meet the needs of individual students
- **Maintain** warm and firm tone when responding to breaches in expectations
- **Create** space for students to share their voices and input around classroom routines and procedures
- **Scan** the classroom to gain awareness of what students are doing and redirect, as needed (e.g., least invasive intervention, proximity, whole-class reset, school-wide behavior system)
- **Ensure** your teacher space is neat, well-organized, and that materials are easily accessible

1.2 - Access and Expectations for All

- **Internalize** all school-aligned, academic and behavioral expectations and establish them within your learning community
- **Provide** specific, concrete, sequential, and observable directions
- **Praise** student process and effort, in addition to problem solving and accurate answers
- **Identify** the exceptional students in your classroom
- **Develop** an understanding of your exceptional students' strengths, challenges, and goals
- **Study** or **internalize** the learning standards and the stages of development for your grade level
- **Set** expectations that push students out of their comfort levels, within the appropriate zone of development
- **Provide** supplemental materials to support students and teach students how to use them
- **Hold** individual conferences with students to better understand them and how to meet their needs
- **Collaborate** with families and outside providers to ensure you have the appropriate supports to match the needs of each student

1.3 - Community and Relationships

- **Include** time in each class period or at the start/end of the day to intentionally build community (e.g., class greeting, threshold, morning meeting, advisory, SEL lessons)
- **Invite** students to make personal connections to their peers
- Consistently **narrate** what students do well
- **Include** partner and group activities to deepen learning through social interactions, where applicable in the curriculum
- **Develop** clear procedures and processes for group work (e.g., clear roles and responsibilities for each team member)
- **Create** groups with diverse students, perspectives, and ability levels to encourage collaboration and peer support
- **Create** opportunities for students to get to know one another
- **Create** a "culture of error" by highlighting mistakes and errors that lead to increased learning and understanding
- **Monitor** air time to ensure equity of voice
- **Develop** an understanding of your students' strengths and challenges
- **Create** classroom space for native language translations and support
- **Affirm** students for their contributions, ideas, effort, kindness, perseverance, etc.

1.4 - Academic Joy

- Deeply **internalize** the content for each lesson and identify aspects that will be relevant and exciting to the students in your class
- **Build** academic excitement in the content through connecting content to prior lessons and/or background knowledge or student experience
- **Listen** to students' interests and ideas so you are better able to make connections between the content and their interests

Lesson Content and Implementation: To what extent are students engaged with lesson content that is purposeful, rigorous, and differentiated to meet the needs of every student?

