



REBBE/TEACHER RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

ELEMENTS	INEFFECTIVE	APPROACHING	EFFECTIVE	HIGHLY EFFECTIVE
DEMONSTRATES KNOWLEDGE/ FOLLOWS CURRICULUM AND CONTENT	Content may have errors.	Knowledge of content lacks awareness of connection to unit as a whole.	Knowledge of important concepts and how they relate to other ideas within the discipline are apparent.	Knowledge of content and concepts lends itself to lesson sequencing, interdisciplinary links, and anticipation of misconceptions.
LESSON PLAN	The lesson plan is not structured or sequential. Pedagogical approach inhibits students' understanding of materials.	The lesson plan is cohesive and considers most students. Practice reflects a limited range of pedagogical approaches.	The lesson plan reflects learning within a sequential unit. Pedagogical approaches are effective and suitable for the lesson.	The lesson plan is clearly part of a well-structured unit plan. Plans and practice reflect a wide range of pedagogical approaches.
DEVELOPS QUALITY MATERIALS ALIGNED TO CURRICULUM (ex.: worksheets, charts, slides, tech.)	Materials are utilized based on availability.	Some materials are aligned to lesson objective(s) and are updated as needed.	Prepared materials align to lesson objective(s) and are updated as needed.	All prepared materials are innovative and (including technology) align to the lesson objectives, enriching student understanding.
PLANS APPROPRIATE ASSESSMENTS	Formative assessments are not planned for the lesson.	Formative assessment is planned for but only partially matches learning outcome. Assessment criteria is not clear to students.	Planned formative assessment matches learning outcome(s). Students are made aware of assessment criteria.	Planned formative assessment matches learning outcome(s) and helps guide instruction. Students are made aware of assessment criteria and are given opportunity to self-assess as well. Modified assessment may be planned for.
PLANS FOR INDIVIDUAL NEEDS OF STUDENTS	Assessment not aligned to learning outcome.	Plan includes more than one approach at some point in the lesson.	Plan includes a multi-modality approach to allow more students access into the lesson. The plan is cohesive and considers all students throughout all parts of the lesson.	Plans address all learning styles and student interests. The plan is thorough and considers student understanding and behaviors throughout all parts (model, guided practice, independent work, and assessments) so that students are set-up for success.
COLLABORATION	There is only one plan of instruction.	Open to collaboration but not evident in lesson.	Seeks collaboration with peers and/or administrators. Plans reflect an attempt to implement feedback.	Seeks to collaborate with peers and supervisors in order to enhance practice and pedagogy; uses feedback in implementation.

ELEMENTS	INEFFECTIVE	APPROACHING	EFFECTIVE	HIGHLY EFFECTIVE
SETS A POSITIVE CLIMATE	The tone is negative and can be critical. Interactions are discouraged or even denied.	The tone is neutral and interactions are task-oriented.	Rebbi/Teacher connects with students. Interactions are generally positive.	Interactions convey that he/she is interested-in and cares about the students. All classroom interactions are monitored for a positive tone.
CREATES A RISK-FREE LEARNING ENVIRONMENT	Student inquiry is discouraged and/or met with negative feedback.	Student inquiries are responded to most of the time. Feedback to students is pertinent. Students may be somewhat cautious about taking risks.	All student inquiries are responded to in a pertinent and positive way. Students are willing to take risks sporadically.	All student inquiries are responded to in a pertinent and positive way. An environment is established where all students feel valued and are comfortable taking intellectual risks.
TREATS STUDENTS WITH RESPECT	Rebbi/Teacher models respectful behavior and speech inconsistently.	Rebbi/Teacher models respectful behavior and speech most of the time.	Rebbi/Teacher models respectful behavior and speech; and may respond to disrespectful behavior amongst students.	Rebbi/Teacher models respectful behavior and speech in all interactions. Rebbi/Teacher consistently responds immediately and appropriately to disrespectful behavior amongst students.
RULES AND PROCEDURES ESTABLISHED AND ENFORCED	Rules and procedures are inconsistently reinforced impacting instructional time.	Instructional time may be interrupted due to the need to reinforce a rule or procedure.	Instructional time is rarely interrupted; there is consistent adherence to rules and procedures.	Instructional time is maximized due to efficient rules and procedures. Rules and procedures are evident and ingrained so that they may even be initiated by various members of the class.
DEMONSTRATES SENSITIVITY TO STUDENTS NEEDS	Shows insensitivity to the needs of students.	Inconsistently demonstrates flexibility and understanding of student needs. Response to student misbehavior is different for different children.	Demonstrates flexibility and understanding of student needs. Responds to student infractions in a positive way.	Acts and speaks in a way that shows genuine caring and sensitivity to student needs. Responds to student infractions in a positive and nonjudgmental way.
ESTABLISHES AND MAINTAINS EFFECTIVE LEARNING ENVIRONMENT	The classroom physical environment is disorganized.	The classroom physical environment is neat. Few bulletin boards and charts are up to date.	The classroom physical environment is inviting and neat. Most bulletin boards, charts, etc. are up to date.	The classroom physical environment is inviting, stimulating, and organized to enrich instruction. Desk arrangements, bulletin boards, charts, etc. enhance the current instructional objectives.

