# YES Prep Public Schools Instructional Excellence Rubric (IER) 6.0

The YES Prep Instructional Excellence Rubric (IER) exists to clearly establish our standards for excellent teaching and learning. The IER is a dynamic document, evolving as we learn more—from research, best practices, and our most successful classrooms—about what works in instruction.

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## Scoring Guidance

**Definitions:**

- **Indicator Group** – a set of three indicators that assess a big idea (i.e. Classroom Culture of Achievement, Active Learning, Planning and Assessment)
- **Indicator** – an observable characteristic of classroom instruction (i.e. Learning Environment)
- **Strand** – a bullet point within an indicator that defines teacher and student behaviors and serve as evidence of an indicator

**Indicator Scoring Matrix:**

| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
|---|---|---|---|---|---|---|
| • All strands in 1 | • At least one strand in 1 and 2 | • All strands in 2<br>• At least one strand in 1 and 3<br>• At least one strand in 1, 2, and 3 | • At least one strand in 2 and 3 | • All strands in 3 | • All strands in 3 AND some in 4 | • All strands in 3 AND all in 4 |

# Classroom Culture of Achievement

**Learning Environment**: *This indicator describes the conditions – tangible or not – that make the classroom run smoothly, allowing the teacher and students to maximize instructional time. Students can access the materials, resources, and visuals they need to do their work, and they know what to expect day to day. The teacher ensures that the physical and digital space works to meet everyone's needs—whether that space is a classroom or a gym, shared by multiple teachers throughout the day or not.*

| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| The teacher rarely:<br>• Establishes and maintains effective classroom expectations.<br>• Establishes and maintains efficient routines and procedures.<br>• Ensures that the classroom and/or digital space is well-organized and free of clutter.<br>• Maintains a print-rich and visually stimulating classroom space that reflects student needs.<br>• Ensures that all students have access to the materials and resources they need, including EB students, students with IEPs, 504, and/or intervention plans.<br><br>Few students:<br>• Know what to expect and follow expectations, routines, and procedures with little teacher prompting.<br>• Transition smoothly and efficiently between activities with minimal down time or disruption to the learning environment. | The teacher sometimes:<br>• Establishes and maintains effective classroom expectations.<br>• Establishes and maintains efficient routines and procedures.<br>• Ensures that the classroom and/or digital space is well-organized and free of clutter.<br>• Maintains a print-rich and visually stimulating classroom space that reflects student needs.<br>• Ensures that all students have access to the materials and resources they need, including EB students, students with IEPs, 504, and/or intervention plans.<br><br>Some students:<br>• Know what to expect and follow expectations, routines, and procedures with little teacher prompting.<br>• Transition smoothly and efficiently between activities with minimal down time or disruption to the learning environment. | The teacher consistently:<br>• Establishes and maintains effective classroom expectations.<br>• Establishes and maintains efficient routines and procedures.<br>• Ensures that the classroom and/or digital space is well-organized and free of clutter.<br>• Maintains a print-rich and visually stimulating classroom space that reflects student needs.<br>• Ensures that all students have access to the materials and resources they need, including EB students, students with IEPs, 504, and/or intervention plans.<br><br>Almost all students:<br>• Know what to expect and follow expectations, routines, and procedures with little teacher prompting.<br>• Transition smoothly and efficiently between activities with minimal down time or disruption to the learning environment. | Almost all students:<br>• Know what to expect and follow expectations, routines, and procedures with little **or no** teacher prompting **or with prompting from one another to uphold norms.**<br>• Transition **urgently** between activities with **no** down time or disruption to the learning environment. |

