



# **Syracuse City School District Teaching and Learning Framework and Rubric**

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# Syracuse City School District Teaching and Learning Framework and Rubric

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## General Usage Guidelines:

The SCSD Teaching and Learning Framework and Rubric are intended to serve as tools to aid in the observation, coaching and development and evaluation of classroom teachers. The Rubric should be used as the basis of conversations that guide development and growth of all teachers. Rather than using the Rubric as a checklist, observers should be rating teachers based on the 'preponderance of evidence' collected; this means that a teacher may not demonstrate each bullet within a level, but observers should use their professional judgment in conjunction with the Framework and Rubric to determine ratings and subsequent growth plans.

Within the rubric there are several terms used repeatedly. Each of these terms may have many meanings both within and outside of education. It is important to apply the following terms consistently throughout the rubric:

**Rigor:** Academic rigor in SCSD is characterized by:

- Clear understanding of and focus on the core knowledge of each discipline (learning standards)
- Challenging mental effort (high cognitive demand) appropriate to mastery of the core knowledge
- Active use of the knowledge in meaningful ways

In SCSD, access to academic rigor is supported through:

- Depth in teacher content knowledge
- Adherence to a high quality core curriculum
- The use of best practices in core instruction
- Supports and scaffolds for equal access to rigorous learning and standards mastery
- Assessments, instruction tools/resources, and professional development geared to mastery of the standards


**Complex:** Appropriate complexity means aligning the task to the rigor of the standard **and** ensuring that the text or task is on grade level and the teacher provides the necessary supports to engage students.

## SCSD Teaching and Learning Framework and Rubric

**Task:** Tasks include, but are not limited to reading, writing, problem solving, speaking, debating, discussing, and researching.

**Text:** Texts include not only written non-fiction and literary texts, but can often include graphs, tables, charts, photographs, scripts, works of art, and other items that can be used to support a traditional text or task.

**Stamina:** Building students' stamina allows them to interact with difficult texts and tasks with less background information for longer periods of time.

 <b>Plan 1: Use data to set goals</b>				
Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Use data</i>	<ul style="list-style-type: none"> <li>Teacher regularly uses three or more sources of data to determine individual students' mastery levels.</li> <li>Teacher always uses knowledge of individual students' interests, backgrounds and learning needs in the planning process.</li> <li>Teacher involves individual students and families in the planning process for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly uses two or more sources of data to accurately determine individual students' mastery levels.</li> <li>Teacher frequently uses knowledge of the class's interests, backgrounds and learning needs in the planning process.</li> <li>Teacher frequently shares data with students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses one or two sources of data to attain students' current levels of performance and/or resources used may not accurately determine students' current levels of performance.</li> <li>Teacher occasionally uses knowledge of students' interests, backgrounds and learning needs in the planning process.</li> <li>Teacher occasionally shares data with students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not use data to determine students' current levels of performance.</li> <li>Teacher does not use knowledge of students' interests, backgrounds and learning needs in the planning process.</li> <li>Teacher does not share data with students and families.</li> </ul>
<i>Set goals</i>	<ul style="list-style-type: none"> <li>Teacher sets rigorous short and long-term growth and mastery goals for the whole class and individual students.</li> <li>Teacher involves students in setting rigorous short and long-term growth and mastery goals for both individuals and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets rigorous short and long-term growth and mastery goals for individual students.</li> <li>Teacher involves students in setting growth and mastery goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets short and long-term growth and/or mastery goals for individual students. Goals may not be sufficiently rigorous.</li> <li>Teacher shares goals with students but they are not involved in the creation.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not set short or long-term growth or mastery goals for individual students.</li> <li>Students are unaware of their growth and mastery goals.</li> </ul>

