



Department of
Education

TEAM

Tennessee Educator Acceleration Model

TEAM General Educator Rubric:

Instruction

**Key Descriptors
are Highlighted.**

**Connections to other
Performance Indicators.**

**Key Question(s) for the
specific Performance
Indicator.**

**Want to discuss in
some detail.**

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|--|--|--|
| <div>Standards and Objectives</div> <div></div> | <ul style="list-style-type: none">All learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson.Sub-objectives are aligned and logically sequenced to the lesson's major objective.Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines.Expectations for student performance are clear, demanding, and high.There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s). | <div>Planning: Instructional Plans</div> <ul style="list-style-type: none">major objective.Learning objectives are connected to what students have previously learned.Expectations for student performance are clear.There is evidence that most students demonstrate mastery of the daily objective that <div>Lesson Structure & Pacing</div> <div>Closure of the Lesson</div> | <div>What are you teaching your students? How do you best communicate this to your students?</div> |
| <div>Motivating Students</div> <div></div> | <ul style="list-style-type: none">The teacher consistently organizes the content so that it is personally meaningful and relevant to students.The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.The teacher regularly reinforces and rewards effort. | <div>Environment Rubric</div> <div>Questioning</div> <ul style="list-style-type: none">The teacher sometimes reinforces and rewards effort. | <div>How do you make the lesson interesting and meaningful?</div> |
| <div>Presenting Instructional Content</div> <div></div> | <p>Presentation of content always includes:</p> <ul style="list-style-type: none">visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;examples, illustrations, analogies, and labels for new concepts and ideas;effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;concise communication;logical sequencing and segmenting;all essential information; andno irrelevant, confusing, or non-essential information. | <p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none">visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;examples, illustrations, analogies, and labels for <div>Thinking</div> <div>Lesson Structure & Pacing</div> <ul style="list-style-type: none">concise communication;no irrelevant, confusing, or non-essential information. | <div>How can you best teach the material for your specific students?</div> <div>What are the best teaching strategies?</div> |

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
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| <div>Lesson Structure and Pacing</div> <div></div> | <ul style="list-style-type: none">The lesson starts promptly.The lesson's structure is coherent, with a beginning, middle, and end.The lesson includes time for reflection.Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.Routines for distributing materials are seamless.No instructional time is lost during transitions. | <ul style="list-style-type: none">The lesson starts promptly.opportunities for students who progress at different learning rates.Routines for distributing materials are efficient. | <div>How can I teach the lesson in the time I have?</div> |
| <div>Activities and Materials</div> <div></div> | <ul style="list-style-type: none">Activities and materials include all of the following:<ul style="list-style-type: none">support the lesson objectives,are challenging,sustain students' attention,elicit a variety of thinking,provide time for reflection,are relevant to students' lives,provide opportunities for student-to-student interaction,induce student curiosity and suspense,provide students with choices,incorporate multimedia and technology, andincorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.The preponderance of activities demand complex thinking and analysis.Texts and tasks are appropriately complex. | <ul style="list-style-type: none">Standards & ObjectivesMotivating StudentsThinkingLesson Structure & PacingGroupingAcademic FeedbackEnvironment RubricProblem SolvingInstructional Rubric | <div>What is the most effective activity I can have my students complete?</div> |

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| <div>Questioning</div> <div></div> | <ul style="list-style-type: none">Teacher questions are varied and high quality, providing a balanced mix of question types:<ul style="list-style-type: none">knowledge and comprehension,application and analysis, andcreation and evaluation.Questions require students to regularly cite evidence throughout lesson.Questions are consistently purposeful and coherent.A high frequency of questions is asked.Questions are consistently sequenced with attention to the instructional goals.Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).Wait time (3-5 seconds) is consistently provided.The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.Students generate questions that lead to further inquiry and self-directed learning.Questions regularly assess and advance student understanding.When text is involved, majority of questions are text-based. | <div>Thinking</div> <ul style="list-style-type: none">application and analysis, and <div>Problem Solving</div> <ul style="list-style-type: none">Questions are usually purposeful and coherent. <div>Presenting Instructional Content</div> <p>(e.g., whole class signaling, choral responses, or</p> <div>Grouping</div> <p>volunteers, and a balance of students based on ability and sex.</p> <ul style="list-style-type: none">When text is involved, majority of questions are text-based. <div>Academic Feedback</div> | <div>What type of questions can I ask from the beginning of class to the end of class?</div> |
| <div>Academic Feedback</div> <div></div> | <ul style="list-style-type: none">Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.Feedback is frequently given during guided practice and homework review.The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.Feedback from students is regularly used to monitor and adjust instruction.Teacher engages students in giving specific and high-quality feedback to one another. | <ul style="list-style-type: none">Oral and written feedback is mostly academically focused, frequent, and mostly high quality. <div>Questioning</div> <ul style="list-style-type: none">The teacher circulates during instructional <div>Thinking</div> <ul style="list-style-type: none">Feedback from students is sometimes used to monitor and adjust instruction. <div>Grouping</div> | <div>How do I check for understanding? How can students learn from one another? ANSWER: Effective Grouping</div> |

