NIET Rubric Feedback

Teacher _____

Date _____

Observer(s) _____

Indicator	Descriptor	Teacher Feedback
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	
Managing Student Behavior	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	
Environment	The classroom: • Welcomes most members and guests. • Is organized and understandable to most students. • Supplies, equipment, and resources are accessible. • Displays student work. • Is arranged to promote individual and group learning.	
Respectful Culture	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.	

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Standards & Objectives	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	
Instructional Plans (Lesson Plans)	Instructional plans include the following: • Goals aligned to state content standards; • Activities, materials, and assessments that: *are aligned to state standards. *are sequenced from basic to complex. *build on prior student knowledge. *provide appropriate time for student work, and lesson and unit closure; • Evidence that plan is appropriate for the age, knowledge, and interest of most learners; and • Evidence that the plan provides dome opportunities to accommodate individual student needs.	
Thinking	The teacher thoroughly teaches one type of thinking: • Analytical thinking, where students 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; and • Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • Generate a variety of ideas and alternatives; and • Analyze problems from multiple perspectives and viewpoints.	

Problem Solving	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	
Assessment	Assessment Plans: • Are aligned with state content standards. • Have measurement criteria. • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • Require written tasks; and • Include performance checks throughout the school year.	
Teacher Knowledge of Content	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	
Presentation of Instructional Content	Presentation of content most of the time includes: • 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; • Modeling by the teacher to demonstrate his or her performance expectations; • Concise communication; • Logical sequencing and segmenting; • All essential information; and • No irrelevant, confusing, or nonessential information.	

Indicator	Descriptor	Teacher Feedback

Questioning	Teacher questions are varied and high quality, providing for some, but not all, question types:
	    *knowledge and comprehension;
	    *application and analysis; and
	    *creation and evaluation.
	• Questions are usually purposeful and coherent.
	• A moderate frequency of questions asked.
	• Questions are sometimes sequenced with attention to the instructional goals.
	• Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).
	• Wait time is sometimes provided.
	• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	

Academic Feedback	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	
Student Work	Assessments required students to: • Interpret information rather than reproduce it; • Draw conclusions and support them through writing; and • Connect what they are learning to prior learning and some life experiences.	
Lesson Structure & Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle and end. • Pacing is appropriate and sometimes provides opportunities for students who progress a different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	

Indicator	Descriptor	Teacher Feedback
Activities and Materials	Activities and materials include most of the following: • Support the lesson objectives; • Are challenging; • Sustain students' attention; • Elicit a variety of thinking; • Provide time for reflections; • Are relevant to students' lives; • Provide opportunities for student-to-student interaction; • Provide students with choices; • Incorporate multimedia and technology; and • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)	
Motivating Students	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	
Teacher Knowledge of Students	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	

Comments _____

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