



## **OVERVIEW OF ASSOCIATE TEACHER PROGRAM: K-12 for 2019-2020**

**EXPECTED TEACHING RESPONSIBILITY PROGRESSION FOR SCHOOL YEAR FOR TEACHERS WHO ARE ON TRACK TO BE RECOMMENDED FOR TEACHING POSITIONS FOR 2019-2020 SY:**

**August: 10 – 15 minutes daily teaching a small component (snack and transition into something, word study, mental math, half of slate math); duties**

**September: 1 short lesson (30 minutes or less) in mentor’s classroom or co-teach a longer lesson; *teach for one full day in mentor teacher’s class if you’ve passed August rubric and are on track to pass September rubric***

**October: 2 shorter lessons (30 minutes or less) in different classrooms**

**November: 2 shorter lessons (30 minutes or less) in different classrooms; teach for two consecutive days in mentor teacher’s class if you’ve passed Aug-Oct rubrics. *Note: This two-day teach must occur by the end of December.***

**December: 1 full lesson (30-60 minutes); 1 shorter lesson (30 minutes or less)**

**January- End of Year: 2 full lessons in one or two different classrooms – in a mentor’s and in another room**

**May/June: Teach for five consecutive days in mentor teacher’s class (mentor observations through google hangout and in person)**

***\*Note that our first priority is always student learning. If an associate (despite coaching) is impeding student learning, he/she will not be permitted to teach this amount.***

## ASSOCIATE TEACHER RUBRIC 2019-2020

|    |  | Score | 3   | 2   | 1   | 0   |
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| P1 | <b>RESPONSE TO FEEDBACK:</b><br>Associate actively seeks out, thoughtfully appreciates, and implements feedback immediately. |       | Consistently demonstrates an appreciation for the purpose of feedback by immediately seeking out feedback, listening carefully, asking meaningful questions to ensure that he/she understands the feedback, and implementing the feedback to the best of his/her abilities immediately and with longevity.  | Usually demonstrates an appreciation for the purpose of feedback by listening carefully, asking meaningful questions to ensure that he/she understands the feedback, and implementing the feedback to the best of his/her abilities. Sometimes struggles to implement feedback immediately or with longevity. | Is inconsistent in one or more of the following areas: demonstrating an appreciation for the purpose of feedback by listening carefully, asking meaningful questions to ensure that he/she understands the feedback, and implementing the feedback to the best of his/her abilities. Often struggles to implement feedback immediately or with longevity. | Performance in this area is unacceptable. |
| P2 | <b>ENGAGEMENT IN PD:</b><br>Associate participates appropriately during all professional development.                        |       | Consistently participates appropriately in all professional development (including new teacher orientation sessions, co-planning, content sessions, data meetings, all staff meetings, and all other meeting time) by listening attentively and not multi-tasking (for example, using cell phone). Associate is always prepared for professional development by doing the necessary pre-work (including readings, watching videos, etc.). | Usually participates appropriately in all professional development. Associate sometimes does not listen attentively or uses cell phone or computer during this time. Associate sometimes does not complete the necessary pre-work (including readings, watching videos, etc.).                                | Is inconsistent in one or more of the following areas: participating appropriately in professional development, listening attentively, not multi-tasking, completing the necessary pre-work.  | Performance in this area is unacceptable. |
| P3 | <b>ENGAGEMENT THROUGHOUT DAY:</b><br>Associate uses time   |       | Consistently uses time meaningfully throughout the school day to hit observation goal (for example, actively taking   | Usually uses time meaningfully throughout the school day to hit observation goal. Treats most observations as an opportunity to   | Is inconsistent in one or more of the following areas: using time meaningfully throughout the school day to hit observation   | Performance in this area is unacceptable. |

