Spring FEET Rubric

ENGAGE

Engage students in an inclusive and supportive learning community.

1.1 Establish respectful and productive relationships with students and families.	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)	Evidence/Comm
• Demonstrates interest, value, and respect for students' home cultures and communities. • Demonstrates positive rapport with students and facilitates positive rapport between students (e.g. empathy, patience, caring). • Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations). • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.	Dismisses students' culture and community through deficit language or lack of acknowledgement. Demonstrates apathetic or negative interactions with students and/or families. Interactions among peers reflect bullying, disrespect, and/or bias. Communicates negative beliefs of students' ability to learn. Models poor communication skills.	Demonstrates respect in interactions with students. Engages in interactions with students that are formal and/or distant. Communicates belief in the capacity of all students to learn. Models effective skills in listening, clarifying, and mediating. Poses questions to students and parents/ families about students' interests and needs	✅ **Demonstrates interest, value, and respect for students' home cultures and communities.** ✅ **Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).** ✅ **Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.**	Solicits information about student and family interests and values and provides positive reinforcement about importance of such interests. Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students. Engages students in articulating their own beliefs in their capacity to achieve at high levels. Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others. Engages students and parents/families in identifying school, home, and community resources that may support student learning.	-Greets students as they enter the room - demonstrates clear rapport with students

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
1.2 Use equitable classroom management strategies. • Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences). • Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences. • Uses predictable transition strategies effectively to maximize time on task. • Uses an efficient process to ensure students have appropriate materials for learning. • Incorporates student voice and choice in developing classroom community.	Implements behavior management strategies inconsistently.\n\nUses negative and/or punitive classroom management strategies.\n\nAllows inappropriate student behavior.\n\nUses inefficient transitions that result in loss of instructional time.\n\nMaterials for learning are not available or easily accessible.	Implements a behavior management system that is inconsistent and/or lacks accountability.\n\nUses classroom management strategies that are developmentally appropriate.\n\nAddresses inappropriate student behavior, but does not provide a consequence.\n\nImplements inconsistent transition strategies that result in diminished instructional time.\n\nUses inefficient and/or disorganized process to ensure students have appropriate materials for learning.\n\nUses teacher-centered approaches in developing classroom community.	✔ Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes stud accountability (e.g., precise directions, positive narration, rewards/consequen\n\n✔ Ensures students follow behavior norms by promptly redirecting inappropriate behaviors and enforcing consequences.\n\n✔ Uses predictable transition strategies effectively to maximize time on task.\n\n✔ Uses an efficient process to ensure students have appropriate materials for learning.\n\n✔ Incorporates student voice and choice in developing classroom community.	Engages students in developing a predictable and proactive behavior management system that promotes student empowerment and accountability to self and peers.\n\nUses creative transition strategies that promote student efficacy, reinforce content learning, and maximizes time on task.\n\nMaximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collective learning.\n\nProvides opportunities for students to develop and monitor classroom norms.\n\nEngages students in analyzing their own behavior and setting short and long terms behavioral goals.

Evidence/Comm
-T use equitable managements strategies
-How could you better manage students not engaged in the daily activity, but are not being disruptive to others learning (ex: kis with his head down, or on phone)?
-What are some instructional practices you could use to hold students accountable for completing particular work for the day?

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
1.3 Actively engage students in learning. • Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure all students participate. • Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal. • Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.	Gives few opportunities for active engagement and students demonstrate limited participation. Incorporates learning experiences that are dominated by one teaching or learning style. Provides learning experiences that are focused on rote learning.	Relies on a limited number of engagement strategies, often resulting in lack of student participation. Provides learning experiences that target one or two learning styles. Provides opportunities for students to collaborate with one another.	✔ Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation. ✔ Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersona ✔ Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.	Varies role in instructional process, assuming role of instructor, facilitator, and learner. Consistently incorporates multiple learning styles in learning experiences and demonstrates metacognition about the importance of incorporating multiple learning styles. Creates an environment that is filled with joyful learning including high-level thinking, active participation, application, creativity, and project-based learning.

TEACH

Teach equitably by establishing high expectations for student achievement and providing support.

