

A dark blue vertical bar runs down the left side of the page. A blue arrow-shaped graphic points to the right from the bar, containing the text 'Fall 2016'.

Fall 2016

Using the Language of the Adult Education Evaluation Rubric to Give Standards-Based Oral or Written Feedback

Several thin, curved lines in shades of blue and grey originate from the bottom left and sweep upwards and to the right, creating a sense of movement and design.

Susan Domanico
MICROSOFT

Indicator: ***Rapport and positive social interactions***

Below Standard: The interactions with students observed in the classroom were **negative and disrespectful**. The things I saw/heard that concerned me were... (*evidence*)

Developing: Your interactions with students were **generally positive**, but **inconsistent**. Usually you... (*evidence*) but also I saw/heard you... (*evidence*)

Proficient: Your interactions with students were **consistently positive!** Some of the things I saw/heard that contributed to a supportive environment were... (*evidence*). Keep up the good work!

Exemplary: You are to be commended for the positive classroom environment that you have established in your classroom! Students are **respectful** to you and each other and even take ownership by politely **holding each other accountable**. One example of this that I saw/heard was...(evidence).

Indicator: ***Respect for student diversity***

Below standard: Your learning environment **not does demonstrate respect** your students' differences and diversity. I was not able to observe evidence that you purposely and intentionally try to accommodate differences in students' cultures or their developmental differences. (Add any negative evidence: One example where I saw/heard this negatively impact a student was... *(evidence)*)

Developing: You are making an effort to be respectful of student differences but it is **not happening consistently**. I did see you...*(evidence)* but I also observed... *(evidence)*. Be mindful of ways you can be aware of student differences in culture and ability and plan accordingly.

Proficient: You are making a purposeful and **consistent** effort to be aware of and respond to your students' differences and diversity. One way this was evident was when you... *(evidence)*

Exemplary: You are clearly **taking advantage** of the diversity of your students to enrich your classroom environment. You see cultural and developmental diversity as an asset. This was obvious when I saw/heard you... *(evidence)*.

Indicator: ***Environment supportive of intellectual risk-taking***

Below Standard: Your classroom environment **does not encourage** students to take intellectual risks. Students are not participating. I see this happening based on (evidence of participation rate, engagement tallies, other quantitative evidence or of teacher's comments/response to students). Monitor your response when students give wrong or unexpected answers. When students lack of knowledge or ability, make sure you don't embarrass or demean a student. One thing I saw/heard you say to students that concerned me was ...*(evidence)*. Consider the impact that has on students' willingness to take risks.

Developing: In your classroom, **some** students are willing to take risks to advance their learning, but **some** are not willing to do so. I observed that **some** students did not actively participate and did not have visible opportunities to engage in learning. (*evidence* of participation rate, engagement tallies, other quantitative evidence or of teacher's comments/response to students). Consider ways to increase student engagement and participation by offering a variety of ways for students to participate.

Proficient: In your classroom, **most** of the students are willing to take intellectual risks. You actively encouraged students to give answers, reasons and share their work in order to advance their learning whether their response was accurate or not. You provided helpful and supportive feedback to students who gave incorrect answers and scaffolded for students who needed your support. An example of this was when you... (*evidence* may include quantitative data or supportive comments/feedback).

Exemplary: In your classroom, **all** students are willing to take the risk to be lead learners. They exhibited a **willingness to challenge or question** information rather than taking it at face value or in a rote fashion. I saw/heard his when... (*evidence*).

Indicator: ***High expectations for student learning***

Below Standard: I **did not observe** evidence that you have high expectations for your students. Students were given very low level, rote tasks to complete with little intellectual engagement or challenge. Some examples of this were... (*evidence* such as yes/no questions, no wait time, teacher asking and answering own questions)

Developing: In your classroom, you **sometimes** communicate high expectations, but not always and/or **some students** are expected to achieve, but you don't consistently hold all accountable to the same level of performance. Tell me more about that. I saw/heard... (*evidence* such as calling on same students, settling for simple, low-level answers without extension or elaboration from some but not all).

Proficient: You are **consistently** communicating to **all** your students that you have high expectations that they can learn and succeed. This was apparent when I saw/heard you... (*evidence*).

Exemplary: You show that you **consistently** communicate to **all** students that you have high expectations that they will be successful through giving them opportunities for **goal setting and taking responsibility for their learning**. This was demonstrated by a student when I saw/heard him/her say... (*evidence*).

Indicator: ***Strategies, tasks and questions***

Below Standard: The strategies, tasks and questions observed in your classroom were at a **low level** of cognitive challenge: rote, recall, and memorization. Some examples that I saw or heard included... *(evidence)*. The CCRS require that students have regular experience with applying, analyzing, predicting, interpreting and using evidence.

Developing: The strategies, tasks and questions observed in your classroom occasionally gave students **some opportunities for problem-solving and inquiry** but were often **low demand and recall**. One example of a quality strategy/task/question that I saw/heard was... *(evidence)*, but I also saw/heard strategies/tasks/questions frequently such as...*(evidence)* that were low level.

Proficient: The strategies, tasks and questions observed in your classroom were **differentiated** and frequently gave students **opportunities for creative and critical thinking, problem solving and inquiry**. Some of the strategies/tasks/questions observed were... *(evidence)*. I saw you differentiate to address different student needs by...*(evidence)*.

