

SELECTION RUBRIC FOR MODEL TEACHERS

PART ONE: INSTRUCTION		OBSERVED
Rubric	<p><i>In order to be selected as a model teacher, the teacher must display 80% of the categories in the 25-30 minute video submission. (in most cases, meeting at least two criteria within the category meets that category) We will also note how many of the specific criteria are observed as another possible indicator for selection.</i></p>	
Standards and Objectives	<ul style="list-style-type: none"> ▪ Learning objective(s) are clearly communicated, connected to Iowa Core standards or other content standards (if Iowa Core is not applicable). ▪ Learning objectives are: (a) connected to what students have previously learned, (b) connected to life experiences, and/or (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. ▪ Lesson focus is relevant to overall outcomes of grade/course/subject. 	
Motivating Students	<ul style="list-style-type: none"> ▪ The teacher organizes the content so that it is personally meaningful and relevant to students. ▪ The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. ▪ The teacher regularly reinforces effort – growth mindset language is used. ▪ Other motivation techniques are noticed 	
Presenting Instructional Content	<p>Presentation of content includes any of the following:</p> <ul style="list-style-type: none"> ▪ Any of the High Impact Instructional strategies (i.e. – thinking prompts, stories, effective questioning, etc.) ▪ 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 ▪ No irrelevant, confusing, or non-essential information 	

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Lesson Structure and Pacing	<ul style="list-style-type: none"> ▪ The lesson starts promptly. ▪ The lesson’s structure is coherent, with a beginning, middle, and end. (depending on portion of lesson that is taped) ▪ Timing of instructional content is appropriate for what is being taught (not too long, not too short) ▪ The lesson provides time for students be active (ask questions, have discussions, perform tasks, etc.) ▪ 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. 	
Activities and Materials	<p>Activities and materials include any of the following:</p> <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 student choices ▪ Incorporate multimedia and technology 	

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Questioning	<ul style="list-style-type: none"> ▪ Teacher questions are varied and high-quality, providing a balanced mix of question types (DOK, Open/Closed, Opinion, Right/Wrong) ▪ Students are allowed time to ask questions; teachers response is appropriate. ▪ Teacher’s response to student’s answers is appropriate. ▪ Questions require students to regularly cite evidence throughout lesson. ▪ Questions are consistently purposeful and coherent to the age level of the student. ▪ Questions regularly require active responses (such as, but not limited to): <ul style="list-style-type: none"> ▪ Whole class signaling ▪ Choral responses ▪ Written and shared responses ▪ Group and individual answers ▪ Wait time is consistently provided (3-5 seconds). ▪ Teacher calls on volunteers and non-volunteers, and a balance of students. ▪ Other tactics such as “no opt out” are used to gain responses from multiple students. 	
Assessment	<p>Assessments:</p> <ul style="list-style-type: none"> • Evidence of both formative and summative measures • Are used to drive instruction • Are aligned with Iowa Core Standards or other content standards if Iowa Core is not applicable) • Have clear measurement criteria • Require written tasks • Results/goals/measures are displayed in the classroom in some manner 	
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is academically focused, frequent, high-quality and references expectations. • Feedback is frequently given during guided practice and homework/practice work 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. • Students are fully aware of what their assessment results mean. (they know what they know and can do and what they still have to work on) 	
Teacher Knowledge of Students	<ul style="list-style-type: none"> • Positive rapport with students is evident • Teacher practices regularly incorporating student interests. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is begin taught. 	

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<p>DOK and Thinking</p>	<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 student 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 ▪ Research-based thinking – where students explore and review a variety of ideas, models, and solutions to problems. 	
<p>Classroom Activities/Problem-Solving</p>	<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"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing 	
<p>PART TWO: CLASSROOM MANAGEMENT AND ENVIRONMENT</p>		
<p>Expectations</p>	<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. 	
<p>Managing Student Behavior</p>	<ul style="list-style-type: none"> ▪ Teacher uses Continuous Improvement components to set ground rules, mission statements, and goals with students. ▪ Students are authentically engaged. ▪ Environment is one that values failure and mistakes as learning and growth opportunities. ▪ Teacher and student 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. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Environment</p>	<ul style="list-style-type: none"> ▪ Learner-friendly environment (High Impact Learner Friendly Environment criteria established – such as, but not limited to) : <ul style="list-style-type: none"> ○ Is organized and understandable to all students ○ Displays student work that frequently changes ○ Is arranged to promote individual and group learning. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive/ Happiness Advantage</p>	<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. ▪ Growth mindset vs. fixed mindset environment. ▪ Teacher’s passion/love for their job is evident. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Total</p>	<p>Total number of criteria observed: _____</p> <p>Total number of categories met: _____ (must have 12 of the 15 categories – 80%)</p> <p>Total length of video: _____</p> <p><i>If additional observations conducted:</i></p> <p>Total length of observation time: _____</p>	