<b>Plan 2: Align lesson plans to district curriculum and standards</b>				
<b>Big Concepts</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Developing</b>	<b>1: Ineffective</b>
<i>CCSS, district unit plans/pacing</i>	<ul style="list-style-type: none"> <li>Teacher creates lessons plans that align with the district curriculum and pacing guide, including utilizing opportunities to revisit previous objectives and preview future objectives.</li> <li>Lessons offer students the opportunity to practice and master skills required by the CCSS and apply them to prior learning or preview new learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frequently creates lesson plans that align with the district curriculum and pacing guide.</li> <li>Lessons offer students the opportunity to practice and master skills required by the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally creates lessons that align to the district curriculum and pacing guide.</li> <li>Lessons offer students the opportunity to practice, but not master skills required by the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates lessons that are loosely aligned or not aligned to the district curriculum and pacing guide.</li> <li>Lessons do not allow students sufficient opportunity to practice and master the skills required by the CCSS.</li> </ul>
<i>Include problem solving and critical thinking</i>	<ul style="list-style-type: none"> <li>Daily lesson plans include frequent opportunities for students to grapple with complex texts and tasks across multiple disciplines and build student persistence and stamina.</li> <li>Teacher plans include frequent opportunities for students to demonstrate their skills for other students across disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Daily lesson plans consistently include opportunities for students to grapple with complex texts and tasks and build student persistence and stamina.</li> <li>Teacher plans include opportunities for students to demonstrate their skills for other students to enhance their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Daily lesson plans sometimes include opportunities for students to grapple with complex texts and tasks and build student persistence and stamina.</li> <li>Teacher plans include opportunities for students to demonstrate their skills for other students, though the opportunities may not enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Daily lesson plans rarely include opportunities for students to grapple with complex texts and tasks and build student persistence and stamina.</li> <li>Teacher plans do not include opportunities for students to demonstrate their skills for other students.</li> </ul>
<i>Planning for misconceptions</i>	<ul style="list-style-type: none"> <li>Teacher's lesson plans show evidence of planning for student misconceptions or misunderstandings. The plans for how to effectively address or prevent them include leveraging current students' strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's lesson plans show evidence of planning for student misconceptions or misunderstandings and effectively addresses or prevents them.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's lesson plans flag possible student misconceptions or misunderstandings; however, the plans do not effectively address or prevent misconceptions/misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's lesson plans do not show evidence of planning for student misconceptions or misunderstandings.</li> </ul>

<b>Plan 3: Select a balance of resources that facilitate growth and mastery</b>				
<b>Big Concepts</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Developing</b>	<b>1: Ineffective</b>
<i>Types of text</i>	<ul style="list-style-type: none"> <li>Teacher involves students in selecting a balance of informational and fictional texts or sources.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher explains to students the rationale for selecting a balance of informational and fictional texts or sources.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects a balance of informational and fictional texts or sources, but does not share their rationale with students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects both informational and fictional texts, but they do not meet the balance required by the CCSS.</li> </ul>
<i>Rigor</i>	<ul style="list-style-type: none"> <li>Teacher involves students in selecting rigorous texts and tasks appropriate for their individual level of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects rigorous texts and tasks appropriate for each individual student and shares the rationale.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects texts and tasks that are at the appropriate level of rigor for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects texts and tasks that are at an inappropriate level of rigor.</li> </ul>
<i>Length of time (projects)</i>	<ul style="list-style-type: none"> <li>Teacher's plans show a balance between topic appropriate short and long-term projects.</li> <li>Students are involved in creating, selecting, and evaluating the success of equally rigorous options.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans show a balance between topic appropriate short and long-term projects.</li> <li>Students are involved in selecting equally rigorous options for projects.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans show a balance between topic appropriate short and long-term projects.</li> <li>Students are involved in selecting projects, though options may not be equally rigorous.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans do not show a balance between short and long-term projects, or topic may not be appropriate.</li> <li>Students are not involved in selecting project options.</li> </ul>
<i>Interaction with curriculum</i>	<ul style="list-style-type: none"> <li>Teacher's plans show students have the option to select from multiple ways to interact with the curriculum through manipulatives or other resources in a meaningful, significant and creative manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans show ways for students to interact with curriculum through manipulatives or other resources in a meaningful, significant and creative manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans show ways for students to interact with the curriculum through manipulatives or other resources, but the interaction may not be meaningful, significant or creative.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not plan for opportunities to have students interact with curriculum through manipulatives or other resources.</li> </ul>