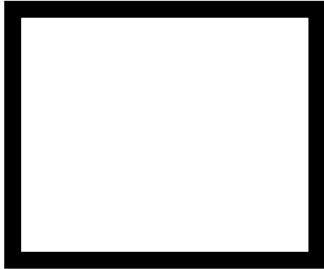
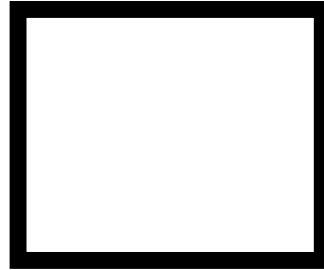
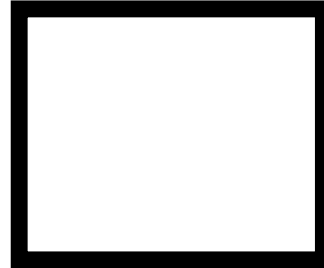
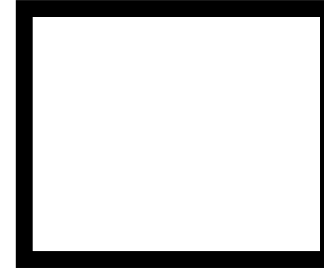
| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
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| <div>Grouping Students</div> <div></div> | <ul style="list-style-type: none">The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency.All students in groups know their roles, responsibilities, and group work expectations.All students participating in groups are held accountable for group work and individual work.Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | <div>WHOLE-CLASS</div> <p>adequately enhance student understanding and learning efficiency.</p> <div>Environment Rubric</div> <ul style="list-style-type: none">Most students participating in groups are held accountable for group work and individual work.Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson. | <div>What is the most effective way to group? Do my students understand what to do in their groups?</div> |
| <div>Teacher Content Knowledge</div> <div></div> | <ul style="list-style-type: none">Teacher displays extensive content knowledge of all the subjects she or he teaches.Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.Limited content is taught in sufficient depth to allow for the development of understanding. | <ul style="list-style-type: none">Teacher displays accurate content knowledge of all the subjects he or she teaches. <div>Motivating Students</div> <p>content knowledge.</p> <ul style="list-style-type: none">The teacher sometimes highlights key concepts and ideas and uses them as bases to connect <div>Presenting Instructional Content</div> | <div>What content do I need to review before the lesson?</div> |
| <div>Teacher Knowledge of Students</div> <div></div> | <ul style="list-style-type: none">Teacher practices display understanding of each student's anticipated learning difficulties.Teacher practices regularly incorporate student interests and cultural heritage.Teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. | <div>Instructional Rubric</div> <div>Environment Rubric</div> <div>Standards & Objectives</div> <div>Questioning</div> | <div>How will my students react to the lesson I have planned?</div> |

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|--|---|---|---|
| <div>Thinking</div> <div></div> | <ul style="list-style-type: none">The teacher thoroughly teaches two or more types of thinking:<ul style="list-style-type: none">analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;practical thinking, where students use, apply, and implement what they learn in real-life scenarios;creative thinking, where students create, design, imagine, and suppose; andresearch-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.The teacher provides opportunities where students:<ul style="list-style-type: none">generate a variety of ideas and alternatives,analyze problems from multiple perspectives and viewpoints, andmonitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | <div>Presenting Instructional Content</div> <div>explain information;</div> <div>Questioning</div> <ul style="list-style-type: none">creative thinking, where students create, design, imagine, and suppose; andresearch-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <ul style="list-style-type: none">The teacher provides opportunities where students:<ul style="list-style-type: none">generate a variety of ideas and alternatives, <div>Problem Solving</div> <div>perspectives and viewpoints.</div> | <div>How can I make sure my students are thinking (LEARNING) throughout the lesson?</div> <div>How can I make sure students are not just coping information and memorizing?</div> |
| <div>Problem-Solving</div> <div></div> | <p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none">AbstractionCategorizationDrawing Conclusions/Justifying SolutionsPredicting OutcomesObserving and ExperimentingImproving SolutionsIdentifying Relevant/Irrelevant InformationGenerating IdeasCreating and Designing | <div>Activities & Materials</div> <div>Thinking</div> <ul style="list-style-type: none">Predicting OutcomesObserving and ExperimentingImproving SolutionsIdentifying Relevant/Irrelevant InformationGenerating Ideas <div>Questioning</div> | <div>What activity can I develop that will have students DISCOVER the answers?</div> |