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|    | <p>meaningfully throughout the school day to hit observation goals and treats all observations as an opportunity to learn.</p>  |  | <p>notes, noting systems in each classroom, writing down questions, etc.) and treats all observations as an opportunity to learn. When associate has free time in schedule, he/she is always using that time effectively (for example, actively observing, prepping materials, reading over curriculum, reading articles/books suggested by mentor, etc.)</p>  | <p>learn. When associate has free time in schedule, he/she is usually using that time effectively.</p>   | <p>goal, treating observations as an opportunity to learn, and using free time in schedule effectively.</p>   |  |
| P4 | <p><b>TEAMWORK AND INITIATIVE:</b><br/>Associates presents as a positive team player who is genuinely happy to help however he/she is needed on behalf of our students.</p> |  | <p>Consistently presents as a positive team player who is genuinely happy to help however he/she is needed on behalf of our students. This includes respecting colleagues by responding to emails promptly. Each morning, associate checks and responds to urgent coverage emails by 7am and continues to regularly check emails before 8am. Associate always responds to non-urgent emails within 24 hours. Associate always tries to take on coverage needs.</p> | <p>Usually presents as a positive team player who is genuinely happy to help however he/she is needed on behalf of our students. Usually respects colleagues by responding to emails promptly. Sometimes tries to take on coverage needs.</p>  | <p>Sometimes presents as a positive team player who is genuinely happy to help however he/she is needed on behalf of our students. Often forgets to respond to emails promptly or tries to avoid undesired coverage needs.</p>  | <p>Performance in this area is unacceptable.</p> |
| P5 | <p><b>DIRECT AND OPEN COMMUNICATION WITH MENTOR:</b><br/>Associate communicates openly and directly with mentor.</p>  |  | <p>Proactively talks to mentor about any concerns or problems in a timely and composed manner. Associate asks questions when he/she needs more guidance to understand or implement feedback and seeks advice on handling difficult situations with colleagues, students, and families. If the associate does not feel comfortable openly and directly communicating with his/her mentor, he/she seeks advice/coaching from an administrator of the school.</p>     | <p>Usually talks to mentor about any concerns or problems in a timely and composed manner. Associate often asks questions when he/she needs more guidance to understand or implement feedback and seeks advice on handling difficult situations with colleagues, students, and families. If the associate does not feel comfortable openly and directly communicating with his/her mentor, he/she seeks advice/coaching from an administrator of the school.</p> | <p>Is inconsistent in one or more of the following areas: talks to mentor about any concerns or problems in a timely and composed manner. asks questions when he/she needs more guidance to understand or implement feedback and seeks advice on handling difficult situations with colleagues, students, and families, or he/she seeks advice/coaching from an administrator of the school when necessary.</p> | <p>Performance in this area is unacceptable.</p> |

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| P6 | <p><b>POSITIVITY:</b><br/>Associate actively seeks solutions to problems without gossiping, venting, complaining, or involving uninvolved people.</p>   |  | Consistently seeks solutions to problems without gossiping, venting, complaining, or involving uninvolved people.  | Usually seeks solutions to problems proactively. Sometimes gossips, vents, complains, or involves uninvolved people.   | Rarely seeks solutions to problems proactively. Often gossips, vents, complains, or involves uninvolved people.   | Performance in this area is unacceptable. |
| P7 | <p><b>RELIABILITY AND PROFESSIONALISM:</b><br/>Has good attendance, is prompt and engaged in duties, meets all deadlines, and dresses professionally.</p>                                       |  | Consistently has strong attendance throughout the year. Arrives on time if not early to all duties and is engaged throughout (for example, no unnecessary cell phone usage). Meets all deadlines promptly. Dresses professionally as defined by his/her campus's dress code. | Has good attendance throughout the year. Arrives on time to all duties and is usually engaged throughout. Usually meets deadlines. Always dresses professionally.                      | Is inconsistent in one or more of the following areas: has good attendance throughout the year, arrives on time to all duties and is engaged throughout, usually meets deadlines, dresses professionally. | Performance in this area is unacceptable. |
| L1 | <p><b>EMOTIONAL COMPOSURE:</b><br/>Associate teacher has a competent and composed presence in all settings, including with students, colleagues, mentor, school administrators and parents.</p> |  | Consistently has an emotionally composed presence with staff, families, and scholars across all settings.  | Usually has an emotionally composed presence with staff, families, and scholars across all settings. Sometimes shows frustration through actions, words, tones, or facial expressions. | Is inconsistent in having an emotionally composed presence with staff, families, and scholars across all settings. Often shows frustration through actions, words, tones, or facial expressions.          | Performance in this area is unacceptable. |