## Plan 4: Invest students and their families in the learning process

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Frequent communication</i>	<ul style="list-style-type: none"> <li>Teacher includes all families in frequent, proactive communication regarding class matters and individual progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher includes all families in frequent, proactive communication regarding individual student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher includes all families in communication regarding individual student progress but it is typically reactive.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not include all families in communication regarding student progress.</li> </ul>
<i>Community opportunities</i>	<ul style="list-style-type: none"> <li>Teacher and students co-create opportunities to bring community members into the classroom and expose students to external events that are effective in helping students master content and gain a deeper understanding of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates opportunities to bring community members into the classroom or expose students to external events that are effective in helping students master content and gain a deeper understanding of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher creates opportunities to bring community members into the classroom or expose students to external events, but they are ineffective in helping students master content or gain a deeper understanding of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not create opportunities to bring community members into the classroom, nor does he/she expose students to external events.</li> </ul>
<i>Student Feedback</i>	<ul style="list-style-type: none"> <li>Teacher plans for multiple opportunities to provide a variety of feedback. The feedback is targeted and varied and leads to student progress.</li> <li>Teacher frequently provides opportunities for students to provide targeted feedback to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher plans for multiple opportunities to provide students targeted feedback that leads to student progress.</li> <li>Teacher occasionally provides opportunities for students to provide targeted feedback to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher plans to provide feedback that leads to student progress.</li> <li>Teacher provides opportunities for students to provide feedback to their peers, but the feedback may not be targeted or lead to student improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's plans do not include opportunities to provide feedback that leads to student growth.</li> <li>Teacher does not provide opportunities for students to provide feedback to their peers.</li> </ul>



<b>Big Concepts</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Developing</b>	<b>1: Ineffective</b>
<i>Communicate learning goals</i>	<ul style="list-style-type: none"> <li>Students can articulate, in their own words, the learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates the learning goals and students can replicate the articulation of learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates the learning goals, but students cannot replicate the articulation of learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not communicate learning goals.</li> </ul>
<i>Relate learning goals to real world or prior learning</i>	<ul style="list-style-type: none"> <li>Students can communicate the relevance of their learning across subject areas or within the larger context of the subject across multiple grade levels.</li> <li>Unprompted, students draw clear, relevant, and developmentally appropriate connections between learning goals and/or real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Students can communicate the relevance of their learning within the course curriculum.</li> <li>Teacher draws clear, relevant, and developmentally appropriate connections between learning goals and/or real-world applications.</li> <li>When prompted by the teacher, students draw clear, relevant and developmentally appropriate connections between learning goals and/or real world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Students attempt to communicate the relevance of their learning within the course curriculum, but it is inaccurate or unclear.</li> <li>Teacher draws connections between learning goals and real-world applications, but they are not relevant/developmentally-appropriate.</li> <li>When prompted by the teacher, students attempt to draw connections, but they are unclear and unrelated.</li> </ul>	<ul style="list-style-type: none"> <li>Students cannot or do not attempt to communicate the relevance of their learning within the course curriculum.</li> <li>Teacher does not draw connections between learning goals and the real world.</li> <li>Students cannot draw connections between learning goals and real world applications.</li> </ul>
<i>Measurable Mastery</i>	<ul style="list-style-type: none"> <li>Students can communicate, in their own words, what mastery looks like and how it will be measured.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates what mastery looks like and how it will be measured.</li> <li>Students are able to replicate the teacher’s explanation of mastery but it is not in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates what mastery looks like or how it will be measured.</li> <li>Student descriptions of mastery are not consistently accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not communicate what mastery looks like or how it will be measured.</li> </ul>

## Teach 2: Demonstrates clear and comprehensive understanding of content and curriculum

The Common Core State Standards require that students have a depth of knowledge on a narrow focus of standards. Accurate content is key to building students knowledge in specific disciplines. Inaccurate content could create a “ripple of misunderstandings” that become difficult to correct as students build deeper understanding year after year. Academic vocabulary aids students in building a language that helps them to be successful across all content areas.