| **Positive Classroom Climate**: *This indicator describes a classroom where teachers and students exhibit care for one another so that they can do their best work. The teacher embodies the "warm demanding" stance by setting and maintaining consistent, high expectations while demonstrating that they care and value each student. In the most effective classrooms, students drive the culture by holding one another to agreed-upon norms. In short, this is a classroom that feels safe, welcoming, and inclusive for all students.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Uses clear, direct, and positive language with students.<br>• Communicates a strong belief in all students' abilities and potential for growth.<br>• Celebrates when students persist through struggle.<br>• Maintains an alert, poised, confident presence and regulates own emotions when responding to students.<br><br>Few students:<br>• Interact positively with peers and the teacher during group and whole- class activities.<br>• Adhere to and uphold classroom norms.<br>• Demonstrate self-efficacy and respond immediately in an age-appropriate manner to redirection or reminders about classroom norms and expectations. | The teacher sometimes:<br>• Uses clear, direct, and positive language with students.<br>• Communicates a strong belief in all students' abilities and potential for growth.<br>• Celebrates when students persist through struggle.<br>• Maintains an alert, poised, confident presence and regulates own emotions when responding to students.<br><br>Some students:<br>• Interact positively with peers and the teacher during group and whole- class activities.<br>• Adhere to and uphold classroom norms.<br>• Demonstrate self-efficacy and respond immediately in an age-appropriate manner to redirection or reminders about classroom norms and expectations. | The teacher consistently:<br>• Uses clear, direct, and positive language with students.<br>• Communicates a strong belief in all students' abilities and potential for growth<br>• Celebrates when students persist through struggle.<br>• Maintains an alert, poised, confident presence and regulates own emotions when responding to students.<br><br>Almost all students:<br>• Interact positively with peers and the teacher during group and whole- class activities.<br>• Adhere to and uphold classroom norms.<br>• Demonstrate self-efficacy and respond immediately in an age-appropriate manner to redirection or reminders about classroom norms and expectations. | Almost all students:<br>• Interact positively with peers and the teacher during group and whole-class activities; **they actively encourage each other's success in the class.**<br>• Adhere to and uphold classroom norms; **students help their peers adhere to norms with little to no prompting from teacher.** |

| **Urgency and Engagement**: *This indicator describes a classroom that buzzes with joy and a positive energy. Students deeply engage in focused work on rigorous material. Teachers motivate students to achieve and lead them to set and reach meaningful outcomes. Students want to work hard, and they understand the purpose of what they are doing and its relevance to their experiences and goals. They find joy and meaning in their work.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Selects facilitation moves for each part of the lesson that make clear how students will interact with one another and with the content.<br>• Praises student effort and encourages academic risk taking.<br>• Maintains an urgent, positive pace to maximize time on the most meaningful practice.<br>• Ensures students listen, speak, read, and write in every lesson as appropriate.<br><br>Few students:<br>• Deeply engage with grade-level content, working hard with some prompting from the teacher.<br>• Interact with the teacher, each other, and the material purposefully, without wasting time.<br>• Sustain their engagement through productive struggle: taking risks and learning from mistakes. | The teacher sometimes:<br>• Selects facilitation moves for each part of the lesson that make clear how students will interact with one another and with the content.<br>• Praises student effort and encourages academic risk taking.<br>• Maintains an urgent, positive pace to maximize time on the most meaningful practice.<br>• Ensures students listen, speak, read, and write in every lesson as appropriate.<br><br>Some students:<br>• Deeply engage with grade-level content, working hard with some prompting from the teacher.<br>• Interact with the teacher, each other, and the material purposefully, without wasting time.<br>• Sustain their engagement through productive struggle: taking risks and learning from mistakes. | The teacher consistently:<br>• Selects facilitation moves for each part of the lesson that make clear how students will interact with one another and with the content.<br>• Praises student effort and encourages academic risk taking.<br>• Maintains an urgent, positive pace to maximize time on the most meaningful practice.<br>• Ensures students listen, speak, read, and write in every lesson as appropriate.<br><br>Almost all students:<br>• Deeply engage with grade-level content, working hard with some prompting from the teacher.<br>• Interact with the teacher, each other, and the material purposefully, without wasting time.<br>• Sustain their engagement through productive struggle: taking risks and learning from mistakes. | The teacher consistently:<br>• Selects facilitation moves for each part of the lesson that **increase student access to the material and align with the purpose of the lesson.**<br>• Maintains an urgent, positive pace to maximize time on the most meaningful practice; **makes intentional adjustments according to student needs that keep the end in mind**.<br><br>Almost all students:<br>• Deeply engage with grade-level content; **they hold each other accountable for working hard without prompting from the teacher.** |

# Active Learning

**Access and Rigor:** *This indicator describes the ways students engage with rigorous material throughout the lesson. In effective classrooms, the teacher strikes a balance that allows students to struggle productively while ensuring that they have the appropriate resources and scaffolds to learn through that struggle. These classrooms look and sound active: the teacher sets up students to do the heavy lifting, the hard work of the class.*

| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| The teacher rarely:<br>• Breaks complex material into clear, error-free ideas while maintaining the intended rigor and/or creates opportunities for students to do so.<br>• Ensures students have access to an effective model of the skills and/or thinking process and the criteria for success necessary for learning.<br>• Ensures that all students, including EB students, students with IEPs, 504, and/or intervention plans, have access to rigorous content by providing required accommodations.<br><br>Few students:<br>• Practice and process using relevant academic language.<br>• Make meaning of their learning through verbal and written opportunities appropriate to the lesson.<br>• Access prior academic and/or lived knowledge or experience to make connections across concepts.<br>• Engage actively with complex tasks and rigorous content. | The teacher sometimes:<br>• Breaks complex material into clear, error-free ideas while maintaining the intended rigor and/or creates opportunities for students to do so.<br>• Ensures students have access to an effective model of the skills and/or thinking process and the criteria for success necessary for learning.<br>• Ensures that all students, including EB students, students with IEPs, 504, and/or intervention plans, have access to rigorous content by providing required accommodations.<br><br>Some students:<br>• Practice and process using relevant academic language.<br>• Make meaning of their learning through verbal and written opportunities appropriate to the lesson.<br>• Access prior academic and/or lived knowledge or experience to make connections across concepts.<br>• Engage actively with complex tasks and rigorous content. | The teacher consistently:<br>• Breaks complex material into clear, error-free ideas while maintaining the intended rigor and/or creates opportunities for students to do so.<br>• Ensures students have access to an effective model of the skills and/or thinking process and the criteria for success necessary for learning.<br>• Ensures that all students, including EB students, students with IEPs, 504, and/or intervention plans, have access to rigorous content by providing required accommodations.<br><br>Almost all students:<br>• Practice and process using relevant academic language.<br>• Make meaning of their learning through verbal and written opportunities appropriate to the lesson.<br>• Access prior academic and/or lived knowledge or experience to make connections across concepts.<br>• Engage actively with complex tasks and rigorous content. | The teacher consistently:<br>• Ensures students have access to a **concise** model of the **precise, targeted** skills and/or thinking process and the criteria for success necessary for learning.<br><br>Almost all students:<br>• Make meaning of their learning through verbal and written opportunities **that allow students to do the heavy lifting throughout the lesson.**<br>• Engage actively with complex tasks and rigorous content **in ways that are individualized and relevant to their needs**. |

| **Purposeful Practice**: *This indicator describes the opportunities that teachers create to ensure that students can learn through focused practice. In effective classrooms, the teacher allocates the appropriate time, space, and conditions for students to construct meaning and apply their learning to new situations. Students have ample at-bats to practice the day's material at the appropriate level.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Includes opportunities for students to practice independently, in pairs, and in groups, balanced according to student needs and the structure of the lesson.<br>• Offers precise praise that names an academic behavior that other students should replicate to practice effectively.<br>• Employs a variety of questions and prompts to assess student learning and encourage students to reflect and make connections.<br>• Ensures that students spend the most time on the most important practice.<br>• Holds all students accountable for processing and contributing throughout the lesson.<br><br>Few students:<br>• Participate fully and actively in class using appropriate materials and scaffolds, including all EB students, students with IEPs, 504, and/or intervention plans.<br>• Engage in productive struggle independently and in pairs, small-, and whole-group settings.<br>• Apply new learning through sustained practice, including time to independently demonstrate learning at the targeted level of rigor. | The teacher sometimes:<br>• Includes opportunities for students to practice independently, in pairs, and in groups, balanced according to student needs and the structure of the lesson.<br>• Offers precise praise that names an academic behavior that other students should replicate to practice effectively.<br>• Employs a variety of questions and prompts to assess student learning and encourage students to reflect and make connections.<br>• Ensures that students spend the most time on the most important practice.<br>• Holds all students accountable for processing and contributing throughout the lesson.<br><br>Some students:<br>• Participate fully and actively in class using appropriate materials and scaffolds, including all EB students, students with IEPs, 504, and/or intervention plans.<br>• Engage in productive struggle independently and in pairs, small-, and whole-group settings.<br>• Apply new learning through sustained practice, including time to independently demonstrate learning at the targeted level of rigor. | The teacher consistently:<br>• Includes opportunities for students to practice independently, in pairs, and in groups, balanced according to student needs and the structure of the lesson.<br>• Offers precise praise that names an academic behavior that other students should replicate to practice effectively.<br>• Employs a variety of questions and prompts to assess student learning and encourage students to reflect and make connections.<br>• Ensures that students spend the most time on the most important practice.<br>• Holds all students accountable for processing and contributing throughout the lesson.<br><br>Almost all students:<br>• Participate fully and actively in class using appropriate materials and scaffolds, including all EB students, students with IEPs, 504, and/or intervention plans.<br>• Engage in productive struggle independently and in pairs, small-, and whole-group settings.<br>• Apply new learning through sustained practice, including time to independently demonstrate learning at the targeted level of rigor. | The teacher consistently:<br>• Employs a variety of questions and prompts to assess student learning and encourage students to reflect and make connections, **including scaffolded follow-up questions that push student thinking and engagement.**<br><br>Almost all students:<br>• Participate fully and actively in class using appropriate materials and scaffolds, including all EB students, students with IEPs, 504, and intervention plans, **actively contributing to and leading discussions and asking questions without prompting.** |

