



Effective TEACHING FRAMEWORK

BIG ROCK ONE: Culture & Management Systems

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a CHOICE MANAGEMENT SYSTEM	<p>Teacher ALWAYS consistently implements the school's choice management system referenced in big rock four of the <i>BRES Effective Schools Framework</i>. Students CAN ARTICULATE a connection from it to classroom learning goals, procedures and rules.</p>	<p>Teacher SOMETIMES consistently implements the school's choice management system referenced in big rock four of the <i>BRES Effective Schools Framework</i>. Students CAN SOMETIMES ARTICULATE a connection from it to classroom learning goals, procedures and rules.</p>	<p>Teacher SELDOM or NEVER implements the school's choice management system referenced in big rock four of the <i>BRES Effective Schools Framework</i>. Students CANNOT ARTICULATE a connection from it to classroom learning goals, procedures and rules.</p>
b CLEAR, HIGH EXPECTATIONS / SYSTEM FOR ACCOUNTABILITY	<p>Teacher clearly communicates high expectations (classroom procedures and rules) to students and ensures ALL comply. Non-compliance is handled consistently for ALL students and delivered respectfully and logically using the choice management system.</p>	<p>Teacher communicates high expectations to students (classroom procedures and rules) and ensures MOST comply. Non-compliance is handled consistently for MOST students and delivered respectfully and logically using the choice management system.</p>	<p>Teacher communicates expectations to students (classroom procedures and rules) and HALF or MORE do not comply. Non-compliance is handled consistently for SOME students and not always delivered respectfully and logically using the choice management system.</p>
c ATTENTION & ENGAGEMENT	<p>Teacher utilizes SEVERAL attention and engagement strategies such as: call and response, name dropping, physical proximity, voice tone and volume alteration, cold call, etc...</p> <p>Teacher captures and holds ALL students' attention ALL of the time. Students understand that he/she can and will be called on at any time during the lesson and ALL are prepared when they are called on even if hands are not raised.</p>	<p>Teacher utilizes SOME attention and engagement strategies such as: call and response, name dropping, physical proximity, voice tone and volume alteration, cold call, etc...</p> <p>Teacher captures and holds MOST students' attention MOST of the time. Students understand that he/she can and will be called on at any time during the lesson and MOST are prepared when they are called on even if hands are not raised.</p>	<p>Teacher utilizes FEW or NO attention and engagement strategies such as: call and response, name dropping, physical proximity, voice tone and volume alteration, cold call, etc...</p> <p>Teacher captures and holds SOME students' attention SOME of the time. Students understand that he/she can and will be called on at any time during the lesson and SOME are prepared when they are called on even if hands are not raised.</p>



Effective TEACHING FRAMEWORK

BIG ROCK ONE: Culture & Management Systems (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d LEARNING ENVIRONMENT	<p>Teacher finds purposeful moments to build trust and relationships with students that ALWAYS ensures a safe, warm, and fun learning environment.</p>	<p>Teacher SOMETIMES finds purposeful moments to build trust and relationships with students that SOMETIMES ensures a safe, warm, and fun learning environment.</p>	<p>Teacher SELDOM or NEVER builds trust and relationships with students that SELDOM or NEVER ensures a safe, warm, and fun learning environment.</p>
e SELF-RELIANCE	<p>Teacher PURPOSEFULLY teaches social skills and reinforces during authentic moments as incidents naturally occur during the school day and year.</p> <p>Social skills instruction and acquisition builds a classroom culture of self-discipline, self-confidence and a STUDENT INTERNALIZED sense of responsibility towards self and others.</p>	<p>Teacher SOMETIMES teaches social skills and reinforces during authentic moments as incidents naturally occur during the school day and year.</p> <p>Social skills instruction and acquisition builds a classroom culture of PARTIAL self-discipline, self-confidence and a STUDENT INTERNALIZED sense of responsibility towards self and others.</p>	<p>Teacher SELDOM or NEVER teaches social skills and reinforces during authentic moments as incidents naturally occur during the school day and year.</p> <p>Social skills instruction and acquisition builds a classroom culture where discipline, confidence and a sense of responsibility towards self and others is EXTERNALIZED and DIRECTED BY THE TEACHER.</p>