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Content is accurate</i>	<ul style="list-style-type: none"> <li>Content is fully accurate, and learning is extended beyond what is needed for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Content is fully accurate and supports student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Content is mostly accurate and does not impede student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Content is significantly inaccurate to the point that it impedes student learning.</li> </ul>
<i>Models academic language/ vocabulary</i>	<ul style="list-style-type: none"> <li>Without prompting, students accurately use academic language and vocabulary.</li> <li>Students encourage each other to use accurate academic language and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher models the use of academic language and vocabulary, and supports students’ use of it.</li> <li>Teacher consistently addresses incorrect usage of academic language.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher models the use of academic language and vocabulary.</li> <li>Students misuse academic language and it is sometimes addressed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses language that is not content-appropriate or developmentally appropriate.</li> <li>Students misuse academic language and it is rarely addressed by the teacher.</li> </ul>
<i>Connecting to prior knowledge and other subject areas</i>	<ul style="list-style-type: none"> <li>Without prompting, students demonstrate their understanding of connections of current learning to prior knowledge and/or other subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher engages most students in discussion about connections between current learning to prior knowledge and/or other subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally connects current learning to prior knowledge and/or other subject areas. Some students are engaged in discussion about the connections.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not connect current learning to prior knowledge and/or other subject areas.</li> </ul>
<i>Alignment to curriculum and pacing guide</i>	<ul style="list-style-type: none"> <li>Instruction is aligned to district curriculum and Common Core State Standards expectations and pacing guidelines and is able to effectively utilize learning time to revisit and preview related learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is aligned to district curriculum and Common Core State Standards expectations and pacing guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is slightly misaligned to the district curriculum or Common Core State Standards expectations and pacing guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is significantly misaligned to the district curriculum and Common Core State Standards expectations and pacing guidelines.</li> </ul>

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<i>Addressing misconceptions</i>	<ul style="list-style-type: none"><li>• Teacher anticipates student misunderstandings and misconceptions at the sub group level, and proactively addresses them.</li></ul>	<ul style="list-style-type: none"><li>• Teacher anticipates student misunderstandings and misconceptions at the class level, and proactively addresses them.</li></ul>	<ul style="list-style-type: none"><li>• Teacher reactively addresses student misunderstandings and misconceptions.</li></ul>	<ul style="list-style-type: none"><li>• Teacher does not address student misunderstandings and misconceptions.</li></ul>
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## Teach 3: Incorporate multiple strategies to facilitate student interaction with and mastery of the content

Higher-order thinking is central to the Common Core State Standards. Teachers must engage **all** students in a full range of complex informational texts so that students are consistently required to think and engage at high levels. Students should be doing most of the heavy intellectual lifting so that they develop skills that will allow them to problem solve on their own once they are in college and careers. In order to thrive in the post-high school world, students also need to be able to interact meaningfully and positively with others.

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Strategies aligned to rigor</i>	<ul style="list-style-type: none"> <li>Strategies and tasks provide opportunity for students to extend beyond the objective.</li> </ul>	<ul style="list-style-type: none"> <li>All strategies and tasks are aligned to the rigor required by the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most strategies and tasks are aligned to the rigor required by the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Few or no strategies and tasks are aligned to the rigor required by the objective.</li> </ul>
<i>Multiple methods of instruction based on student needs</i>	<ul style="list-style-type: none"> <li>Students are able to self-select learning opportunities that account for their individual learning needs and explain the rationale for their selection.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher matches students with individualized learning opportunities that account for varied student needs. Teacher shares rationale for selection with students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides learning opportunities that account for varied student needs at the class level.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not account for each varied students' needs.</li> </ul>

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<i>Useful student engagement</i>	<ul style="list-style-type: none"> <li>Strategies for student engagement result in information that allows both teacher and students to determine progress toward content mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for student engagement result in information that teacher uses to determine progress toward content mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are designed for student engagement but do not result in information that the teacher can use to determine progress toward content mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies do not engage students and do not result in information that the teacher can use to determine progress toward content mastery.</li> </ul>
<i>Independent practice and application</i>	<ul style="list-style-type: none"> <li>Strategies provide opportunities for students to analyze evaluate or create new content knowledge in order to demonstrate mastery of learning goals independently.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies provide an opportunity for students to apply content knowledge and demonstrate mastery of learning goals independently.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies provide opportunities for students to apply content knowledge independently, but work does not lead to mastery of learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies do not provide opportunities for students to apply content independently.</li> </ul>
<i>Student to student interaction</i>	<ul style="list-style-type: none"> <li>Opportunities for student-to-student interaction are varied in purpose and length and are aligned with helping students master the learning goal.</li> <li>Students select from multiple effective structures for student-to-student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for effective student-to-student interaction are provided, and are aligned with helping students master the learning goal.</li> <li>Effective structures for student interactions are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for student-to student interaction are provided, however they may not be effective in helping students master the learning goal.</li> <li>Structures for student interaction are in place, but they may not be effective.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for student-to student interaction are rarely provided.</li> <li>Structures for student interaction are not in place.</li> </ul>

## Teach 4: Facilitate Evidence Dependent Questioning and Thinking

Students should certainly develop opinions about ideas they learn in schools. However, students must learn that in order to be successful in college and careers, they must also have other skills. Students in college and high-skilled jobs are consistently asked to reference experts, back up their claims with evidence, communicate effectively through writing and speaking, conduct research and make calculations based on research from their field. Honing these skills while students are in our PK-12 system will ensure their success after high school.