	Emerging - Level 1	Approaching - Level 2	Proficient - Level 3	Exemplary - Level 4
<p>Indicator 2.1</p> <p>Lesson Alignment: We learn best when we can make connections across all the things we are learning.</p>	Teacher aligns few of the learning experiences to the stated objective(s), the experiences are not well sequenced, and the teacher does not communicate learning objective(s) to students.	Teacher aligns most of the learning experiences to the stated objective(s), some of the experiences are well sequenced, and the teacher somewhat clearly communicates learning objective(s) to students.	Teacher aligns almost all learning experiences to the stated objective(s), the experiences are almost all well sequenced, and the teacher communicates learning objective(s) to students.	Teacher aligns all learning experiences to the stated objective(s), the experiences are all well sequenced, and the teacher clearly communicates learning objective(s) to students and references them throughout the lesson.
	AND LESS THAN 60% of students can articulate what they are learning and why.	AND AT LEAST 60% of students can articulate what they are learning and why.	AND AT LEAST 75% of students can articulate what they are learning and why.	AND AT LEAST 90% of students can articulate what they are learning and why and how it is connected to previous learning.
<p>Indicator 2.2</p> <p>Lesson Pacing: We learn best when we spend the most amount of time on the most important things.</p>	Teacher spends too much or too little time on some parts of the lesson; learning time is wasted.	Teacher spends too much or too little time on some parts of the lesson; learning time is only partially maximized.	Teacher ensures each part of the lesson receives an appropriate amount of time; learning time is maximized.	Teacher creates a student-led environment where students move from one part of the lesson to the next, and each part of the lesson receives an appropriate amount of time; learning time is maximized.
	AND less than 60% of students keep pace with the lesson and complete assignments and learning experiences.	AND AT LEAST 60% of students keep pace with the lesson and complete assignments and learning experiences.	AND AT LEAST 75% of students keep pace with the lesson and complete assignments and learning experiences.	AND AT LEAST 90% of students keep pace with the lesson and complete assignments and learning experiences.
<p>Indicator 2.3</p> <p>Lesson Rigor: We learn best when we engage in productive struggle.</p>	Teacher focuses on content that is pitched too low or too high and that inadequately advances students toward grade-level standards mastery or expectations as outlined by IEP goals.	Teacher focuses on content that is somewhat meaningful to student success – either college or career ready – that advances students toward grade-level standards mastery or expectations as outlined by IEP goals.	Teacher focuses on content that is almost all meaningful to student success – either college or career ready – that advances students toward grade-level standards mastery or expectations as outlined by IEP goals.	Teacher focuses on content that is all meaningful to student success – either college or career ready – that advances students toward grade-level standards mastery or expectations as outlined by IEP goals.
	AND LESS THAN 60% of students are intellectually challenged by their work and engage in productive struggle.	AND AT LEAST 60% of students are intellectually challenged by their work and engage in productive struggle.	AND AT LEAST 75% of students are intellectually challenged by their work and engage in productive struggle.	AND AT LEAST 90% of students are intellectually challenged by their work and engage in productive struggle.
<p>Indicator 2.4</p> <p>Differentiation: We learn best when we have the accommodations and adaptations we need to support and/or challenge us.</p>	Teacher does not differentiate the content, process, product, and/or learning environment, as needed, for students.	Teacher ineffectively differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation. Planning has occurred that demonstrates teacher attempt.	Teacher effectively differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation.	Teacher masterfully differentiates the content, process, product, and/or learning environment, as needed, for students to support learning based on student interest, need, and motivation.
	AND less than 60% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been adjusted for them, as needed.	AND AT LEAST 60% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been adjusted for them, as needed.	AND AT LEAST 75% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been adjusted for them, as needed.	AND AT LEAST 90% of students (who need differentiation) engage with content, materials, in a process, or in an environment that has been adjusted for them, as needed.

Core Teacher Skills -

These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach

2.1 - Lesson Alignment

- **Study** curricular materials to ensure you have the content expertise and background knowledge to teach the lesson
- **Internalize** the lesson plan so that you are prepared to deliver the material and engage with questions, misconceptions, and diverse ideas on the topic
- Clearly **communicate** a standards-aligned objective aligned to the curricular materials provided
- **Prepare** to connect the learning to previous content and/or future content to show how this content is connected and why this content matters
- During the lesson, **support** students in making connections between current content and previously taught content
- **Center** the objective throughout the lesson - return to it throughout to help students connect what they are learning to their objectives for the lesson
- **Ask** students to restate or share what they are learning and why

2.2 - Lesson Pacing

- **Pace** yourself and your students throughout the lesson (before the lesson through internalization prep and during the lesson through a timer or other method)
- **Pre-identify** the most essential aspects of the lesson and plan to spend more time on the concepts/tasks most aligned to the objective(s)
- When making instructional decisions during the lesson and/or responding to learner inquiries, **consider** whether or not the question or idea is related to the objective for learning in that lesson
- **Prioritize** time for independent practice, discussion, and/or creation in every lesson