Effective TEACHING FRAMEWORK

BIG ROCK TWO: Instructional Planning

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a STANDARDS	<p>Standards are mapped and calendared FROM THE END OF THE YEAR TO THE BEGINNING and are ALL aligned to the external assessment. Skills and standards meet BOTH of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and prioritized as “power standards.” 	<p>Standards are mapped and calendared AS THE YEAR PROGRESSES and are MOSTLY aligned to the external assessment. Skills and standards meet ONE of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and prioritized as “power standards.” 	<p>Standards are NOT mapped and calendared and are NOT aligned to the external assessment. Skills and standards meet NONE of the following criteria:</p> <ul style="list-style-type: none"> → alignment to the external assessment → rigorous and thus there is no prioritization of “power standards.”
b ASSESSMENT	<p>Interim, unit and summative assessments are rigorous and created WELL in advance of the lesson and unit delivery, allowing CONTINUAL monitoring and follow-up of student mastery of the standards.</p>	<p>Interim, unit and summative assessments are SOMEWHAT rigorous and created JUST PRIOR to lesson and unit delivery, allowing PARTIAL monitoring and follow-up of student mastery of the standards.</p>	<p>Interim, unit and summative assessments are OF LOW rigor and EITHER NOT CREATED OR CREATED AS THE lesson and unit delivery progresses. Thus monitoring and follow-up of student mastery of the standards is NON-EXISTENT or IMPARTIAL.</p>
c UNITS	<p>Units are ALWAYS backwards mapped from rigorous assessments and include essential questions at ALL levels of Bloom’s Taxonomy.</p>	<p>Units are SOMETIMES backwards mapped from rigorous assessments and SOMETIMES include essential questions aimed at multiple levels of Bloom’s Taxonomy.</p>	<p>Units EITHER NOT CREATED or SELDOM backwards mapped from rigorous assessments. Units SELDOM or NEVER include essential questions aimed at multiple levels of Bloom’s Taxonomy.</p>



Effective TEACHING FRAMEWORK

BIG ROCK TWO: Instructional Planning (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d LESSONS	<p>Lesson plans contain ALL of the following elements:</p> <ul style="list-style-type: none"> → alignment to standards → SMART objective with a clear connection to the unit's essential question(s) → gradual release of responsibility from the teacher to the student → one or more CFU (check for understanding) questions planned in the lesson → one or more opportunities to re-direct based on data from the CFU(s) → post lesson assessment 	<p>Lesson plans contain THREE TO FIVE of the following elements:</p> <ul style="list-style-type: none"> → alignment to standards → SMART objective with a clear connection to the unit's essential question(s) → gradual release of responsibility from the teacher to the student → one or more CFU (check for understanding) questions planned in the lesson → one or more opportunities to re-direct based on data from the CFU(s) → post lesson assessment 	<p>Lesson plans contain LESS THAN THREE of the following elements:</p> <ul style="list-style-type: none"> → alignment to standards → SMART objective with a clear connection to the unit's essential question(s) → gradual release of responsibility from the teacher to the student → one or more CFU (check for understanding) questions planned in the lesson → one or more opportunities to re-direct based on data from the CFU(s) → post lesson assessment
e READ, WRITE, SPEAK	<p>EVERY lesson provides multiple opportunities for students to actively process information and engage in the lesson by reading, writing and speaking. As a result the teacher has MULTIPLE opportunities to check for understanding and address miscomprehension.</p>	<p>SOME lessons provide opportunities for students to actively process information and engage in the lesson by reading, writing and speaking. As a result the teacher has SOME opportunities to check for understanding and address miscomprehension.</p>	<p>Lessons DO NOT provide opportunities for students to read, write and speak and thus he/she are often not engaged. The teacher has LIMITED or NO opportunities to check for understanding and address miscomprehension.</p>



