

Online Appendix for  
 “Enacting the Rubric: Teacher Improvements in Windows of High-Stakes Observation”  
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Table A.1. The Nine Teach Standards of the Teaching and Learning Framework

STANDARD	DESCRIPTION OF HIGHLY EFFECTIVE TEACHING
<p><b>Teach 1</b>  <i>Lead well-organized, objective-driven lessons</i></p>	<p><i>Lesson Organization</i>            The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves all students toward mastery of the objective.</p> <p><i>Lesson Objective</i>            The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. Students also can authentically explain what they are learning and doing beyond simply repeating the stated or posted objective.</p> <p><i>Objective Importance</i>            Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teachers’ explanation.</p>
<p><b>Teach 2</b>  <i>Explain content clearly</i></p>	<p><i>Clear, Coherent Delivery</i>            Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.</p> <p><i>Academic Language</i>            The teacher gives clear, precise definitions and uses a broad vocabulary that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.</p> <p><i>Emphasize Key Points</i>            The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher’s explanations.</p> <p><i>Student Understanding</i>            Students show that they understand the explanations. When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other.</p> <p><i>Connections</i>            The teacher makes connections with students’ prior knowledge, students’ experiences and interests, other content areas, or current events to effectively build student understanding of content.</p>

STANDARD	DESCRIPTION OF HIGHLY EFFECTIVE TEACHING
<p><b>Teach 3</b>  <i>Engage students at all learning levels in accessible and challenging work</i></p>	<p><i>Accessibility</i>  The teacher makes the lesson accessible to all students. There is evidence that the teacher knows each student’s level and ensures that the lesson meets all students where they are.</p> <p><i>Challenge</i>  The teacher makes the lesson challenging to all students. There is evidence that the teacher knows each student’s level and ensures that the lesson pushes all students forward from where they are.</p> <p><i>Balance</i>  There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.</p>
<p><b>Teach 4</b>  <i>Provide students multiple ways to move toward mastery</i></p>	<p><i>Multiple Ways Toward Mastery</i>  The teacher provides students multiple ways to engage with content, and all ways move students toward mastery of lesson content. During the lesson, students are also developing deep understanding of the content.</p> <p><i>Appropriateness for Students</i>  The ways the teacher provides include learning styles or modalities that are appropriate to students’ needs; all students respond positively and are actively involved in the work.</p>
<p><b>Teach 5</b>  <i>Check for student understanding</i></p>	<p><i>Key Moments</i>  The teacher checks for understanding of content at all key moments.</p> <p><i>Accurate Pulse</i>  The teacher always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.</p>

STANDARD	DESCRIPTION OF HIGHLY EFFECTIVE TEACHING
<p><b>Teach 6</b> <i>Respond to student understanding</i></p>	<p><i>Scaffolding</i> When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.</p> <p><i>Re-Teaching</i> The teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.</p> <p><i>Probing</i> The teacher always probes students' correct responses, when appropriate, to ensure student understanding.</p>
<p><b>Teach 7</b> <i>Develop higher-level understanding through effective questioning</i></p>	<p><i>Questions and Tasks</i> The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.</p> <p><i>Support</i> After posing a question or task, the teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.</p> <p><i>Meaningful Response</i> Almost all students answer questions of complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.</p>

STANDARD	DESCRIPTION OF HIGHLY EFFECTIVE TEACHING
<p><b>Teach 8</b> <i>Maximize instructional time</i></p>	<p><i>Routines, Procedures, and Transitions</i> Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher’ students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.</p> <p><i>Student Idleness</i> Students always have something meaningful to do. Lesson pacing is also student-directed or individualized, when appropriate.</p> <p><i>Lesson Pacing</i> The teacher spends an appropriate amount of time on each part of the lesson.</p> <p><i>Student Behavior</i> Inappropriate or off-task student behavior never interrupts or delays the lesson, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.</p>
<p><b>Teach 9</b> <i>Build a supportive, learning-focused classroom community</i></p>	<p><i>Investment</i> Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students’ work without prompting from the teacher.</p> <p><i>Risk-Taking</i> The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.</p> <p><i>Respect</i> Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.</p> <p><i>Reinforcement</i> The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.</p> <p><i>Rapport</i> The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students’ thoughts and opinions. There is also evidence that the teacher has strong, individualized relationships with some students in the class.</p>