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Evidence-based questioning and varied levels of thinking and writing</i>	<ul style="list-style-type: none"> <li>Students create and pose questions that require their peers to grapple with various levels of thinking and use texts and prior tasks to support their ideas through inquiry based learning or other methods.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher routinely poses questions that require students to grapple with various levels of thinking and use texts and prior tasks to support their ideas through inquiry based learning or other methods.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally poses questions that require students to grapple with questions that may not require varied levels of thinking and are sometimes asked to use texts and/or prior tasks to support their ideas through inquiry based learning or other methods.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not required to grapple with questions at varied levels of thinking, nor are they asked to use texts and/or prior tasks to support their ideas.</li> </ul>
<i>Explaining the 'how to' or thought process (orally and in writing)</i>	<ul style="list-style-type: none"> <li>Students encourage other students to justify their answers by citing evidence, deconstructing texts or explaining their thought process to demonstrate a deeper understanding of the learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students justify answers by citing evidence, deconstructing texts or explaining their thought process to demonstrate a deeper understanding of the learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions with unsupported evidence or weakly formed arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Students' answers may be correct, but they do not justify their answers.</li> </ul>
<i>Complex texts accessible to all students</i>	<ul style="list-style-type: none"> <li>Students are aware of their own readiness relative to the complex text, and can select appropriate strategies for their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides multiple strategies to ensure that all students are able to access complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides some strategies so that most students are able to access complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides few or no strategies and many students are therefore unable to access complex texts.</li> </ul>

## Teach 5: Provide opportunities for students to solve complex problems and tasks

Again, a key shift is that students do most of the heavy intellectual lifting to develop problem-solving skills. One way this happens is through teachers providing students with access to the content and developing fluency with mechanics and computation and essential skills. Students therefore have cognitive space freed up to attend to higher-order tasks because they are fluent in lower-order tasks. Teachers must also help students develop self-efficacy. Teachers are guides or facilitators as students identify their own strengths and weaknesses, seek appropriate supports and set rigorous goals for themselves. Teachers equip students with the skills they will need to persist against challenges and ultimately be successful in college and career.


Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Complex tasks</i>	<ul style="list-style-type: none"> <li>Teacher provides opportunities for students to engage with complex tasks that are tailored to their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides opportunities for all students to engage with complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides opportunities for most students to engage with tasks, but the complexity may not be developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides opportunities for some students to engage with tasks, but the complexity is not developmentally appropriate.</li> </ul>
<i>Apply basic skills to complex tasks</i>	<ul style="list-style-type: none"> <li>Students are able to successfully solve complex problems, using multiple strategies, demonstrating their mastery of basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of basic skills while solving complex problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of basic skills but do not apply them to solving complex problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students do not demonstrate mastery of basic skills and cannot apply them to solving complex problems.</li> </ul>
<i>Multiple opportunities to demonstrate mastery</i>	<ul style="list-style-type: none"> <li>Teacher makes thought process transparent for choosing appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides the entire class with multiple and varied opportunities to demonstrate mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides multiple or varied opportunities for some students to demonstrate mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides a single method or single opportunity for students to demonstrate mastery.</li> </ul>
<i>Student persistence</i>	<ul style="list-style-type: none"> <li>Students demonstrate a commitment to and stamina for persistence in the face of complex and challenging texts and tasks; students assist each other in persisting through complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate a commitment to and stamina for persistence in the face of complex and challenging texts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate a willingness to persist through complex texts and tasks but need significant teacher guidance to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate little willingness to persist through complex texts and tasks.</li> </ul>

## Teach 6: Monitor Student Progress and Adjust Strategically

The Common Core State Standards are demanding in the skills they require of students. Regular and meaningful feedback from teachers and peers is essential to student success. In order to help students drive their own learning, teachers should help them understand their progress toward mastery.