| **Monitor and Respond**: *This indicator describes how teachers work throughout the lesson to gauge students' progress. Effective teachers have an exemplar of what they're looking for in students' work, and they check in regularly with students to assess how they are progressing toward that bar. They give praise, ask questions, and prompt students along the way. They give targeted feedback to help students adjust their work, and they address trends and gaps as needed by making adjustments to their instruction.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Monitors student work closely to assess progress, praise effort and growth, and provide feedback.<br>• Asks pertinent questions and provides informal feedback to students that allows students to make in-the-moment adjustments.<br>• Identifies trends and gaps in student work.<br>• Addresses trends and gaps as appropriate.<br><br>Few students:<br>• Use the criteria for success for the day's objective to focus their hard work.<br>• Implement feedback from instructor and/or peers to revise and improve their work.<br>• Process, practice, and show their learning in ways that are targeted for the day's lesson and relevant to their needs.<br>• Persist through challenging material, using appropriate scaffolds as needed. | The teacher sometimes:<br>• Monitors student work closely to assess progress, praise effort and growth, and provide feedback.<br>• Asks pertinent questions and provides informal feedback to students that allows students to make in-the-moment adjustments.<br>• Identifies trends and gaps in student work.<br>• Addresses trends and gaps as appropriate.<br><br>Some students:<br>• Use the criteria for success for the day's objective to focus their hard work.<br>• Implement feedback from instructor and/or peers to revise and improve their work.<br>• Process, practice, and show their learning in ways that are targeted for the day's lesson and relevant to their needs.<br>• Persist through challenging material, using appropriate scaffolds as needed. | The teacher consistently:<br>• Monitors student work closely to assess progress, praise effort and growth, and provide feedback.<br>• Asks pertinent questions and provides informal feedback to students that allows students to make in-the-moment adjustments.<br>• Identifies trends and gaps in student work.<br>• Addresses trends and gaps as appropriate.<br><br>Almost all students:<br>• Use the criteria for success for the day's objective to focus their hard work.<br>• Implement feedback from instructor and/or peers to revise and improve their work.<br>• Process, practice, and show their learning in ways that are targeted for the day's lesson and relevant to their needs.<br>• Persist through challenging material, using appropriate scaffolds as needed. | The teacher consistently:<br>• Asks pertinent questions and provides **targeted, meaningful** informal feedback to students that **fosters growth by addressing individual strengths and gaps**.<br>• Addresses trends and gaps **in a way that is timely, efficient, and aimed at precise gaps** in student learning.<br><br>Almost all students:<br>• Implement feedback from instructor and/or peers **that increases the likelihood of proficiency on the targeted knowledge or skills.** |

# Planning and Assessment

| **Daily Planning**: *This indicator describes the level of planning necessary for learning. Effective teachers complete the intellectual preparation necessary to maximize every second with students. They know the state standards and right level of rigor, and they ensure all work that students complete aligns to those standards and keeps that rigor intact. Intellectual prep happens on a large scale, including taking the unit assessment and internalizing the unit plan, ensuring that the teacher can guide students to the overarching themes, questions, and understandings contained therein. It also happens on a daily level, including completing the student work, internalizing each day's plan, and ensuring full familiarity with the materials and texts of the day.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Leverages knowledge of content and state standards to ensure lessons maintain grade-level rigor.<br>• Completes the student work to internalize the purpose of the lesson, its connection to the larger unit or module, and the flow of learning activities that lead students to the outcome(s).<br>• Completes the student work to anticipate possible student misconceptions.<br>• Plans facilitation moves for each part of the lesson to engage students in active, rigorous learning.<br>• Stamps the pacing needed to maintain ample time for the most important practice.<br>• Ensures that the lesson meets the needs of a variety of students, including accommodating and modifying material as required for EB students, students with IEPs, 504, and/or intervention plans. | The teacher sometimes:<br>• Leverages knowledge of content and state standards to ensure lessons maintain grade-level rigor.<br>• Completes the student work to internalize the purpose of the lesson, its connection to the larger unit or module, and the flow of learning activities that lead students to the outcome(s).<br>• Completes the student work to anticipate possible student misconceptions.<br>• Plans facilitation moves for each part of the lesson to engage students in active, rigorous learning.<br>• Stamps the pacing needed to maintain ample time for the most important practice.<br>• Ensures that the lesson meets the needs of a variety of students, including accommodating and modifying material as required for EB students, students with IEPs, 504, and/or intervention plans. | The teacher consistently:<br>• Leverages knowledge of content and state standards to ensure lessons maintain grade-level rigor.<br>• Completes the student work to internalize the purpose of the lesson, its connection to the larger unit or module, and the flow of learning activities that lead students to the outcome(s).<br>• Completes the student work to anticipate possible student misconceptions.<br>• Plans facilitation moves for each part of the lesson to engage students in active, rigorous learning.<br>• Stamps the pacing needed to maintain ample time for the most important practice.<br>• Ensures that the lesson meets the needs of a variety of students, including accommodating and modifying material as required for EB students, students with IEPs, 504, and/or intervention plans. | The teacher consistently:<br>• Completes the student work to anticipate possible student misconceptions **and plans accordingly for possible adjustments**.<br>• Plans facilitation moves for each part of the lesson to engage students in active, rigorous learning and **to meet the specific needs of individual students**. |