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)	Evidence/Comments
3.1 Set context for lesson. • Posts, previews, and reviews clear, rigorous, measureable content and language objectives (CLOs). • Provides rationale that connects content to students' background experiences, prior knowledge, skills, and/or interests. • Promotes real-world application that facilitates college and career readiness. • Clearly defines performance expectations orally and in writing using student-friendly language.	Delivers lesson without posting, previewing, or reviewing content and language objectives (CLOs). Begins lesson without providing a rationale for lesson. Lesson is disconnected from real-world application, focusing on rote skills. Lacks clarity when communicating performance expectations.	Posts content objective only, and/or does not share objective with students during the lesson. ✅ **Shares rationale for lesson that is focused on content knowledge and skills rather than big ideas relevant to students' lives.** ✅ **Focuses lesson on content that is missing connections to real-world application, including college and career readiness.** ✅ **Communicates performance expectations orally, although expectations are not clearly defined and/or explained in student-friendly language.**	✅ **Posts, previews, and reviews clear, rigorous, measureable content and language objectives (CLOs).** Provides rationale that connects content to students' background experiences, prior content knowledge, skills, and/or interests. Promotes real-world application that facilitates college and career readiness. Clearly defines performance expectations orally and in writing using student-friendly language.	Engages students in previewing and reviewing standards and content and language objectives (CLOs). Facilitates student development of the rationale for lesson related to big ideas and essential questions. Engages students in making real-world connections to the content through their own lenses, and emphasizes college and career readiness. Clearly defines performance expectations and encourages students to provide input into performance expectations.	-SWBAT revise rough drafts for wordiness and concise language -Success measured by revised paragraph -Students will be practicing revision using sticky note protocol -In groups work on sentence combining -I, we do, you do

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
3.2 Facilitate clear and rigorous learning experiences. • Provides clear, concise, and comprehensive explanations and representations of content. • Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning. • Aligns learning experiences to objectives. • Adequately paces learning experiences by attending to student learning cues.	Explains representations of content incorrectly or with lack of clarity. Incorporates one element of gradual release cadence (I do, we do, you do). Lesson components are disconnected from lesson objectives. Paces lesson inadequately, resulting in low student engagement and/or misbehavior	Explains and represents content in a manner that is unclear and redundant Uses elements of gradual release cadence (I do, we do, you do), however some elements require additional depth and time. Lesson components are loosely connected to lesson objectives. Paces the lesson inconsistently causing fluctuations in student progress due to need for additional modeling or practice, or accelerated learning.	✓ **Provides clear, concise, and comprehensive explanations and representations of content.** ✓ **Uses gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning.** ✓ **Aligns learning experiences to objectives.** ✓ **Adequately paces learning experiences by attending to student learning cues.**	Provides various explanations and representations of content through multiple modalities in order to increase comprehension of content. Uses gradual release cadence to challenge students to reach next level of language development and content mastery. Acts as facilitator to anchor learning to lesson components and objectives as students guide the lesson progression. Makes modifications to pacing of learning experiences based on evidence of student learning and demonstrates metacognition in explaining adjustments to students.

Evidence/Comments

-T provide clear examples of the ask do modify writing to be more concise
-T has students read out examples and non-examples of the task
-T provides whiteboards for students to working small group on modifying their writing based on reducing wordiness and being more concise
-10 of 15 students working towards goals of class time.
-What could you do to ensure more students could clearly be on task?

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
3.3 Promote rigorous academic talk. • Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning. • Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize). • Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.	Dominates discussions with students with little or no participation from students. Poses closed-ended questions to students or poses high-level questions and answers own questions. Provides own perspective and neglects to engage students in the discussion.	✔ **Uses discussion strategies to engage students in talk related to content learning.** ✔ **Facilitates academic conversations by posing high-level questions, however does not probe student responses.** Encourages students to contribute their own perspectives to discussions related to learning goals.	Promotes high-level thinking by holding students accountable for using precise language, making accurate claims, and articulating sound reasoning. Facilitates academic conversations by posing high-level questions and asking students to explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize). ✔ **Encourages students to contribute their own perspective, use multiple perspectives, and ask probing questions.**	Uses discussion strategies to promote high-level thinking, including accountable talk, academic conversations, and metacognitive strategies. Facilitates academic conversations by using instructional strategies that engage students in asking their peers high-level questions and probing their responses. Encourages students to take academic risks by offering novel and critical ideas, building on and extending peers' ideas, and challenging peers to demonstrate high-level thinking.

