

Teaching Framework and Rubric

To teach effectively on a consistent basis, instructors must gain control of a wide range of skills. These skills may be grouped in these four domains:

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

The following framework identifies within those four domains a total of twenty-two elements of effective teaching. A body of education research lies behind each of these elements. Each element represents a skill (or set of skills) that can be learned and, eventually, mastered. The framework guides Boston Reed College in recruiting, selecting, orienting/inducting new instructors, and in providing ongoing support, and evaluating instructor performance.

In selecting and evaluating instructors, Boston Reed seeks evidence for each instructor or candidate of their capabilities in these elements. In supporting instructors, Boston Reed aims to provide structures and experiences that will help each instructor strengthen these skills.

For each of the twenty-two elements in the framework, descriptors identify four skill levels, Unsatisfactory, Basic, Proficient, and Distinguished.

Unsatisfactory – An instructor performing at the Unsatisfactory level in an element appears not to understand fundamental concepts and practices. In some areas, this level of performance is below the “do no harm” standard of professional practice. For a mentor, performance areas in the Unsatisfactory level are top priority for intervention.

Basic – The instructor performing at the Basic level appears to understand the concepts behind instruction, but implementation is

sporadic. An instructor with training but little experience is likely to perform at this level.

Proficient – The instructor performing at the Proficient level clearly understands the concepts behind each element at implements consistently. Many of the routines of effective teaching have become automatic for the instructor performing at this level.

Distinguished – Instructors performing at the Distinguished level are master teachers, and some instructors may never attain this level of performance consistently. But this level remains a goal of all instructors.

The framework and rubric provide a tool for instructors to enhance their awareness of the wide range of skills that contribute to their success in the classroom. For many instructors, the skill level descriptors in themselves prove valuable for guiding reflection on their own teaching practice. The leveled descriptions raise an instructor’s awareness of what *could be* in their own classroom. Professional conversations centered around the rubric can bear fruit for strengthening teaching skills. Boston Reed seeks to foster such conversations among its instructional staff.

Teaching Performance Rubric

Draft 8/2010.

Adapted from Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching*.

1. Planning & Preparation

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Knowledge of content and the structure of the discipline	In planning and practice, Instructor makes content errors or does not correct errors made by students.	Instructor is familiar with the important concepts and skills in the discipline but may display lack of awareness of how these concepts relate to one another.	Instructor displays solid knowledge of the important concepts and skills in the discipline and how these relate to one another.	Instructor displays extensive knowledge of the important concepts and skills in the discipline and how these relate both to one another and to other disciplines.
1.2 Knowledge of the learning process	Instructor sees no value in understanding how students learn and does not seek such information.	Instructor recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Instructor's knowledge of how students learn is accurate and current. Instructor applies this knowledge to the class as a whole and to groups of students.	Instructor displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
1.3 Clarity of instructional outcomes	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in terms of student learning. Most outcome statements suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
1.4 Lesson or unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven. Most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Evidence:

2 Classroom Environment

Element	Level of Performance			Distinguished
	Unsatisfactory	Basic	Proficient	
2.1 Instructor interaction with students	Instructor interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the Instructor.	Instructor-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the Instructor.	Instructor-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the Instructor.	Instructor interactions with student reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the Instructor with sensitive information.
2.2 Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
2.3 Importance of the content	Instructor or students convey negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Instructor communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Instructor conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity and taking initiative that they value the importance of this content.
2.4 Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
2.5 Student behavior	No standards of student conduct appear to have been established. Instructor does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Standards of student conduct appear to have been established. Instructor attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Standards of conduct are clear to all students. Instructor response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Student Standards of conduct are clear to all students and appear to have been developed with student participation. Instructor response to misbehavior is highly effective and sensitive to student's individual needs, or student behavior is entirely appropriate.

Evidence:

3. Instruction

		Level of Performance			
Element	Unsatisfactory	Basic	Proficient	Distinguished	
3.1 Expectations for learning	Instructor's purpose in a lesson or unit is unclear to students.	Instructor attempts to explain the instructional purpose, with limited success.	Instructor's purpose for the lesson or unit is clear, including where it is situated with broader learning.	Instructor makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	
3.2 Directions and procedures	Instructor's directions and procedures are confusing to students.	Instructor's directions and procedures are clarified after initial student confusion.	Instructor's directions and procedures are clear to students.	Instructor's directions and procedures are clear to student and anticipate possible student misunderstanding.	
3.3 Explanations of content	Instructor's explanation of the content is unclear or confusing or uses inappropriate language.	Instructor's explanation of the content is uneven, some is done skillfully, but other portions are difficult to follow.	Instructor's explanation of content is appropriate and connects with student's knowledge and experience.	Instructor's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	
3.4 Questioning and discussion techniques	The instructor's questions are low-level and inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the instructor's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The instructor's attempts to engage all students in the discussion are only partially successful.	Most of the instructor's questions elicit a thoughtful response, and the instructor allows sufficient time for students to answer. All students participate in the discussion with the instructor stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. ***	
3.5 Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	
3.6 Monitoring of student learning	Instructor does not monitor student learning.	Instructor monitors the progress of the class as a whole but elicits no diagnostic information	Instructor monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Instructor actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	
3.7 Feedback to students	Instructor's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.	Instructor feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against performance standards.	Instructor feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Instructor feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work, but also make active use of that information in their learning.	
3.8 Flexibility and	Instructor adheres rigidly to	Instructor attempts to adjust a	Instructor makes a minor	Instructor successfully makes a major	

responsiveness	an instructional plan, even when a change is clearly needed. Instructor ignores or brushes aside students' questions or interests.	lesson when needed, with only partially successful results. Instructor attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	adjustment to a lesson, and the adjustment occurs smoothly. Instructor successfully accommodates student' questions or interests.	adjustment to a lesson when needed. Instructor seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
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Evidence:

4. Professional Responsibilities

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4.1 Use of reflections in future teaching	Instructor has no suggestions for how a lesson could be improved another time the lesson is taught.	Instructor makes general suggestions about how a lesson could be improved another time the lesson is taught.	Instructor makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, Instructor offers specific alternative actions, complete with the probable success of different courses of action.
4.2 Maintaining accurate records	Instructor's system for recording student performance and participation is in disarray, resulting in errors and confusion.	Instructor's system for maintaining student records is rudimentary and only partially effective.	Instructor's system for maintaining student information is fully effective.	Instructor's system for maintaining records is highly effective, and students contribute to its maintenance.
4.3 Receptivity to feedback from colleagues	Instructor resists feedback on teaching performance from either supervisors or more experienced colleagues.	Instructor accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Instructor welcomes feedback from colleagues when opportunities arise through professional collaboration.	Instructor seeks out feedback in teaching from both supervisors and colleagues.
4.4 Integrity and ethical conduct	Instructor displays dishonesty in interactions with colleagues, students, and the public	Instructor is honest in interactions with colleagues, students, and the public.	Instructor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Instructor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
4.5 Promotion of BRC success	Instructor speaks perjoratively of BR main office in the presence of students, partner schools, or other external stakeholders.	Instructor cooperates with BR central staff to solve student problems.	Instructor initiates engagement of BR central office staff to solve student problems. Cooperates with local student recruitment efforts. Expresses willingness to serve as substitute for instructors of neighboring classes.	Instructor takes initiative to nurture relationships in the local community that contribute to BR's interests in recruitment and placement of students. Regularly demonstrates flexibility in serving as substitute instructor.

Evidence: