

## Meeting the Needs of All Learners in Bernards Township

### A Rubric for Teacher Reflection

This rubric encompasses the District Goals and the philosophy and mission of the Bernards Township Board of Education. It is based on the work of Charlotte Danielson, Thomas McGreal, and James Stronge. The following references are suggested for review:

- Danielson, C. (1996) *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development
- Danielson, C. and McGreal, T. (2000) *Teacher Evaluation To Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development
- Stronge, J. (2002) *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development

**Mission Statement:** The mission of the Bernards Township School District is to provide a superior education which results in academic excellence, responsible behavior, good citizenship and fosters social-emotional development so that ultimately each student will be able to maximize his or her potential, become a contributing member of society, and maintain a commitment to life-long learning.

#### District Goals 2009-2012

To understand the philosophy of Differentiated Instruction (DI) through the examination of learning styles, instructional strategies, and assessments.

| Strategies  | Evidence  |
|---|---|
| Build a training model that differentiates for the level of teacher experience during new teacher induction                               | January workshop for new teachers on incorporating and extending the use of Differentiated strategies                         |
| Develop a template to be used for lesson planning to include DI   | Use Understanding By Design Curriculum Mapping format as evidenced in Rubicon Atlas system                                    |
| ICS versus regular classes: differentiating lessons   | Reinforce the use of “Above the line” accommodations at department meetings   |
| Middle School note taking issues – differentiating student study skills   | Guidance study skills module addressing the use of study skills and effective note taking and effective organizational skills |
| Better utilization of team meetings to promote DI in a supportive environment   | Lesson studies within each content area   |
| Promote development of professional learning communities (i.e. PBL)   | School-based professional development committees attend NJDOE training  |
| Interdisciplinary Department Meetings focused on specific classroom examples of project based learning and tiered performance assessments | Discussion and presentations at department meetings   |
| Observe colleagues  | Reflection or journal entry   |
| Teacher & Administrative Professional Development on DI (philosophy, instructional strategies, assessments etc.)                          | Trainings during Cabinet meetings, attendance at regional and national conferences  |
| Include DI in all teachers’ Professional Development Plans for 2009-12.   | DI evidenced through lesson plans and observations  |

### **District Philosophy**

Education is our first priority.

Intellectual, social, physical and emotional development is essential to a student's education.

Children learn in different ways; we have a responsibility to help all students maximize their potential.

Students will benefit from a challenging curriculum with high standards.

Individual student achievement is maximized by high expectations.

Co-curricular and community service activities are important components of effective education.

Education provides a foundation for life-long learning, critical and analytical thinking, problem solving, decision-making and respect for the individual.

The rubric considers four main domains:

- Planning and Preparation
- Classroom Environment
- Instructional Strategies and Lesson Implementation
- Professional Responsibilities

Teachers are encouraged to reflect on their knowledge and practice in each area when establishing professional improvement goals and when making decisions regarding staff development opportunities.

|                                 | <b>Beginning</b>   | <b>Developing</b>  | <b>Secure</b>   | <b>Independent</b>   |
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| <b>Planning and Preparation</b> | <ul style="list-style-type: none"> <li>• Completes minimal planning.</li> <li>• Goals are inappropriate for the class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Plans require frequent changes, alterations or extensions.</li> <li>• Plans are suitable for most of the class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Supplies students with a daily plan.</li> <li>• All of the goals are suitable for most of the students in the class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides students with purposeful daily, weekly, or monthly syllabus as appropriate for the grade level.</li> <li>• Acknowledges and plans for readiness, interest, and learning profile, including multiple intelligences.</li> <li>• Goals consider the varying learning needs of individual students or groups.</li> </ul> |
| Knowledge of Content            | <ul style="list-style-type: none"> <li>• Never asks for alternate perspectives.</li> <li>• Teacher makes content errors or permits content errors or inaccuracies that students make.</li> </ul>   | <ul style="list-style-type: none"> <li>• Accepts only one perspective.</li> <li>• Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</li> </ul>  | <ul style="list-style-type: none"> <li>• Exhibits solid content mastery and can express and accept varied points of view.</li> <li>• Teacher makes connections between the content and other parts of the discipline and other disciplines.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lessons demonstrate mastery of content that facilitates problem-solving and in-depth discussion.</li> <li>• Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</li> </ul>   |
| Knowledge of Students           | <ul style="list-style-type: none"> <li>• Lesson lacks awareness of student differences.</li> <li>• Relies on seating chart to remember students' names.</li> <li>• Teacher displays little knowledge of students' skills and knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson demonstrates minimal understanding of student differences. Knows student names and interacts with them on topics of mutual interest.</li> <li>• Greets class, not individual students.</li> <li>• Teacher recognizes the value of understanding</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson demonstrates some understanding of student differences.</li> <li>• Greets students at door, knows their names and interests.</li> <li>• Some activities address individual differences.</li> <li>• A teacher displays knowledge of students'</li> </ul> | <ul style="list-style-type: none"> <li>• Lessons demonstrate understanding of student differences.</li> <li>• Greets students at door, appears happy to see them!</li> <li>• Activities are designed to address these differences.</li> <li>• Teacher displays keen knowledge of students' skills and knowledge and</li> </ul>   |

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|                                |   | students' skills and knowledge but displays this knowledge for the class only as a whole.   | skills and knowledge for groups of students and recognizes the value of this knowledge.   | progress, including those with special needs.   |
| Knowledge of Strategies        | <ul style="list-style-type: none"> <li>• Uses same strategy everyday.</li> <li>• Teacher displays little understanding of pedagogical issues involved in student learning of the content.</li> </ul>  | <ul style="list-style-type: none"> <li>• Relies on one or two predictable strategies.</li> <li>• Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can use several effective strategies on a rotating basis.</li> <li>• Pedagogical practices reflect current research on best practice within the discipline, but without anticipating student misconceptions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses multiple strategies adroitly.</li> <li>• Teaching displays continuing search for best practices and anticipation of student misconceptions.</li> </ul>  |
| Knowledge of Resources         | <ul style="list-style-type: none"> <li>• Relies on the text as the main resource to support the curriculum.</li> <li>• Teacher is unaware of resources available.</li> <li>• Teacher is unaware of resources available to assist students who need them.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses the text as a resource and other resources listed in the curriculum guide.</li> <li>• Teacher displays limited awareness of resources available for students with special needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Researches and includes authentic and time sensitive resources on occasion.</li> <li>• Teacher is fully aware of all resources available for students who need them and knows how to get them.</li> </ul>  | <ul style="list-style-type: none"> <li>• Researches and includes authentic, time sensitive, and relevant resources on a continual basis.</li> <li>• Teacher is aware of additional resources through the community.</li> </ul>  |
| Assessment of Student Learning | <ul style="list-style-type: none"> <li>• Assesses student learning with tests at the end of the chapter or unit.</li> <li>• Summative assessments rely on recall and comprehension.</li> <li>• Lacks assessment criteria.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Assesses student learning with weekly quizzes and tests at the end of the unit or chapter.</li> <li>• Summative assessments lack sufficient rigor.</li> <li>• Controls all assessment criteria; might keep criteria hidden from students and parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Includes daily 'checks for understanding' and other formative assessments.</li> <li>• Modifies instruction in accordance with formative assessment data.</li> <li>• Provides feedback on summative assessments.</li> <li>• Summative assessments are rigorous and include some application.</li> <li>• Shares creation of selected assessment criteria with students and parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Includes multiple 'checks for understanding'.</li> <li>• Encourages student reflection on progress.</li> <li>• Provides ongoing feedback.</li> <li>• Modifications to instruction are seamless.</li> <li>• Summative assessments are rigorous and relevant.</li> <li>• Encourages students to help create multiple assessment criteria. Shares criteria for all activities.</li> </ul> |

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| <b>Classroom Environment</b> | <ul style="list-style-type: none"> <li>The classroom environment can be hostile.</li> </ul>  | <ul style="list-style-type: none"> <li>The classroom environment is safe. Some students feel supported to take risks.</li> </ul>   | <ul style="list-style-type: none"> <li>The classroom environment is conducive to learning and risk-taking.</li> </ul>  | <ul style="list-style-type: none"> <li>The classroom environment fosters learning and risk-taking.</li> </ul>   |
| Respect and Rapport          | <ul style="list-style-type: none"> <li>Students are rude to one another and/or to the teacher.</li> <li>There is no evidence of mutual respect or rapport.</li> <li>Teacher interactions with at least some students are negative, demeaning, sarcastic or inappropriate to the age or culture of the students.</li> </ul> | <ul style="list-style-type: none"> <li>Students show minimal respect for the teacher.</li> <li>Little disrespect is observed between students.</li> <li>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> </ul> | <ul style="list-style-type: none"> <li>There is mutual respect and rapport between teacher and students.</li> <li>Students 'work and play well' with one another.</li> <li>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect.</li> </ul>   | <ul style="list-style-type: none"> <li>There is a genuine environment of mutual respect and rapport between and among students and teacher.</li> </ul>  |
| Culture for Learning         | <ul style="list-style-type: none"> <li>Sits at desk in front of room most of the time.</li> <li>'Teacher as boss' atmosphere.</li> <li>Believes students will not work.</li> <li>Students demonstrate little or no pride in their work.</li> </ul>   | <ul style="list-style-type: none"> <li>Stands in same location everyday.</li> <li>'Teacher in charge of learning' atmosphere.</li> <li>Controls all student work.</li> <li>Students invest little of their energy in the quality of the work.</li> </ul>   | <ul style="list-style-type: none"> <li>Moves about the room.</li> <li>Encourages student participation.</li> <li>'Teacher as facilitator of learning' atmosphere.</li> <li>Expects students to complete work in a timely fashion.</li> <li>Students accept teacher insistence on work of high quality and demonstrate pride in that work.</li> </ul> | <ul style="list-style-type: none"> <li>Has decentralized desk and moves freely among students.</li> <li>'Teacher as partner in learning' atmosphere.</li> <li>Provides choice whenever possible in 'student work.'</li> <li>Students take obvious pride in their work and initiate improvements in it.</li> </ul> |
| Classroom Procedures         | <ul style="list-style-type: none"> <li>Lacks classroom rules and expectations.</li> </ul>  | <ul style="list-style-type: none"> <li>Enforces teacher selected rules and behaviors.</li> </ul>   | <ul style="list-style-type: none"> <li>Consults students about rules and procedures.</li> </ul>  | <ul style="list-style-type: none"> <li>Empowers students to assume classroom procedures.</li> </ul>   |
| Student Behavior             | <ul style="list-style-type: none"> <li>Expects students to remain silent.</li> <li>Expects students to remain seated.</li> </ul>   | <ul style="list-style-type: none"> <li>Expects most students to remain silent or expects students to remain silent most of the time.</li> <li>Expects students to remain seated most of the time and/or to ask permission to get out of seat.</li> </ul>   | <ul style="list-style-type: none"> <li>Expects students to interact with the teacher and with one another on occasion.</li> <li>Expects and allows students to move about the room as needed to obtain resources or interact when the assignment dictates.</li> </ul>  | <ul style="list-style-type: none"> <li>Expects the students to interact with the teacher and one another throughout the class period.</li> <li>Encourages students to make appropriate and respectful decisions regarding movement.</li> </ul>  |

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| <b>Instructional Strategies<br/>Lesson Implementation</b> | <ul style="list-style-type: none"> <li>Goals lack clarity or are not stated as student activities.</li> <li>Goals lack viable methods of assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>Goals are only moderately clear or include a combination of goals and activities.</li> <li>Some goals lack viable methods of assessment.</li> </ul>   | <ul style="list-style-type: none"> <li>Most of the goals are clear, but may include a few activities.</li> <li>Most goals permit viable methods of assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>All of the goals are clear, written in the form of student learning, communicated with students and permit viable methods of assessment.</li> </ul>  |
| Communication   | <ul style="list-style-type: none"> <li>Fails to communicate or express ideas or directions clearly.</li> <li>Teacher's spoken or written language may contain many grammar and syntax errors.</li> <li>Vocabulary is inappropriate, vague or incorrect.</li> </ul>     | <ul style="list-style-type: none"> <li>Has difficulty expressing ideas and directions in a way that students understand.</li> <li>Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct, but limited.</li> </ul>  | <ul style="list-style-type: none"> <li>Generally communicates so that students can understand.</li> <li>Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to student's age and interests.</li> </ul>   | <ul style="list-style-type: none"> <li>Communicates clearly and articulately.</li> <li>Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</li> </ul>  |
| Questioning and Discussion Techniques                     | <ul style="list-style-type: none"> <li>Poses yes/no or fill in the blank questions.</li> <li>Uses information-based questions.</li> <li>Avoids 'wait time.'</li> <li>Responds to own questions.</li> <li>No student-to-student interactions in discussions.</li> </ul> | <ul style="list-style-type: none"> <li>Poses a majority of yes/no or fill in the blank questions.</li> <li>Relies on information-based questions.</li> <li>Uses 'wait time' minimally or inconsistently.</li> <li>Sometimes responds to own questions.</li> <li>Teacher comments on or re-states student comments often during discussions.</li> </ul> | <ul style="list-style-type: none"> <li>Mixes low-level (knowledge, recall) questions with high-level (analysis, synthesis).</li> <li>Incorporates several levels of Bloom's Taxonomy.</li> <li>Uses 'wait time' appropriately.</li> <li>Includes multiple strategies to encourage student responses.</li> <li>Teacher re-states or comments on student responses rarely during discussions.</li> </ul> | <ul style="list-style-type: none"> <li>Poses probing questions.</li> <li>Questions span the range of Bloom's Taxonomy.</li> <li>Uses 'wait time' effectively.</li> <li>Uses a variety of strategies effectively to help students feel secure during questioning.</li> <li>Student interactions are pervasive during discussions with little or no comments from teacher.</li> </ul> |
| Student Engagement  | <ul style="list-style-type: none"> <li>Most students fail to take notes.</li> <li>The lesson remains in Quadrant A or C.</li> <li>Relies on lecture format.</li> <li>Students lack mental or physical engagement.</li> </ul>   | <ul style="list-style-type: none"> <li>Some students take notes and actively listen during class.</li> <li>The lesson sometimes moves into Quadrant B.</li> <li>Uses mostly lecture or 'chalk and talk.'</li> </ul>  | <ul style="list-style-type: none"> <li>Students are engaged in lesson and 'follow directions.'</li> <li>The lesson requires application across disciplines at high levels most of the time (B or D).</li> <li>Relies on lecture and discussions.</li> <li>Mostly whole group instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>Students take ownership of lesson and suggest alternatives readily.</li> <li>The lesson usually moves into Quadrant D. It requires real world application with critical thinking in predictable and unpredictable settings.</li> <li>Utilizes both whole group and small group discussions, some lecture.</li> </ul>                         |

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| Feedback                       | <ul style="list-style-type: none"> <li>Students receive feedback from the teacher on progress reports and report cards.</li> <li>Feedback is not timely.</li> </ul>  | <ul style="list-style-type: none"> <li>Students receive feedback from the teacher a few times during the marking period.</li> <li>Feedback is of inconsistent quality.</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback is ongoing. Students always know how they are doing in the class.</li> <li>Feedback is consistently of high quality.</li> </ul>  | <ul style="list-style-type: none"> <li>Students work in concert with the teacher to assess their learning. They provide the teacher with feedback on their learning.</li> </ul>  |
| Flexibility and Responsiveness | <ul style="list-style-type: none"> <li>The teacher rarely makes accommodations for students.</li> <li>The teacher is not responsive to the needs of students and/or parents.</li> <li>When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the students' lack of success.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher is available during tutorials and sometimes before or after school.</li> <li>The teacher will 'make exceptions' on a case-by-case basis.</li> <li>The teacher responds to parent phone calls.</li> <li>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher is willing to work with students and responds to their unique situations.</li> <li>The teacher reaches out to parents and students often.</li> <li>Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher is flexible. He or she consistently adjusts to meet the needs of students.</li> <li>The teacher is responsive to the needs of parents and students.</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</li> </ul> |
| Use of Technology              | <ul style="list-style-type: none"> <li>The teacher makes no attempt to incorporate available technology into the lesson.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher uses available technology to embellish teacher-directed lessons or lectures.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher uses technology-based tools such as databases, spreadsheets, desktop publishing, and Internet sites to compliment instruction at the analysis, synthesis and evaluation levels.</li> </ul>  | <ul style="list-style-type: none"> <li>Technology based tools are integrated in a routine manner that provides a rich context for student understanding of the concepts, themes and processes related to the lesson.</li> </ul>  |

| <b>Professional Responsibilities</b>    |   |  |  |   |
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| Reflecting on Teaching                  | <ul style="list-style-type: none"> <li>Teacher does not know if a lesson was effective or achieved its goals.</li> <li>Teacher has no suggestions for how a lesson may be improved upon.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.</li> <li>Teacher makes general suggestions about how a lesson may be improved.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher makes accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals.</li> <li>Teacher makes a few specific suggestions of what may improve the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals.</li> <li>Teacher offers specific alternative actions and predicts probable success of each approach.</li> </ul>  |
| Maintaining Accurate Records            | <ul style="list-style-type: none"> <li>Teacher has no system for maintaining information on student progress, or the system is in disarray.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student progress is effective.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student progress in learning is fully effective.</li> <li>Students contribute information and interpretation of the records.</li> </ul>  |
| Communicating with Families             | <ul style="list-style-type: none"> <li>Teacher provides little information on the instructional program to families.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher participates in the school's activities for parent communication, but offers little additional information.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher provides frequent information to parents, as appropriate, about the instructional program.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher provides frequent information to parents.</li> <li>Students participate in preparing materials for their families.</li> </ul>  |
| Contributing to the School and District | <ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are negative or self-serving.</li> <li>Teacher avoids becoming involved in school and district projects.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher maintains cordial relationships with colleagues.</li> <li>Teacher participates in school and district projects when asked.</li> </ul>   | <ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues.</li> <li>Teacher volunteers to participate in school events and makes a substantial contribution.</li> </ul>                          | <ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming informal leadership.</li> <li>Teacher volunteers to participate in school events, makes a substantial contribution and assumes a leadership role in some aspects of school life.</li> </ul> |

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| Professional Growth | <ul style="list-style-type: none"> <li>• Teacher avoids professional development activities.</li> <li>• Teacher makes no effort to share knowledge with others.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher participates in professional activities to a limited extent when convenient.</li> <li>• Teacher finds limited ways to contribute to the profession.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher seeks opportunities for professional development.</li> <li>• Teacher participates actively in assisting colleagues.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher seeks opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.</li> <li>• Teacher initiates appropriate activities to contribute to the profession, such as mentoring and making presentations.</li> </ul> |
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