Exemplary: Students in your classroom were seen **consistently** selecting their own problems and questions as well as selecting their own strategies. This demonstrated they were in charge of their own learning. You supported, encouraged and facilitated this process by... *(evidence)*.

Indicator: ***Instructional resources and flexible groupings***

Below Standard: The resources selected for the lesson are **not engaging** for students. Some students struggled with the difficulty of the materials or the materials were too easy. This was evidenced by...(evidence). Students were **not grouped** in ways that promoted and supported learning as they were typically...(evidence such as students always in whole groups or working independently).

Developing: The resources selected for the lesson were **minimally engaging** for students. This was evidenced by... (evidence). **Some** students were engaged and cooperating but I saw...(evidence, support with quantitative evidence such as participation rate, engagement tallies). While there was **some attempt to group students** by...(evidence, such as pair work or otherwise splitting class), the grouping didn't really benefit students as they could have completed the same task on their own.

Proficient: The resources selected for the lesson **consistently connected** new information to the real world and/or careers. Students were cooperative and engaged in the resources as evidenced by...(evidence). Grouping was done to help students explore and enhance learning. I saw students purposely grouped in the following ways...(evidence).

Exemplary: Students had options for **making their own groups** for learning and selecting resources that would help them accomplish their learning objectives. One of the areas I saw opportunities for **choice** and **self-direction** was...(evidence).

Indicator: ***Student responsibility and independence***

Below Standard: Students were given **little** responsibility or independence. Instruction was basically **all** teacher directed. (*evidence*, support with quantitative evidence such as participation rate, engagement tallies).

Developing: Students were given **some** responsibility or independence. Instruction was **mostly** teacher directed. (*evidence*, support with quantitative evidence such as participation rate, engagement tallies).

Proficient: Students had **many** opportunities to work independently and take responsibility. The classroom was **mostly** student-centered with the teacher assisting and structuring as needed. Some of the things that I saw students doing were...(*evidence*). Some of the things I observed the teacher do were...(*evidence*).

Exemplary: Students did most of the work in the classroom. The teacher acted mainly as a coach and resource... (*evidence* or example). Students made decisions about materials, activities and were able to individualize their work. I saw this when...(*evidence*).

Indicator: ***Precision of service delivery***

Below Standard: Delivery of services was **inconsistent** with what was planned. I expected to see... (*evidence*) and instead you were doing... (*evidence* of mismatch). Can you provide information about why there was such a variation/shift in planning?

Developing: Delivery of services was **consistent** with planning but you were not able to accomplish all the objectives you had planned for your time with the student...(evidence of something omitted). Can you reflect on what factors need to be considered to stay on target and what you may need to do differently to accomplish planned objectives?

Proficient: Delivery of services was provided **as planned**. Your goal was ... and your outcome was ... (*evidence*). You showed flexibility and sensitivity for the **majority** of the students who worked with you when you...(evidence). Both you and students were able to utilize time appropriately for stated objectives (*evidence* of the services provided).

Exemplary: Delivery of services was provided **as planned**. You showed flexibility and sensitivity for **all** of the students who worked with you when you said/did...(evidence).

Indicator: ***Feedback to learner***

Below Standard: The feedback that you provided was **not** actionable, meaningful and/or accurate...(*evidence* or illustration, when you said...).

Developing: The feedback that you provided was **general** and only partially supports improvement...(example or evidence). What do you think you could do to make your feedback more specific, individualized or actionable for the student in this situation?

Proficient: The feedback that you provided was **specific, timely, accurate and actionable...**(*evidence*, give an example or illustration that was observed).

Exemplary: The feedback that you provided was **specific, timely, accurate and actionable**. I observed you encourage the student to reflect and do some of his/her own problem-solving with appropriate guidance from you...(example or illustration of educator/student action).

Indicator: ***Adjustments to service delivery***

Below Standard: There were **no** adjustments made or adjustments were **not responsive or appropriate** even though the plan was not appropriate to the student or situation... When the student brought up...(example or illustration of mismatch between what occurred and what was expected to happen), you responded by... (*evidence*).

Developing: Adjustments were **responsive to some but not all** of the students or learner needs. In one situation you...(evidence/example) which was an appropriate change but another time you did not adjust as needed when...(evidence/example).

Proficient: Adjustments were responsive to **most** of the student or learner needs. These are examples/illustrations of adjustments that I saw when you were working with student(s)...(*evidence*).

Exemplary: Adjustments were responsive to **most** of the student or learner needs. I also noted that you encouraged the student(s) to identify their own changes or modifications to be made in their plans...(evidence/example).

Indicator: ***Maintenance of records***

Below Standard: Required paperwork or records are **incomplete** or observed to be **unsecured**. These areas are not meeting requirements or expectations and need to be improved...(evidence/examples) of information/files left out.

Developing: Required paperwork or records are handled **securely** and are **mostly complete** but may have **some** minor omissions or inaccuracies. One example of a record/paperwork in need of improvement is...(evidence).

Proficient: Required paperwork or records are handled **securely** and are complete, organized and accurate. These are some of the items that you have processed and submitted...(evidence).

Exemplary: Required paperwork or records are not only handled **securely** and are complete, organized and accurate for you, but you have assisted others by...(evidence).