Effective TEACHING FRAMEWORK

BIG ROCK THREE: Instructional Delivery

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a OBJECTIVE FRAMING	<p>Teacher begins EVERY lesson:</p> <ul style="list-style-type: none"> → reviewing what was previously learned – going from the known → communicating the current day's learning objective – moving to the unknown → communicating the unit objectives and essential question(s) – framing the context for the learning 	<p>Teacher begins SOME lessons:</p> <ul style="list-style-type: none"> → reviewing what was previously learned – going from the known → communicating the current day's learning objective – moving to the unknown → communicating the unit objectives and essential question(s) – framing the context for the learning 	<p>Teacher begins FEW or NO lessons:</p> <ul style="list-style-type: none"> → reviewing what was previously learned – going from the known → communicating the current day's learning objective – moving to the unknown → communicating the unit objectives and essential question(s) – framing the context for the learning
b RELEASE OF RESPONSIBILITY	<p>Lesson delivery gradually releases responsibility from the teacher to the student and the cognitive load for problem solving is ALWAYS placed on the student.</p>	<p>Lesson delivery gradually releases responsibility from the teacher to the student and the cognitive load for problem solving is SOMETIMES placed on the student.</p>	<p>Lesson delivery gradually releases responsibility from the teacher to the student and the cognitive load for problem solving is SELDOM or NEVER placed on the student.</p>
c CLARITY	<p>Teacher presents content in CLEAR manner, with appropriate scaffolds, and OFTEN employs multiple modalities to aid students in knowledge acquisition.</p>	<p>Teacher presents content in a manner that is SOMETIMES CLEAR, with SOME scaffolds, and SOMETIMES employs multiple modalities to aid students in knowledge acquisition.</p>	<p>Teacher presents content in an UN-CLEAR manner, DOES NOT provide scaffolds, and RARELY or NEVER employs multiple modalities to aid students in knowledge acquisition.</p>



Effective TEACHING FRAMEWORK

BIG ROCK THREE: Instructional Delivery (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d CFU	<p>Teacher FREQUENTLY checks for understanding (CFU) throughout the lesson to check for teacher clarity and student miscomprehension. When students are confused the teacher ALWAYS works with either the whole class, individuals, or small groups until students show mastery of the lesson objective.</p>	<p>Teacher SOMETIMES checks for understanding (CFU) throughout the lesson to check for teacher clarity and student miscomprehension. When students are confused the teacher SOMETIMES works with either the whole class, individuals, or small groups until students show mastery of the lesson objective.</p>	<p>Teacher SELDOM or NEVER checks for understanding (CFU) throughout the lesson to check for teacher clarity and student miscomprehension. When students are confused the teacher SELDOM or NEVER works with either the whole class, individuals, or small groups until students show mastery of the lesson objective.</p>
e APPLICATION	<p>Teacher summarizes the lesson DAILY, connects back to the unit objectives and essential question(s), and students can make connections and applications to real-life situations.</p>	<p>Teacher SOMETIMES summarizes the lesson, connects back to the unit objectives and essential question(s), and students can make connections and applications to real-life situations.</p>	<p>Teacher SELDOM or NEVER summarizes the lesson, connects back to the unit objectives and essential question(s), and students can make connections and applications to real-life situations.</p>



Effective TEACHING FRAMEWORK

BIG ROCK FOUR: Data Driven Instruction

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a GOAL SETTING	At the BEGINNING OF THE YEAR, the teacher communicates to students the year-long learning goals and works with students to set individual and classroom goals.	SOME INITIAL and ONGOING attempts to communicate to students the year-long learning goals are made and students are SOMEWHAT aware of content he/she needs to master by the end of the year.	Students have LIMITED or NO KNOWLEDGE of the year-long learning goals and content he/she needs to master by the end of the year.
b ASSESSMENT	Teacher CONTINUALLY uses a VARIETY of assessments (summative, interim, unit, and on-the-spot) to monitor student progress towards mastery of academic goals. Assessments, rubrics and exemplar work samples provide CLEAR criteria for success and frame feedback and progress towards goals.	Teacher SOMETIMES uses A FEW assessment types (summative, interim, unit, and on-the-spot) to monitor student progress towards mastery of academic goals. Assessments, rubrics and exemplar work samples SOMETIMES provide CLEAR criteria for success and frame feedback and progress towards goals.	Teacher SELDOM or NEVER uses assessments (summative, interim, unit, and on-the-spot) to monitor student progress towards mastery of academic goals. FEW or NO assessments, rubrics and exemplar work samples provided so criteria for success UNCLEAR and thus feedback and progress towards goals NOT provided to the student.
c ANALYSIS	WITH COLLEAGUES, the teacher analyzes data from assessments to see what worked and what didn't and ALWAYS uses the information to make improvements to his/her teaching.	ALONE, the teacher analyzes data from assessments to see what worked and what didn't and SOMETIMES uses the information to make improvements to his/her teaching.	The teacher SELDOM or NEVER analyzes data from assessments to see what worked and what didn't and SELDOM or NEVER uses the information to make improvements to his/her teaching.



Effective TEACHING FRAMEWORK

BIG ROCK FOUR: Data Driven Instruction (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d ACTION	Using assessment data, the teacher TENACIOUSLY follows up and re-teaches those students who did not master standards UNTIL he/she reaches proficiency.	Using assessment data, the teacher SOMETIMES follows up and re-teaches those students who did not master standards and SOMETIMES he/she reaches proficiency.	Using assessment data, the teacher SELDOM or NEVER follows up and re-teaches those students who did not master standards and SELDOM he/she reaches proficiency.
e MOTIVATION & FOLLOW-UP	Publicly AND privately FREQUENTLY celebrates student progress toward goals and ensures students see and internalize the connection between a growth mindset, tenacity, and reaching proficiency.	Publicly AND/OR privately SOMETIMES celebrates student progress towards goals and SOMETIMES students see and internalize the connection between a growth mindset, tenacity, and reaching proficiency.	SELDOM or NEVER celebrates student progress towards goals and students do not see the connection between a growth mindset, tenacity, and reaching proficiency.



Effective TEACHING FRAMEWORK

BIG ROCK FIVE: Parent Engagement

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a OUTREACH	Establishes initial contact at the beginning of the year and maintains MONTHLY contact with ALL parents as the year progresses with information and updates on academic goals and student progress towards mastery.	Establishes initial contact at the beginning of the year and maintains BI-MONTHLY contact with MOST parents as the year progresses with information and updates on academic goals and student progress towards mastery.	DOES NOT establish contact at the beginning of the year and DOES NOT contact MOST or ALL parents as the year progresses with information and updates on academic goals and student progress towards mastery.
b RESPECT	Shows GREAT respect for each family and student and EXUDES the belief that he/she will meet or exceed classroom goals.	Shows SOME respect for each family and student and TENTATIVELY believes that he/she will meet or exceed classroom goals.	DOES NOT show respect for each family and student and DOES NOT believe that he/she will meet or exceed classroom goals.
c PROGRESS MONITORING	Uses a COMBINATION of the following: student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on progress towards mastery on at least a MONTHLY basis and additionally as needed.	Uses ONE or TWO of the following: student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on progress towards mastery on a BI-MONTHLY basis and additionally as needed.	Uses student-led conferences, report cards, or informal talks INFREQUENTLY or NEVER to give parents detailed and helpful feedback on progress towards mastery.



Effective TEACHING FRAMEWORK

BIG ROCK FIVE: Parent Engagement (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d ENGAGEMENT	Provides FREQUENT opportunities for parents to support academic and classroom goals both during and after the academic day.	Provides SOME opportunities for parents to support academic and classroom goals both during and after the academic day.	Provides INFREQUENT or NO opportunities for parents to support academic and classroom goals both during and after the academic day.
e RESOURCES	SUCCESSFULLY ENLISTS parent and community volunteers and extra resources from homes and the community to support and enhance the academic and classroom goals.	SOMETIMES USES parent and community volunteers and extra resources from homes and the community to support and enhance the academic and classroom goals.	INFREQUENTLY or NEVER USES parent and community volunteers and extra resources from homes and the community to support and enhance the academic and classroom goals.