ARISE Instructional Core Rubric 2018-19

Teacher _____ Period _____ Date _____

Key Elements of Instructional Core	Areas that Need Work	Criteria for Proficiency	Evidence of Meeting or Exceeding Standard
Warm Demander Stance		*Actions, language, and tone are strong, respectful and positive, and communicate high expectations *Utilizes a range of strategies (one mic, positive narration, urgency, etc) to hold students accountable to 100% engagement *Addresses all off-task behavior in the moment and redirects students back to the lesson *Actively engages with student in multiple ways (small groups, individual student support, whole class, etc) from beginning to end of class *Upholds all Codes of Respect from beginning to end of class *Consistently pushes students, **especially challenging students**, beyond what is comfortable, understanding this is in their best interest	
Literacy and Academic Discourse		*Objective is clearly displayed and has the Content, Learning and Product (CLP) clearly identified in it. *Students engage in reading grade-level text for significant amount of class time (text can be written audio, video, or subject specific) *Highly structured academic discourse asks students to think critically, discuss ideas, and make meaning of content multiple times per class *Explicit vocabulary development built into the lesson	
Cultural Relevance		*Lessons include issues and topics related to student's culture and/or youth culture as a lever for engagement *Uses relationships to push students, **especially challenging students**, beyond what they think they are capable of *Teacher expresses positive perspective about students' backgrounds, families, and/or cultures *Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students	

Rigor and Critical thinking		*Student learning is active; students are taking on a majority of the cognitive load and continually build towards greater independence *Teacher holds students accountable to high expectations for learning by developing, implementing, and measuring clear objectives * Students are presented with grade appropriate challenging content that pushes them to work through productive struggle *Students self-monitor their level of focus and actively support each other's academic success	
Mastery of Objectives		*Objectives are purposely designed to build skills and/or build towards higher order thinking and raising of critical consciousness *RSA rubrics are integrated into curriculum and/or objectives *Objectives are displayed in class and students can clearly self-assess their learning in relation to the objective *Teacher differentiates and scaffolds to insure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s *Teacher consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc)	
Classroom Aesthetics		*Room is arranged physically to intentionally achieve the learning objectives *Handouts and key documents are easily accessible to students *Core Values, Mission and Vision, and other key ARISE documents are displayed throughout the room *Student work is displayed prominently throughout the room *White board set up (objectives, agenda, homework) is displayed clearly *Walls and classroom space are used to teach key concepts, skills, and content *Room feels welcoming to students by being kept tidy, clean, and well-organized	