2.3 - Lesson Rigor

- **Script** or **identify** questions that will engage student thinking
- **Internalize** grade level standards as well as the corresponding standard in the grade before and after.
- **Prepare** the exemplar work product to guide instruction and to set the bar for what students should produce
- **Ensure** all content (included in lesson plans and communicated to students) is factually accurate
- **Develop** and **communicate** clear explanations and exemplars
- **Plan** or **adapt** a plan so that your method of delivery aligns with the demands of the objective(s) (e.g., if the objective calls for students to "make causal claims about something" don't stop at basic recall and reproduction questions, push them to make causal claims)
- **Evaluate** the ratio of learner talk to teacher talk during the lesson
- **Consider** how much scaffolding students need to access the content; start broad and scaffold as necessary if students need extra support - scaffold, don't rescue
- **Create** opportunities for students to do the thinking, writing, or creating (e.g., playing in PE, playing instruments in music, painting in art)

2.4 - Differentiation

- **Consider** the content as an adult learner and **identify** different ways that students may approach the content and the different ideas and perspectives students may bring
- **Develop** an understanding of your students' strengths and challenges
- **Build** relationships with students so that you know their interests, needs, and motivations
- **Craft** or adapt goals for each student based on their skillset, current level of mastery, and interests
- **Pre-plan** questions you will ask for different students based on their current level of mastery and needs
- **Adapt** or **accommodate** materials, as needed, beforehand so that all students can access the content during the lesson. Consider content, process, product, and learning environment.
- **Collaborate** with other service providers, teachers, and support team members to meet the needs of each student
- **Integrate** technology
- **Internalize** 504 plans, IEPs, EL services, and other accommodations, as necessary
- **Post** resources to support student learning (e.g., current, high-quality student work, instructional signage)



Domain #3: Student Thinking

Student Thinking: To what extent are students responsible for doing the thinking, speaking, writing, and/or creating in this classroom?					
		Emerging – Level 1	Approaching – Level 2	Proficient – Level 3	Exemplary – Level 4
<p>Indicator 3.1</p> <p>Questioning:</p> <p>We learn best when we grapple with big questions.</p>	<p>Teacher asks questions that primarily require students to recall and reproduce and there are multiple missed opportunities to ask questions that encourage application, synthesis, and extended thinking.</p>	<p>Teacher asks questions that primarily require students to recall, reproduce, and demonstrate a basic application of skills. There are missed opportunities to ask questions that encourage synthesis and extended thinking. Teacher scaffolds as needed.</p>	<p>Teacher asks questions at a variety of levels that require students to recall and reproduce, apply skills and concepts, think strategically, and extend their thinking. Teacher scaffolds as needed.</p>	<p>Teacher intentionally asks questions at a variety of levels that require students to recall and reproduce, apply skills and concepts, think strategically, and extend their thinking. Teacher scaffolds as needed.</p>	
	<p>And less than 60% of students support their answers through evidence and/or explanation, when responding to questions.</p>	<p>AND AT LEAST 60% of students support their answers through evidence and/or explanation, when responding to questions.</p>	<p>AND AT LEAST 75% of students support their answers through evidence and/or explanation, when responding to questions.</p>	<p>AND AT LEAST 90% of students support their answers through evidence and/or explanation, when responding to questions.</p>	
<p>Indicator 3.2</p> <p>Heavy Lifting:</p> <p>We learn best in classrooms that center student thought and student voice.</p>	<p>The method of delivery of content (e.g., questioning, writing tasks, group work) actually has the teacher mostly doing the thinking, speaking, writing and/or creating.</p>	<p>The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the students are sometimes doing the thinking, speaking, writing and/or creating.</p>	<p>The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the students are almost always doing the thinking, speaking, writing and/or creating.</p>	<p>The method of delivery of content (e.g., questioning, writing tasks, group work) ensures that the students are always doing the thinking, speaking, writing and/or creating.</p>	
	<p>AND less than 60% of students complete an appropriately challenging amount of the cognitive work during the lesson.</p>	<p>AND AT LEAST 60% of students complete an appropriately challenging amount of the cognitive work during the lesson.</p>	<p>AND AT LEAST 75% of students complete an appropriately challenging amount of the cognitive work during the lesson.</p>	<p>AND AT LEAST 90% of students complete an appropriately challenging amount of the cognitive work during the lesson.</p>	
<p>Indicator 3.3</p> <p>Discussion Facilitation:</p> <p>We learn best when we engage with one another through discussion.</p>	<p>Teacher rarely provides prompts to help students answer questions and rarely encourages students to listen to one another and build off of and/or respond to their peers' ideas. Teacher may be rounding up student answers.</p>	<p>Teacher sometimes provides prompts to help students answer questions and sometimes encourages students to listen to one another and build off of and/or respond to their peers' ideas. Teacher may be rounding up student answers.</p>	<p>Teacher almost always provides prompts to help students answer questions and almost always encourages students to listen to one another and build off of and/or respond to their peers' ideas.</p>	<p>Teacher always provides prompts to help students answer questions and always encourages students to listen to one another and build off of and/or respond to their peers' ideas.</p>	
	<p>AND less than 60% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.</p>	<p>AND AT LEAST 60% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.</p>	<p>AND AT LEAST 75% of students engage in class discussion by responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.</p>	<p>AND AT LEAST 90% of students engage in class discussion by asking questions of one another or responding to their peers' ideas in a way that moves the class towards meeting objectives and cementing understanding.</p>	
<p>Indicator 3.4</p> <p>Building Content Expertise in Students:</p> <p>We learn best when instruction encourages deep learning and meaning making.</p>	<p>Teacher rarely presents material in a way that puts concept over procedure; teacher over relies on procedural teaching.</p>	<p>Teacher sometimes presents material in a way that puts concept over procedure; teacher sometimes relies on procedural teaching.</p>	<p>Teacher almost always presents material in a way that puts concept over procedure and allows students to apply their learning to future situations.</p>	<p>Teacher always presents material in a way that puts concept over procedure and allows students to apply their learning to future situations.</p>	
	<p>AND less than 60% of students apply their new learning to help them unlock novel problems.</p>	<p>AND AT LEAST 60% of students apply their new learning to help them unlock novel problems.</p>	<p>AND AT LEAST 75% of students apply their new learning to help them unlock novel problems.</p>	<p>AND AT LEAST 90% of students apply their new learning to help them unlock novel problems.</p>	