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| L2 | <b>tone:</b><br>Associate uses a voice with students that shows confidence.   |  | Consistently uses a confident, authoritative tone with students and always speaks at an appropriate volume. Uses tone shifts appropriately to reflect student actions (for example, associate shifts to a stern tone when giving redirections, shifts to an excited tone when teaching content, etc).  | Usually uses a confident tone and appropriate volume with students. Sometimes struggles to maintain an authoritative tone, use tone shifts effectively, or uses a pleading or sarcastic tone.   | Is inconsistent in using a confident tone and appropriate volume with students. Often struggles to maintain an authoritative tone, use tone shifts effectively, or uses a pleading or sarcastic tone.  | Performance in this area is unacceptable.  |
| L3 | <b>ROLE COMFORT:</b><br>Associate demonstrates through confident posture, physical placement, and words that he/she understands themselves to be a leader of students and not a friend or peer of them. |  | Consistently demonstrates through confident posture, physical placement, and words that he/she understands themselves to be a leader of students. Students view associate as a leader in the classroom and school and not as a peer.   | Usually demonstrates that he/she understands themselves to be a leader of students through confident posture, physical placement, and words. Sometimes struggles to maintain a professional relationship with students.   | Is inconsistent in demonstrating that he/she understands themselves to be a leader of students. Often struggles to maintain a professional tone, confident posture, or professional interactions with students.  | Performance in this area is unacceptable.  |
| L4 | <b>CLARITY OF EXPECTATIONS:</b><br>Associate gives directions and sets behavior expectations that are clear and concise.  |  | Consistently gives behavior directions and explanations clearly and concisely. Always states expectations as directives instead of posing them as options (for example, stating "Pencils are down" instead of "I need you to put your pencil down" or "Can you put your pencil down?"). Students always know exactly what they need to do to comply with given directions. | Usually gives behavior directions and explanations clearly and concisely. Sometimes states expectations as options instead of directives. Students are sometimes confused about what they need to do to comply with given directions.   | Sometimes gives behavior directions and explanations clearly and concisely. Often states expectations as options instead of directives. Students are often confused about what they need to do to comply with given directions.  | Performance in this area is unacceptable.  |
| L5 | <b>RADAR:</b><br>Associate is aware of the choices, both positive and negative, that individual students are making in the classroom.   |  | Associate is aware of 90% of student actions as compared to what the observer (mentor, another teacher, or an instructional leader) notices. Associate regularly positions oneself while sitting and standing in order to see all students and purposefully circulates in order to   | Associate is aware of 75%-89% of student actions as compared to what the observer (mentor, another teacher, or an instructional leader) notices. Associate sometimes positions oneself while sitting and standing in order to see all students and sometimes circulates in order to | Associate is aware of 50%-74% of student actions as compared to what the observer (mentor, another teacher, or an instructional leader) notices. Associate rarely positions oneself while sitting and standing in order to see all students and/or rarely circulates in order to strategically | Associate is aware of less than 50% of student actions as compared to what the observer (mentor, another teacher, or an instructional leader) notices. |

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|    |   |  | strategically use proximity when managing student behaviors.  | strategically use proximity when managing student behaviors.   | use proximity when managing student behaviors.   |   |
| L6 | <p><b>HIGH BEHAVIOR EXPECTATIONS FOR ALL STUDENTS:</b><br/>Associate enforces high behavior expectations for all students by using school-wide behavior systems, class-wide behavior systems, and logical consequences.</p> |  | Consistently enforces high behavior expectations for all students by using school-wide behavior systems, class-wide behavior systems, and logical consequences with fidelity across multiple grade levels. Associate never ignores some students or their behaviors (for example, does not ignore explosive students based on fear or ignore behaviors by students with normally positive behavior choices). The pace of a lesson is not hindered by behavior management inconsistencies.                 | Usually enforces high behavior expectations for all students by using school-wide behavior systems, class-wide behavior systems, and logical consequences with fidelity. Sometimes struggles to enforce high behavior expectations when teaching in a different grade level or class. Associate sometimes ignores some students or their behaviors (for example, does not ignore explosive students based on fear or ignore behaviors by students with normally positive behavior choices). The pace of a lesson is sometimes hindered by behavior management inconsistencies. | Is inconsistent in enforcing high behavior expectations for all students by using school-wide behavior systems, class-wide behavior systems, and logical consequences. Often struggles to enforce high behavior expectations when teaching in a different grade level or class. Associate often ignores some students or their behaviors (for example, does not ignore explosive students based on fear or ignore behaviors by students with normally positive behavior choices). The pace of a lesson is often hindered by behavior management inconsistencies. | Performance in this area is unacceptable. |
| L7 | <p><b>BEHAVIOR NARRATION AND PRAISE:</b><br/>Associate narrates expectations publicly in a neutral tone and gives sincere and specific praise when students exceed expectations.</p>  |  | Consistently narrates expectations publicly in a neutral tone when students are meeting expectations (for example, in the same tone saying, "Jon's has her pencil down on the table. Elza, put your pencil down."). Associate consistently uses sincere and specific praise for things that go above meeting expectations (for example, saying "I notice that Elza has been a leader during our math discussion because she _____"). These teacher actions regularly result in improved student behavior. | Usually narrates expectations publicly in a neutral tone when students are meeting expectations. Associate usually uses sincere and specific praise for things that go above meeting expectations. These teacher actions sometimes result in improved student behavior.  | Is inconsistent in narrating expectations publicly in a neutral tone when students are meeting expectation or using sincere and specific praise for things that go above meeting expectations. As a result, there is little improvement in student behavior.   | Performance in this area is unacceptable. |
| I1 | <p><b>PREPARATION TO EXECUTE A GIVEN LESSON PLAN:</b></p>   |  | Consistently and thoughtfully prepares to teach a given lesson by:<br>-reading a lesson plan for content  | Usually prepares to teach a given lesson by:<br>-reading a lesson plan for content outline and teaching point.   | Is inconsistent in one or more of the following areas:<br>-reading a lesson plan for content outline and teaching point.   | Performance in this area is unacceptable. |

