



Language in the Quality Review rubric may be adjusted once the evaluation processes for the 2013-14 school year are finalized.

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</p> <p><i>¹Instructional shifts refer to those embedded in the CCLS</i></p> <p><i>²Rigorous habits or higher-order skills: Webb’s Depth of Knowledge (DOK) tool and Hess’s Cognitive Rigor Matrix inform the terms “rigorous habits” and “higher-order skills” in this rubric</i></p> <p><i>³Access: Universal Design for Learning (UDL) informs the curricular planning and revisions for access in this rubric</i></p>	<p>a) School leaders and faculty have not aligned curricula to CCLS and/or content standards and have not integrated the instructional shifts¹</p> <p>b) Curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills²</p> <p>c) Curricula and academic tasks do not reflect planning to provide students access³ to the curricula and tasks and cognitively engage a diversity of learners</p>	<p>a) School leaders and faculty are in the process of aligning curricula to CCLS and/or content standards and integrating the instructional shifts</p> <p>b) Curricula and academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades, subjects, and/or for English Language Learners (ELLs) and students with disabilities (SWDs)</p> <p>c) Curricula and academic tasks reflect planning to provide students access to the curricula and tasks and cognitively engage a diversity of learners</p>	<p>a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students</p> <p>b) Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged</p>	<p>a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promotes college and career readiness for all students</p> <p>b) Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged</p>

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the teacher practice rubric⁴, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</p> <p><i>⁴Pending the implementation of the new teacher evaluation law in July 2013, the term “teacher practice rubric” is used to refer to the NYCDOE’s common teaching framework</i></p>	<p>a) Across classrooms, teaching practices are not typically aligned to the curricula and/or do not reflect a set of beliefs about how students learn best</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds in English or native language where appropriate, and routines) typically do not provide multiple entry points into the curricula and do not support appropriately challenging tasks or the demonstration of higher-order thinking skills for students, including ELLs and SWDs</p> <p>c) Across classrooms, student work products and discussions reflect a general lack of student thinking and participation</p>	<p>a) Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds in English or native language where appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in work products, including the work of ELLs and SWDs</p> <p>c) Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation</p>	<p>a) Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts</p> <p>b) Across classrooms, teaching strategies (including questioning, scaffolds in English or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in work products</p> <p>c) Across classrooms, student work products and discussions reflect high levels of student thinking and participation</p>	<p>a) Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts, as well as by discussions at the team and school levels</p> <p>b) Across the vast majority of classrooms, teaching strategies (including questioning, scaffolds in English or native language where appropriate, and routines) strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in work products</p> <p>c) Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking, participation, and ownership</p>