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Effective checks for understanding</i>	<ul style="list-style-type: none"> <li>Teacher uses frequent and effective checks for understanding that yield usable evidence of all individual students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses frequent and effective checks for understanding that yield usable evidence of most students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts frequent and effective checks for understanding that yield usable evidence of class progress, but individual student progress is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses checks for understanding that do not yield usable evidence.</li> </ul>
<i>Adjusts instruction in the moment</i>	<ul style="list-style-type: none"> <li>Teacher uses evidence to adjust instruction in the moment. Modifications are targeted at individual students and are effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses evidence to adjust instruction in the moment. Modifications are targeted at subgroups of students and are effective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses evidence to adjust instruction in the moment. Modifications are effective but are targeted at the entire class rather than subgroups or individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not use evidence to adjust instruction in the moment or modifications are ineffective.</li> </ul>
<i>Student Feedback</i>	<ul style="list-style-type: none"> <li>Teacher uses student assessment information to provide specific feedback and target intervention. Teacher provides structures for students to provide each other feedback that advances learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses student assessment information to provide targeted intervention. Teacher provides accurate, specific student feedback that advances learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses student assessment information to provide intervention. Teacher provides general student feedback that advances learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not provide interventions or feedback that advance student learning.</li> </ul>




 <b>Create 1: Builds and maintains a positive and respectful learning environment</b>				
Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>High expectations</i>	<ul style="list-style-type: none"> <li>Students demonstrate high expectations for each other in behavior and academic work.</li> <li>Student comments and actions demonstrate that students are excited about their work and understand why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate high expectations for themselves in behavior and academic work.</li> <li>Teacher promotes an environment where students work hard, remain focused on learning without frequent reminders, and persevere through challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Some students demonstrate high expectations for themselves in behavior and academic work.</li> <li>Teacher occasionally promotes an environment where students work hard. Students are generally engaged in their work but are not highly invested in it.</li> </ul>	<ul style="list-style-type: none"> <li>Students do not demonstrate high expectations for themselves in behavior and academic work.</li> <li>Teacher does not promote an environment where students work hard. Students are not engaged in their work.</li> </ul>
<i>Student risk taking</i>	<ul style="list-style-type: none"> <li>Students are invested in the success of their peers and demonstrate taking risks to enable the success of others.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is a safe environment for all students to take on challenges and risk failure.</li> </ul>	<ul style="list-style-type: none"> <li>Some students feel comfortable taking academic risks, but others may not.</li> </ul>	<ul style="list-style-type: none"> <li>Students are generally not willing to take on challenges or risk failure.</li> </ul>
<i>Safe, positive interactions</i>	<ul style="list-style-type: none"> <li>Students demonstrate frequent positive engagement with their teacher and peers.</li> <li>There is evidence that the teacher has strong, individualized relationships with students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are generally respectful of the teacher and their peers.</li> <li>Teacher demonstrates positive rapport with students, evidence of relationship building, and interest in students' thoughts and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Students are generally respectful of the teacher and their peers, but there may be some exceptions.</li> <li>Teacher may have a positive rapport with some students but not others, or may demonstrate little rapport with students.</li> </ul>	<ul style="list-style-type: none"> <li>There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students.</li> </ul>