General Educator Rubric: Planning

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|--|--|---|---|
| <div>Instructional Plans</div> <div></div> | <div>Instructional plans include:</div> <ul style="list-style-type: none">measurable and explicit goals aligned to state content standards;activities, materials, and assessments that:<ul style="list-style-type: none">are aligned to state standards,are sequenced from basic to complex,build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, andprovide appropriate time for student work, student reflection, and lesson unit and closure;evidence that plan is appropriate for the age, knowledge, and interests of all learners; andevidence that the plan provides regular opportunities to accommodate individual student needs. | <div>You must know your STANDARDS.</div> <ul style="list-style-type: none">are aligned to state standards,are sequenced from basic to complex,build on prior student knowledge, andprovide appropriate time for student work, and lesson and unit closure; <ul style="list-style-type: none">evidence that plan is appropriate for the age, knowledge, and interests of most learners; andevidence that the plan provides some opportunities to accommodate individual student needs. | <ul style="list-style-type: none">are rarely aligned to state standards,are rarely logically sequenced,rarely build on prior student knowledge, andinconsistently provide time for student work, and lesson and unit closure; and <ul style="list-style-type: none">little evidence that the plan provides some opportunities to accommodate individual student needs. |
| <div>Student Work</div> <div></div> | <div>Assignments require students to:</div> <ul style="list-style-type: none">organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it,draw conclusions, make generalizations, and produce arguments that are supported through extended writing, andconnect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. | <div>You need assignments that make students THINK.</div> <div>writing, and</div> <ul style="list-style-type: none">connect what they are learning to prior learning and some life experiences. | <div>Assignments require students to:</div> <div>through writing, and</div> <ul style="list-style-type: none">rarely connect what they are learning to prior learning or life experiences. |
| <div>Assessment</div> <div></div> | <div>Assessment plans:</div> <ul style="list-style-type: none">are aligned with state content standards;have clear measurement criteria;measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);require extended written tasks;are portfolio based with clear illustrations of student progress toward state content standards; andinclude descriptions of how assessment results will be used to inform future instruction. | <div>Assessment plans:</div> <div>Assignments must be MEASURABLE.</div> <div>ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple</div> <div>Students need to WRITE.</div> <ul style="list-style-type: none">include performance checks throughout the school year. <div>You need a PLAN on how to use STUDENT DATA.</div> | <div>Assessment plans:</div> <div>ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple</div> <div>purpose of these checks is not clear.</div> |

General Educator Rubric: Environment

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|--|---|---|---|
| <div>Expectations</div> <div></div> | <ul style="list-style-type: none">Teacher sets high and demanding academic expectations for every student.Teacher encourages students to learn from mistakes.Teacher creates learning opportunities where all students can experience success.Students take initiative and follow through with their own work.Teacher optimizes instructional time, teaches more material, and demands better performance from every student. | <ul style="list-style-type: none">Teacher sets high and demanding academic expectations for every student.Teacher encourages students to learn from | <ul style="list-style-type: none">Teacher expectations are not sufficiently high for every student.Teacher creates an environment where mistakes |
| | ALL students have an opportunity to SUCCEED. | | |
| <div>Managing Student Behavior</div> <div></div> | <ul style="list-style-type: none">Students are consistently well behaved and on task.Teacher and students establish clear rules for learning and behavior.The teacher overlooks inconsequential behavior.The teacher deals with students who have caused disruptions rather than the entire class.The teacher attends to disruptions quickly and firmly. | <ul style="list-style-type: none">Students are mostly well behaved and on task, <ul style="list-style-type: none">The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it.The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | <ul style="list-style-type: none">Students are not well behaved and are often off <ul style="list-style-type: none">The teacher uses few techniques to maintain appropriate student behavior.The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.Disruptions frequently interrupt instruction. |
| | You need clear RULES for behavior. | | |
| <div>Environment</div> <div></div> | <p>The classroom:</p> <ul style="list-style-type: none">welcomes all members and guests,is organized and understandable to all students,supplies, equipment, and resources are all easily and readily accessible,displays student work that frequently changes, andis arranged to promote individual and group learning. | <p>The classroom:</p> <ul style="list-style-type: none">accessible,displays student work, andis arranged to promote individual and group learning. | <p>The classroom:</p> <ul style="list-style-type: none">to access,does not display student work, andis not arranged to promote group learning. |
| | You need to TEACH students your classroom procedures. | | |
| <div>Respectful Culture</div> <div></div> | <ul style="list-style-type: none">Teacher-student interactions demonstrate caring and respect for one another.Students exhibit caring and respect for one another.Positive relationships and interdependence characterize the classroom. | <ul style="list-style-type: none">Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for <ul style="list-style-type: none">Teacher is sometimes receptive to the interests and opinions of students. | <ul style="list-style-type: none">Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.Students exhibit disrespect for the teacher. <ul style="list-style-type: none">Teacher is not receptive to interests and opinions of students. |
| | Always try to be POSITIVE. | | |