Evidence/Comments
-T pushes students to work in small group to revise their writing
-most students choose to work on their own as they practice working on revising the examples provided by T
-As T is leading whole group conversation with students about small group work, small group are talking over other students and not hearing the other groups or the T as they continue through the activity
-How could you better ensure all students are taking full advantage of the small group/whole group time?
-Following the whole group discussion of the small group revisions, how could you have done a check for understanding before releasing students to work on their own?

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
3.4 Make content and language comprehensible for all learners. • Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content. • Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles. • Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.	Makes negative comments or prohibits students' use of native language in understanding academic content and language. Uses few materials, resources, and tools to support language development. Gears content learning to native speakers with no modifications for students needing scaffolding for language development.	✅ **Allows students to use their native language to understand content.** ✅ **Uses materials, resources, and tools that support students' language development across proficiency levels.** Makes content comprehensible through visual representations and modeling.	Makes strategic use of students' first language and/or uses materials in students' home language to increase comprehension of language and content. Incorporates a variety of manipulatives and realia that support content learning, language development, and multiple learning styles. ✅ **Makes content comprehensible by incorporating visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.**	Uses a variety of methods to integrate and build on students' first language to increase language proficiency and content knowledge. Uses interactive and engaging materials, resources, and technology to support content learning, language development, and multiple learning styles. Makes content comprehensible through the strategic use of sheltered instruction strategies.

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
3.5 Use formal and informal assessment data to monitor student progress toward learning targets. • Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups. • Engages students in continually assessing their own progress toward lesson objectives. • Provides students with frequent, timely, specific, and individualized feedback. • Consistently checks for understanding and adjusts instruction according to evidence of student learning.	▢ Focuses on lesson components rather than measuring or recording progress toward lesson objective Provides superficial feedback to students about progress, errors, or misconceptions. Uses few checks for student understanding and is therefore unable to adjust instruction accordingly.	✔ **Collects and records general information about class and student progress toward lesson objectives.** Continuously assesses students' progress toward lesson objectives. Provides feedback about collective progress, though feedback may be general and/or infrequent. ✔ **Monitors student progress by checking for understanding, though checks may be infrequent and/or vague.**	Collects data on individual student progress toward meeting learning objectives and analyzes data to adjust instruction for individuals and subgroups. ✔ **Engages students in continually assessing their own progress toward lesson objectives.** ✔ **Provides students with frequent, timely, specific, and individualized feedback.** Consistently checks for understanding and adjusts instruction according to evidence of student learning.	Engages students in goal-setting and continual assessment of progress toward lesson objectives. Continuously checks for understanding and provides opportunities for students to provide one another with formative feedback. Uses a predictable system to collect qualitative and/or quantitative evidence of student understanding and adjusts instruction to meet individual student needs.

Evidence/Comments
-T circles the classroom and double check on student progress and provides real time feedback on their revisions
-T ask questions of students to push their thinking about revision and if the changes they are making are worth making to their text

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)
3.6 Differentiate instruction to challenge students and meet diverse student needs. • Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests. • Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs. • Presents options for differentiated content, process, or products that allow students to engage in self-directed learning. • Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.	Lessons are standardized for all students and do not differentiate according student needs, nor do they allow for differentiation of content, process, or product. Does not provide interventions, accommodations, or modifications according to IEPs and other legal documents. Does not acknowledge support specialists, or does not incorporate their recommendations.	✔ **Uses assessment data to differentiate instruction for individual student needs.** ✔ **Groups students according to perceived ability levels rather than student work or assessment data (e.g., low, middle, high).** Presents the same option for all students in relation to content, process, or product. ✔ **Makes extensions and accommodations available to students, but may not target specific student needs.**	Uses assessment data to differentiate instruction according to students' levels of language and academic proficiency, learning styles, or interests. Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs. ✔ **Presents options for differentiated content, process, or products that allow students to engage in self-directed learning.** Collaborates with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.	Uses assessment data to differentiate instruction according to individual student needs and subgroup needs to accelerate student learning. Implements flexible grouping using evidence of student learning to meet individual student and subgroup needs. Provides students choice of differentiated content, process, or products based on interests and academic readiness. Collaborates with support specialists to design lesson experiences and accommodations that meet individual student learning needs.

Evidence/Comments
-Differentiation is the pacing and options of who students can and cannot work with
-Are there any other ways you are differentiating the learning experience for students?