Core Teacher Skills -

These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach

3.1 - Questioning

- Intentionally **pre-plan** and script all questions you will ask during the lesson
- **Pose** a variety of questions that require students to access all levels of Depth of Knowledge (DOK) - recall, reproduce, apply skills and concepts, think strategically, and extend their thinking
- **Pitch** questions at the appropriate level of DOK based on the needs of the students and the level of familiarity with the concept
- **Pre-plan** questions and prompts that will support students who need additional support after an initial question is posed (scaffolds)
- **Pre-identify** the most essential aspects of the lesson and plan the questions you will ask during that part of the lesson
- **Craft** questions so that students can respond verbally, in writing, or with computations
- **Scaffold** questions, as needed, to meet students where they are
- **Facilitate** the lesson so that students are doing the thinking and speaking throughout the lesson
- **Encourage** learners to support their ideas with evidence in both speaking and writing
- **Build** a CFS for verbal responses that includes citing evidence or explanation (and make it visible to learners)

3.2 - Heavy Lifting

- **Ask** open questions that invite students to do the thinking, speaking, and creating during the lesson
- **Encourage** students to build on and reply directly to each other's ideas, reference each other's thinking when agreeing/disagreeing, and respectfully challenge ideas
- **Ensure** multiple voices are heard
- **Allow** students to engage in the highest impact experiences in each lesson (e.g., dancing during dance, singing/playing instruments during music, writing during writing, athletics during Physical Education)
- **Evaluate** the ratio of learner talk to teacher talk during the lesson
- **Prioritize** time for independent practice and discussion
- **Scaffold** questions, as needed, to meet students where they are
- **Identify** potential misconceptions and prepare to scaffold appropriately both proactively and reactively
- **Ensure** students know where in the classroom to look to find appropriate resources to support their learning