ELEMENTS	INEFFECTIVE	APPROACHING	EFFECTIVE	HIGHLY EFFECTIVE
EFFECTIVE BEHAVIOR MANAGEMENT	Rebbi/Teacher ceases instruction to address behavioral issues often due to a lack of established rules for class conduct.	Rebbi/Teacher addresses behavioral issues that may interrupt instruction.	Rebbi/Teacher addresses breach in behavior seamlessly due to established rules of class conduct.	Student behavior is completely appropriate due to clear expectations and class rules for conduct.
HAS CLEAR LESSON OBJECTIVE(S)	The lesson objective is unclear.	The lesson objective is stated, and referred to tangentially during lesson.	The lesson objective(s) is clearly stated and modeled. The lesson objective is supported throughout most of the lesson.	The lesson objective(s) is clearly stated and modeled and remains consistent throughout the lesson.
OPTIMIZES LEARNING TIME	The use of time compromises the lesson objective. The lesson started on time and continued at an appropriate pace for parts of the lesson. Distractions and/or tangents resulted in loss of instructional time.	The lesson has lapses that impact effectiveness of instructional time. The lesson started on time and continued at an appropriate pace for most of the lesson. Attempt was made to refocus due to tangent/distraction; however, there was loss of some instructional time.	The lesson has a beginning, middle, and end; with time used effectively. The lesson started on time and continued at an appropriate pace throughout. There was a tangent/distraction that was adeptly handled so that it did not infringe on instructional time.	The lesson has a focused beginning, middle, and end that maximizes instructional time. The lesson started on time and continued at a pace that maximized student learning throughout. There were no tangents or distractions.
PROVIDES CLEAR AND EXPLICIT INSTRUCTION	Instructions are vague and hard to follow.	Instructions are stated but inconsistently clear.	Instructions are clear and enhance student understanding	Instructions are expressive and allow for students to extend their learning and thinking.
QUESTIONING	Simplistic questions; predominantly procedural or fact-based.	Questions lead students through a single path of thinking.	Question variety guides student understanding and challenges most students.	Basic literal questions confirm student understanding, and H.O.T. questions extend learning; promoting critical thinking that challenges all students.
MONITORS STUDENT UNDERSTANDING	A check of student understanding does not occur during the lesson.	Formative assessments are conducted at some point during the lesson.	Formative assessments are conducted during the lesson. Instruction is moderately adjusted to meet the needs of some students.	Consistently monitors student understanding through formative assessments. Multiple approaches are utilized to glean all students' progress and adjustments are made accordingly.
DIFFERENTIATES INSTRUCTION	The lesson did not have any adjustments made for different learners.	Some attempts are made to differentiate the lesson, but the adjustments do not always meet the needs of the students.	Differentiation that considers all types of learners is evident, with most student needs addressed.	Differentiation successfully allows all students access into the lesson, with all students' needs addressed; This may include: interests, ability, and/or learning style.
ENGAGEMENT	Most students are not involved or on task. Tangential conversations occur. Poor student effort to accomplish the learning task is accepted.	Most students are involved in learning tasks.	Students are motivated to work hard and meet expectations. Students are actively involved in learning tasks with some evidence of higher order thinking.	Students are motivated to work hard and meet high expectations. Rebbi/Teacher challenges the students to keep them intellectually engaged and apply higher order thinking.