LEAD

Lead by exemplifying standards of professional practice.

	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)	Evidence/Comments
4.1 Meet professional standards of practice. • Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes. • Maintains professional demeanor (e.g., business-like appearance, positive relationships & collaboration, appropriate boundaries) in accordance with school, district, and/or university policy. • Uses standard language in written, verbal, nonverbal, and/or electronic communication.	Violates ethical and legal responsibilities for students' learning, behavior, safety, and/or confidentiality as specified in local, state, and federal statutes. Exhibits professional demeanor that violates school, district, and/or university policy. Demonstrates a pattern of repeated errors of standard language in written, verbal, nonverbal, and/or electronic communication.	Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes. Exhibits poor judgment in following professional demeanor in accordance with school, district, and/or university policy. Demonstrates few errors of standard language in written, verbal, nonverbal, and/or electronic communication.	✔ **Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.** ✔ **Maintains professional demeanor (e.g., business-like appearance, positive relationships & collaboration, appropriate boundaries) in accordance with school, district, and/or university policy.** ✔ **Uses standard language in written, verbal, nonverbal, and/or electronic communication.**	Adheres to ethical and legal responsibilities for students' learning, behavior, safety, and confidentiality; follows procedures as specified in local, state, and federal statutes; and shares knowledge with colleagues to support safe school-wide learning community. Maintains professional demeanor in all interactions that facilitates personal connections, and appearance follows norms for business attire. Uses standard language in written, verbal, nonverbal, and/or electronic communication with colleagues, members of the school community, students, and families and supports colleagues in doing the same.	

4.2 Demonstrate professional growth and commitment. • Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues. • Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and promote student learning. • Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities).	Unsatisfactory (1)	Developing (2)	Proficient (3)	Advanced (4)	Evidence/Comments
	Displays closed-minded and self-centered perspectives and dismisses the contributions and strengths of others. Sets abstract, complex, and unrealistic goals that are not based on feedback or data. Demonstrates unreliable participation in school initiatives.	Indicates openness to learning from others, however, at times is perceived as being resistant to feedback. Sets goals that are based on feedback and data, but are unrealistic or not actionable. Participates in school initiatives.	✅ **Demonstrates openness and flexibility by taking a learner-stance in interactions with peers, faculty, students, families, and colleagues.** ✅ **Analyzes practice for continuous improvement by using feedback and data to set clear and measurable goals to improve instruction and student learning.** ✅ **Participates in school, district, and community initiatives (e.g., professional development opportunities, school events, community-based activities).**	Actively solicits feedback from peers, faculty, students, families, and colleagues to improve teaching and learning. Uses feedback and data to set clear, rigorous, and measurable goals based on feedback from supervisors, colleagues, and students. Advocates for and contributes to school, district, and community improvement initiatives.	

Summary					

Focus on student achievement: What learning objective(s) did you target? Did students master them? How do you know?

Objective		Evidence/Comments
Student progress toward objective		Evidence/Comments

Strengths: What are your areas of strength?

Apprentice Teacher		Evidence/Comments

		Evidence/Comments
Strengths		Evidence/Comments

Areas of growth: What are your areas of growth?

		Evidence/Comments
Apprentice Teacher		Evidence/Comments
Areas of Growth		Evidence/Comments

Interventions to next level of development:

		Evidence/Comments
What do you need to develop your skills to the next level?		Evidence/Comments

Goals: What are 3 goals to improve your instruction and increase student learning and development?

		Evidence/Comments
Former Goals and Progress		Evidence/Comments
Goals		Evidence/Comments

Outcomes: What were the outcomes of you trying to accomplish these goals?

		Evidence/Comments
Outcome		Evidence/Comments

Overall Performance Rating	Unsatisfactory	Developing	Proficient	Advanced	Evidence/Comments
	1 or more unsatisfactory* [*1 unsatisfactory competency may result in probation]	3-7 developing; 0-4 proficient or advanced	5-7 proficient or advanced; 0-2 developing	5-7 advanced; 0-2 proficient; 0 developing	

	Unsatisfactory	Developing	Proficient	Advanced
	1 or more unsatisfactory* [*1 unsatisfactory competency may result in probation]	3-7 developing; 0-4 proficient or advanced	5-7 proficient or advanced; 0-2 developing	5-7 advanced; 0-2 proficient; 0 developing