3.3 - Discussion Facilitation

- **Encourage** students to respond to one another during discussion without jumping in after each student response to steer the conversation
- **Teach** students habits of discussion explicitly - teach them to listen to one another and respond (e.g., agreeing, disagreeing, asking a follow up question, extending the idea)
- **Select** a strategic question to start the discussion
- **Select** a discussion modality (e.g., hands, cold call, TNT) to start the discussion based on data
- **Launch** the discussion by clearly stating the question, the directions and modality (e.g., hands, cold call, TNT), and providing batch feedback on a habit of discussion, if necessary
- **Hold** students accountable to actively listening and tracking the ideas in the discussion
- **Construct** a learning environment that allows students to speak to and look at one another (e.g., at tables facing one another, in a circle)
- **Prompt** students to ask questions of one another, as necessary
- **Post** visual aids in the room and reference them during discussion to support teachers with habits of discussion

3.4 - Building Content Expertise in Students

- **Provide** tasks that allow students to construct meaning/understanding on their own with teacher guidance and support
- **Create** space for discussion amongst students
- **Provide** multiple opportunities for students to apply their learning to similar, but not the same, problems
- **Prompt** students to extend their thinking with questions like - how did you know that? is that always true? would that be true in this scenario?
- **Model** thinking steps for learners
- **Prompt** students to identify a "conjecture", a "key takeaway", or a "stamp" to ensure that students can extend their learning beyond one problem or scenario
- **Activate** students' experience, knowledge, and background as resources for learning; **incorporate** them authentically into learning
- **Post** high-quality, relevant student work around the classroom and on bulletin boards to support student learning

Responsiveness to Learning: To what extent do students demonstrate they are learning and do teachers reteach or provide feedback that encourages more precise understanding?

	Emerging – Level 1	Approaching – Level 2	Proficient – Level 3	Exemplary – Level 4
<p>Indicator 4.1</p> <p>Active Monitoring: We learn best when teachers know exactly where students are.</p>	Teacher does not circulate (or listen to conversation, confer, or observe student work).	Teacher sometimes circulates (or listens to conversation, confers, or observes student work) to ensure students are on task.	Teacher circulates (or listens to conversation, confers, or observes student work) to evaluate students' progress towards the objective(s) at critical moments in the lesson.	Teacher strategically circulates (or listens to conversation, confers, or observes student work) to evaluate all students' progress towards the objective(s) at critical moments in the lesson.
	AND less than 60% of students express learning through writing, and/or verbal explanations.	AND AT LEAST 60% of students express learning through writing, and/or verbal explanations.	AND AT LEAST 75% of students express learning through writing, and/or verbal explanations.	AND AT LEAST 90% of students express learning through writing, and/or verbal explanations.
<p>Indicator 4.2</p> <p>Data-Driven Instructional Decisions: We learn best when instructional decisions are rooted in what students in the room know and are able to do.</p>	Teacher does not use data gathered from (in)formal assessments or in class check for understandings to adjust teaching.	Teacher gathers data from (in)formal assessments or in class check for understandings but ineffectively adjusts .	Teacher uses data gathered from (in)formal assessments or in class check for understandings and adjusts teaching to prioritize and address misconceptions and/or errors.	Teacher uses data gathered from (in)formal assessments or in class check for understandings and strategically adjusts teaching to prioritize and address misconceptions and/or errors.
	AND less than 60% of students who received an instructional adjustment, rethink or redo their work.	AND AT LEAST 60% of students who received an instructional adjustment, rethink or redo their work.	AND AT LEAST 75% of students who received an instructional adjustment, rethink or redo their work.	AND AT LEAST 90% of students who received an instructional adjustment, rethink or redo their work.
<p>Indicator 4.3</p> <p>Intentional Feedback: We learn best when we receive targeted feedback that supports us in clarifying our understanding and that affirms what we are doing well.</p>	Teacher provides no feedback on student responses or student work and/or feedback provided is unhelpful .	Teacher provides general feedback on student responses or student work in a way that encourages some increased understanding .	Teacher provides targeted verbal or written feedback on student responses or student work in a way that encourages more precise understanding and/or affirms what students do well .	Teacher provides targeted verbal or written feedback on student responses or student work in a way that encourages more precise understanding and/or affirms what students do well and a growth mindset in students.
	Less than 60% of students use the feedback provided by their teacher to relearn, redo, or improve their work.	AND AT LEAST 60% of students use the feedback provided by their teacher to relearn, redo, or improve their work.	AND AT LEAST 75% of students use the feedback provided by their teacher to relearn, redo, or improve their work.	AND AT LEAST 90% of students use the feedback provided by their teacher to relearn, redo, or improve their work.
<p>Indicator 4.4</p> <p>Teaching with Purpose We learn best when we know what we are working towards.</p>	Teacher does not articulate goals with their students.	Teacher articulates general goals with their students and sometimes references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible.	Teacher strategically articulates academic and/or habit-focused goals with their students and almost always references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible.	Teacher strategically articulates academic and/or habit-focused goals with their students and always references these goals when supporting students with their work. Goals are aligned to school-wide goals when possible.
	AND less than 60% of students can name goals they are working towards.	AND AT LEAST 60% of students can name goals they are working towards.	AND AT LEAST 75% of students can name specific goals they are working towards and why.	AND AT LEAST 90% of students can name specific goals they are working towards and why.