SCSD Teaching and Learning Framework and Rubric

<p><i>Culture and diversity</i></p>	<ul style="list-style-type: none"> <li>• Teacher and students are respectful and recognize the importance of culture and diversity within the classroom and how it aids their learning.</li> <li>• Students participate in respectful dialogue to better understand multiple viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students are respectful of diversity and culture within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students are generally respectful of diversity and culture within the classroom, but there may be some exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or students do not demonstrate respect of culture and diversity within the classroom.</li> </ul>
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<b>Create 2: Use routines and space to maximize learning</b>				
<b>Big Concepts</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Developing</b>	<b>1: Ineffective</b>
<i>Routines/Transitions</i>	<ul style="list-style-type: none"> <li>Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.</li> <li>Transitions are orderly, efficient, systematic, and require little teacher direction.</li> <li>Students share responsibility for the operations and routines in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities.</li> <li>Transitions are generally smooth with some teacher direction. Routines support the effective use of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently.</li> <li>Transitions are fully directed by the teacher and may be less orderly and efficient. Some instructional time is lost due to ineffective routines.</li> </ul>	<ul style="list-style-type: none"> <li>Routines and procedures are not evident, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions.</li> <li>Transitions are disorderly and inefficient. Ineffective routines or the lack of routines result in a significant loss of instructional time.</li> </ul>
<i>Resources</i>	<ul style="list-style-type: none"> <li>Resources take student interests into account.</li> <li>Students have the option of choosing resources or tools to support and extend their learning.</li> <li>Students actively contribute to the selection of resources and take responsibility for finding relevant resources when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom resources stimulate student interest in the appropriate content.</li> <li>Resources support activities that help students achieve mastery of the standards.</li> <li>Resources are leveled or differentiated specifically based on students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom resources inconsistently stimulate student interest in the content.</li> <li>Resources inconsistently support activities that help students achieve mastery of standards.</li> <li>Resources are leveled or differentiated based on class level needs.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom resources do not stimulate student interest in the content.</li> <li>Resources do not support activities that help students achieve mastery of standards.</li> <li>Resources are not leveled or differentiated based on class level needs.</li> </ul>
<i>Space</i>	<ul style="list-style-type: none"> <li>Space and materials are utilized to enrich learning of current or recent content.</li> </ul>	<ul style="list-style-type: none"> <li>Use of space and materials promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Use of space and materials inconsistently promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Use of space and materials rarely promote learning.</li> </ul>

<b>Create 3: Build and maintain a climate of accountability for learning</b>				
Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Clear expectations for behavior</i>	<ul style="list-style-type: none"> <li>Behavioral expectations are clear to all students and there is little to no evidence of off-task behavior in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior expectations are clear to most students, resulting in only occasional and minor off-task behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations may be unclear or inconsistent resulting in frequent off-task behavior in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations are not consistent or clear.</li> </ul>
<i>Reinforce positive behavior</i>	<ul style="list-style-type: none"> <li>Students lead conversations regarding behavior and they self-manage and monitor their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly promotes and reinforces positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently promotes and reinforces positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not promote or reinforce positive behavior.</li> </ul>
<i>Address off-task behavior</i>	<ul style="list-style-type: none"> <li>Expectations for student behavior are clearly understood and there is little to no off-task behavior.</li> </ul>	<ul style="list-style-type: none"> <li>When needed, off-task behavior is redirected in a manner that solves the issue.</li> </ul>	<ul style="list-style-type: none"> <li>When needed, off-task behavior is redirected in a manner that may or may not solve the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Off-task behavior is not redirected in a manner that solves the issue.</li> </ul>
<i>De-escalation</i>	<ul style="list-style-type: none"> <li>If needed, teacher and students use effective strategies to de-escalate significantly disruptive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>When needed, teacher regularly uses effective strategies to de-escalate significantly disruptive student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>When needed, teacher is inconsistently effective when de-escalating significantly disruptive student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's strategies escalate significantly disruptive student behavior.</li> </ul>

 <b>Analyze and Adjust 1: Collect, monitor, and analyze student data to inform instruction</b>				
Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Collect data</i>	<ul style="list-style-type: none"> <li>Teacher involves students in the collection of multiple measures of student data including assessments that measure many aspects of student progress.</li> <li>Teachers review progress toward mastery and growth with students regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collects multiple measures of student data including assessments that measure many aspects of student progress.</li> <li>Teacher is timely in recording the student progress data and uses a system that allows for easy analysis of student progress toward mastery and growth.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collects student data, but they only measure a few aspects of student progress.</li> <li>Teacher records student progress but not in a timely manner, or teacher uses a system that does not allow for easy analysis of student progress toward mastery and growth.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not collect student data or collects data that measures only one aspect of student progress.</li> <li>Teacher does not record student progress in a timely manner and does not have a system to analyze student progress toward mastery and growth.</li> </ul>
<i>Intervene</i>	<ul style="list-style-type: none"> <li>Teacher appropriately recommends students for tiered interventions, implements plans.</li> <li>Teacher regularly follows up on interventions provided for students.</li> <li>Teacher regularly communicates with students' families regarding interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher appropriately recommends students for tiered interventions.</li> <li>Teacher regularly follows up on interventions provided for students.</li> <li>Teacher ensures the plan is implemented as designed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher recommends students for tiered intervention.</li> <li>Teacher occasionally follows up on interventions provided for students.</li> <li>Teacher attempts to implement the plan as designed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher recommends students for tiered intervention, but may over or under identify students requiring interventions.</li> <li>Teacher rarely follows up on interventions provided for students.</li> <li>Teacher does not attempt to implement the plan as designed.</li> </ul>