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|    | Associate is prepared to teach a given lesson.  |  | outline and teaching point.<br>-determining what materials must be prepped for the lesson and doing that preparation<br>-planning for transitions and routines within the lesson.<br><br>Pacing is never hindered by a lack of lesson preparation.  | -determining what materials must be prepped for the lesson and doing that preparation<br>-planning for transitions and routines within the lesson.<br><br>Pacing is sometimes hindered by a lack of lesson preparation.  | -determining what materials must be prepped for the lesson and doing that preparation<br>-planning for transitions and routines within the lesson.<br><br>Pacing is often hindered by a lack of lesson preparation.  |   |
| 12 | <b>LESSON REFLECTION:</b><br>Associate reflects during and after teaching a lesson in order to determine if students successfully accessed the lesson.  |  | Consistently reflects during and after teaching a lesson in order to determine if students successfully accessed the lesson. Associate knows the "bottom line" of all lessons taught and regularly reflects on student responses, data, etc. in order to determine the effectiveness of his/her teaching. Associate also gives accurate feedback on student learning after lesson (through grading, check-ins, conferencing, and adaptation of lesson plans). | Usually reflects during and after teaching a lesson in order to determine if students successfully accessed the lesson. Associate knows the "bottom line" of most lessons taught and sometimes reflects on student responses, data, etc. in order to determine the effectiveness of his/her teaching. Associate usually gives accurate feedback on student learning after lesson (through grading, check-ins, conferencing, and adaptation of lesson plans). | Sometimes reflects during and after teaching a lesson in order to determine if students successfully accessed the lesson. Associate knows the "bottom line" of some lessons taught and rarely reflects on student responses, data, etc. in order to determine the effectiveness of his/her teaching. Associate rarely gives accurate feedback on student learning after lesson (through grading, check-ins, conferencing, and adaptation of lesson plans). | Performance in this area is unacceptable. |
| 13 | <b>EQUITY OF PARTICIPATION:</b><br>Associate demonstrates high expectations for students by requiring all students to participate throughout a lesson. Associate strategically uses cold calls, hands, turn & talks, stop & jots, etc. to ensure equitable participation. |  | Consistently demonstrates high expectations for students by requiring all students to participate throughout a lesson. Associate strategically uses cold calls, hands, turn & talks, stop & jots, etc. to ensure equitable participation.   | Usually demonstrates high expectations for students by requiring most students to participate throughout a lesson. Associate struggles to strategically use cold calls, hands, turn & talks, stop & jots, etc. to ensure equitable participation.  | The majority of students are not required to participate throughout a lesson. Associate does not strategically use cold calls, hands, turn & talks, stop & jots, etc. to ensure equitable participation.   | Performance in this area is unacceptable. |
| 14 | <b>KNOWLEDGE OF CONTENT DEVELOPMENT:</b><br>Associate prepares to teach a given lesson by reading for content flow (how it fits   |  | Consistently prepares to teach a given lesson by reading for content flow (how it fits with prior lesson and where it goes to next and how the unit flows and builds).  | Usually prepares to teach a given lesson by reading for content flow (how it fits with prior lesson and where it goes to next and how the unit flows and builds).  | Sometimes prepares to teach a given lesson by reading for content flow (how it fits with prior lesson and where it goes to next and how the unit flows and builds).  | Performance in this area is unacceptable. |

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| with prior lesson, where it goes to next, and how the unit flows and builds). |  |  |  |  |  |
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