Domain #4: Responsiveness to Learning

Core Teacher Skills -

These skills are non-exhaustive, and are intended to support personal growth and reflection as well as coaching and development between teacher and coach

4.1 - Active Monitoring

- **Pre-identify** critical moments in the lesson
- **Strategically** monitor to gather information about what students know and don't know
- **Identify** trends in student understandings and misunderstandings
- **Ask** questions to check students' understanding at various points of the lesson
- **Pre-plan** when you will assess progress toward the objective during the lesson
- **Pre-plan** a circulation route - which students will you go to first - why?
- **Identify** the highest priority misconceptions
- **Consider** every question/task/assignment as formative assessment
- **Use** a variety of checks for understanding (CFUs) (e.g., thumbs up/thumbs down, everybody writes, TNT, voting, circulating) to assess student understanding
- **Use** a variety of tools to gather data (e.g., trackers, pre-planned pathways)
- **Collect** work samples and study them to identify trends and plan for reteaches
- **Investigate** what each student knows and where each student needs support
- **Build** structures for students to be able to ask for help
- **Encourage** students to track their own data
- **Ask** students questions about their work

4.2 - Data - Driven Instructional Decisions

- **Identify** the highest priority misconceptions and adjust instruction to address those misconceptions
- **Display** student work to demonstrate accurate and inaccurate thinking
- **Create** a "culture of error" by highlighting mistakes and errors that lead to increased learning and understanding
- **Ask** questions of all students about what they notice in other learner work
- **Ask** questions to check students' understanding at various points of the lesson
- **Collaborate** with other providers to make instructional decisions that are supportive of the needs of each student
- **Facilitate** daily/weekly data meetings to study data and plan for reteaches
- **Post** standards-aligned, grade-level, high-quality student work

4.3 - Intentional Feedback

- **Provide** written and verbal feedback on work (e.g., written responses, answers, performances)
- **Ensure** all feedback includes 1) the what - a strength and high leverage gap; 2) the why - why incorporating this feedback is important; 3) the how - how specifically students will work to close the gap; and 4) the belief - genuine belief that the student can and will improve
- **Target** feedback to meet the needs of individual students
- **Provide** both corrective and affirming feedback
- **Create** feedback structures to ensure all students receive feedback consistently
- **Provide** feedback that is transferrable to future, novel problems and situations
- **Confer** with students during independent and group work time to better understand their strengths and misconceptions, in order to provide relevant and precise feedback
- **Plan** and **implement** multiple opportunities for students to practice the skills they are expected to master

4.4 - Teaching with Purpose

- **Articulate** age-appropriate, grade level, school-aligned academic and behavioral expectations for your learning community
- **Internalize** 504 plans, IEPs, EL services, and other accommodations, as necessary
- **Set** expectations that push students out of their comfort levels, within the appropriate zone of development
- **Reinforce** goals during discussion and independent practice
- **Refer** back to individual goals when providing coaching and feedback to students
- **Prepare** the exemplar work product to guide instruction and to support goal setting for students aligned to grade-level and personal goals

Appendix

The purpose of the appendix is to provide additional rubric guidance for teachers and coaches.