<b>Analyze and Adjust 2: Use data to adjust long-term plans</b>				
<b>Big Concepts</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Developing</b>	<b>1: Ineffective</b>
<i>Reflection</i>	<ul style="list-style-type: none"> <li>Teacher regularly reflects on their own strengths and weaknesses and the success of their teaching.</li> <li>Teacher participates with colleagues and administrators in finding proactive solutions to challenges, including proactively seeking or leading relevant professional development.</li> <li>Teacher regularly examines student data to find trends and adjust instruction, and shares trends with students, colleagues and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly reflects on his/her own strengths and weaknesses and the success of his/her teaching.</li> <li>Teacher participates in relevant professional development opportunities.</li> <li>Teacher regularly examines student data to find trends and adjusts instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally reflects on his/her own strengths and weaknesses and the success of their teaching.</li> <li>Teacher may not participate in professional development.</li> <li>Teacher occasionally examines student data to find trends and adjusts instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely reflects on their own strengths and weaknesses and the success of their teaching.</li> <li>Teacher does not participate in, and may resist, professional development.</li> <li>Teacher rarely examines student data to find trends to adjust instruction.</li> </ul>
<i>Adjusting long-term plans</i>	<ul style="list-style-type: none"> <li>Teacher uses multiple sources of student data to adjust long-term plans, ensuring opportunities to revisit necessary skills and content and preview upcoming skills and content, while maintaining alignment with district curriculum, pacing guides and the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses student data to adjust long-term plans, ensuring opportunities to revisit necessary skills and content, while maintaining alignment with district curriculum, pacing guides and the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses student data to adjust long-term plans, ensuring opportunities to revisit necessary skills and content, but adjustments inappropriately deviate from district curriculum, pacing guides or CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely uses student data to adjust long-term plans and revisit necessary skills and content. Adjustments inappropriately deviate from district curriculum, pacing guides or CCSS.</li> </ul>
<i>Year after year changes</i>	<ul style="list-style-type: none"> <li>Teacher regularly analyzes student data to note changes in teaching method that can be used in future years. Teacher proactively shares this information with colleagues and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly analyzes student data to note changes in teaching method that can be used in future years.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally analyzes student data to note changes in teaching method that can be used in future years.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely analyzes student data to note changes in teaching methods that can be used in future years.</li> </ul>

## Analyze and Adjust 3: Engage in professional and reflective conversations regarding student progress

Big Concepts	4: Highly Effective	3: Effective	2: Developing	1: Ineffective
<i>Families</i>	<ul style="list-style-type: none"> <li>Families have access to students' data regarding progress.</li> <li>Families, students, and teacher engage in discussions about students' strengths and areas of growth and create an action plan to support students.</li> <li>Teacher documents repeated efforts to communicate with and include families in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Families have updates and access to students' data regarding progress.</li> <li>Families, students and teacher work together to create action plans to support students.</li> <li>Teacher documents efforts to communicate with and include families in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Families are aware of but do not have access to students' data regarding progress toward mastery and growth goals.</li> <li>Teachers present action plans to support students to families and student.</li> <li>Teacher does not document efforts to communicate with and include families in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Families are not aware of students' progress toward mastery and growth goals.</li> <li>Action plans to support students are not shared with families.</li> <li>Teacher does not attempt to communicate with or include families in the learning process.</li> </ul>
<i>Colleagues</i>	<ul style="list-style-type: none"> <li>Teacher proactively leads data analysis with colleagues and offers positive suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher regularly participates in data analysis conversations with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher occasionally participates in data analysis conversations with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not participate in data analysis conversations with colleagues.</li> </ul>
<i>Students</i>	<ul style="list-style-type: none"> <li>All students know and can articulate their progress toward mastery and growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>Most students know and can articulate their progress toward mastery and growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students may know, but cannot articulate their progress toward mastery and growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students do not know their progress toward mastery and growth goals.</li> </ul>