| **Adjusting Course**: *This indicator describes the kind of data analysis and adjustment that leads to results for students. Teachers regularly examine results to ensure that all students achieve and grow at high levels. In the most effective classrooms, students access the data to be able to monitor their own performance and adjust their own course.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Gathers data from all students via daily student work.<br>• Adjusts upcoming instruction based on analysis of daily student work.<br>• Adjusts instruction and reteaches key concepts as needed based on analysis of student assessment results.<br>• Groups students strategically in response to data and student needs.<br>• Invests students in ambitious goals that result in student gains. | The teacher sometimes:<br>• Gathers data from all students via daily student work.<br>• Adjusts upcoming instruction based on analysis of daily student work.<br>• Adjusts instruction and reteaches key concepts as needed based on analysis of student assessment results.<br>• Groups students strategically in response to data and student needs.<br>• Invests students in ambitious goals that result in student gains. | The teacher consistently:<br>• Gathers data from all students via daily student work.<br>• Adjusts upcoming instruction based on analysis of daily student work.<br>• Adjusts instruction and reteaches key concepts as needed based on analysis of student assessment results.<br>• Groups students strategically in response to data and student needs.<br>• Invests students in ambitious goals that result in student gains. | The teacher consistently:<br>• **Individualizes support and instruction for students based on formative and summative assessment data.**<br>• Groups students strategically in response to data and student needs **and updates those groups regularly to best meet student needs**.<br>• Invests students in ambitious goals that result in **significant** student gains. |

| **Progress and Feedback**: *This indicator describes the feedback cycle that allows students multiple opportunities to learn the rigorous material at hand. Effective teachers use feedback consistently to note where students are performing well and where they need to improve. In the most effective classrooms, there are planned, regular touchpoints for students to reflect on their progress and re-learn and re-assess as needed.* | | | |
|---|---|---|---|
| Ineffective (1) | Somewhat Effective (2) | Effective (3) | Highly Effective (4) |
| The teacher rarely:<br>• Provides formal feedback to students that is frequent and timely.<br>• Administers a variety of assessments to monitor student progress.<br>• Structures opportunities for students to reassess key content.<br>• Provides structures for students to relearn and practice the material before reassessing.<br>• Updates students regularly on their progress toward goals.<br>• Celebrates students' growth, hard work, and achievement. | The teacher sometimes:<br>• Provides formal feedback to students that is frequent and timely.<br>• Administers a variety of assessments to monitor student progress.<br>• Structures opportunities for students to reassess key content.<br>• Provides structures for students to relearn and practice the material before reassessing.<br>• Updates students regularly on their progress toward goals.<br>• Celebrates students' growth, hard work, and achievement. | The teacher consistently:<br>• Provides formal feedback to students that is frequent and timely.<br>• Administers a variety of assessments to monitor student progress.<br>• Structures opportunities for students to reassess key content.<br>• Provides opportunities for students to relearn and practice the material before reassessing.<br>• Updates students regularly on their progress toward goals.<br>• Celebrates students' growth, hard work, and achievement. | The teacher consistently:<br>• Structures **multiple** opportunities for students to reassess key objectives.<br>• Provides **effective, efficient** opportunities for students to relearn and practice the material before reassessing.<br>• Updates students regularly on their progress toward goals; students use available data to **track**, **monitor, and reflect on** their own progress. |