More information related to this rubric and other Hendy tools can be found at <https://www.hendyavenue.com/>

Guidance on How to Use the Rubric

Core Teacher Skills (CTS)	The Core Teacher Skills are teacher skills and behaviors that contribute to the student outcome in each indicator. The intended use of this list is to support teachers and coaches in growth and development within each indicator. This list is non-exhaustive, meaning that coaches and teachers can work on other skills and use other resources to support the development of a teacher. Similarly, this list is not intended to be used as a checklist – every teacher is in a different place in their development and therefore coaches should use this list with discretion based on the needs of each individual teacher.
Coach Actions Before, During, & After Observations	<p>For optimal use, coaches should:</p> <ul style="list-style-type: none"> - familiarize themselves with the students in each classroom (especially exceptional learners and their needs and goals) - review lesson plans and lesson plan internalization work before entering classrooms - observe for a minimum of 15 minutes with the lesson plan in hand - engage with students during observations to ask them questions and see their work - reflect on collected notes and recommended action steps for teachers immediately following each observation - observe teachers in a variety of settings (e.g., different grade levels, courses, times of day, when applicable) - rate only on indicators for which they have sufficient evidence; coaches are not required to rate on every indicator every observation - observe with other leaders, when possible
Content-Based Rubrics	Some content areas have their own coaching tools to support teacher growth and development. This rubric should be used in conjunction with other tools. When coaching, observations begin at a general lens, using this rubric, and narrow to more specific and targeted skills, using other content specific rubrics.
Ratings on the Rubric: Indicator vs. Domain	<p>For purposes of coaching, coaches will give ratings and action steps during each semester at the Indicator level (e.g., 2.3 or 4.1).</p> <p>For purposes of evaluation, ratings will be made at the Domain level. Therefore, teachers will receive one rating on each Domain: Culture and Community, Lesson Execution, Student Thinking, and Data-Driven Instruction, which will be an average of the ratings from the indicators within that domain, for a total of 4 ratings during each snapshot conversation.</p>
Ratings on the Rubric: Rating Discrepancy Between Teacher and Student Actions	In the event that there is a discrepancy between an Indicator's teacher action rating and student action rating, the observer should take the lower of the two ratings. We value both the teacher actions and student impact in each Indicator. Both are important to a successful, excellent, and equitable learning environment. In order to support teachers in their growth and development, coaches should focus on the skills not yet mastered to improve performance in an Indicator.
Differentiating between an "N/A" and a Level 1	<p>"N/A" is reserved for instances when an observer does not have enough evidence or information to rate. For example, an observer should not rate on "Indicator 3.3 - Discussion Facilitation" if they are in a classroom when students are engaged in independent practice and the teacher is circulating and providing feedback. In this example, there is no evidence to support a rating on discussion facilitation and the observer would have no reason to coach around facilitating a discussion during this portion of the lesson.</p> <p>Level 1 is reserved for instances when an observer does have data and the data supports a level 1 rating. For example, an observer would rate a 1 on "Indicator 3.3 - Discussion Facilitation" if they are in a classroom when students are engaged in discussion but not speaking or listening to one another or in what could be a whole group discussion (e.g., the teacher is discussing a portion of a novel and asking questions of students and calling on them in a "ping-pong" manner) even if it is not but a discussion would be warranted and benefit student learning. The observer in this case would have reason to coach around facilitating a discussion rather than one off student answers.</p>