

Rubrics for Teachers

Domain	Indicators	Ineffective	Basic	Proficient	Distinguished
Professional Responsibilities	Cohorts	Math and Science teachers do not have the student lists	Faculty has the Student list	Faculty has student list for critical COs, that are prior learning for Sem 2 COs	Faculty has student listed CO wise and Q-type wise
	Timetable	Ad- hoc timetable / “Blended”	Teacher using assigned Tutorial periods and conducting activity mentioned in MSBTE curriculum	Timetable designed keeping in mind lesson plan for teaching the topic for one cohort (with max students)	Timetable designed keeping in mind lesson plan for teaching the topic – CO wise; for each individual cohort
	Attendance	Not recorded	Recorded	Recorded, shares list of absentees with HOD/ Principal	Recorded, shares list of absentees with HOD/ Principal for notification to absent students
	Professional development	Doesn’t attend nor interested to learn from elsewhere or other trainers	Attends MSBTE trainings – not evident in classroom transaction	Learning from PD workshops is evident in the classroom strategies and pedagogy techniques employed.	Attended workshops organized by MSBTE and others, kept abreast of developments – always learning and open to feedback
Content & Pedagogy	Lesson Plan	Faculty has not created any lesson plan	Faculty has created a lesson plan for the topic	Faculty has created a lesson plan for the topic as per the template	Lesson planned as per Baseline scores for CO and Q types – either just video+ practice or Face to face
	Pedagogy/ Resources	Faculty cannot demonstrate or explain their strategy. None of the resources available in Hard copy or soft copy	Faculty has a plan in mind – could show us worksheets and some video content	Faculty has organized all the resources that every cohort would need for every period - 3 to 4 Worksheets designed for every Learning Outcome.	All the resources organized CO - wise, with worksheets for every period – CO wise; aligned to Blooms; for every remedial period for each cohort.
	Assessments	“The end of semester and Internals are all that is needed”	Worksheets used as assessment tools – no planned assessments; nor informal assessments	Assignments and assessments conducted every week and peer scored. All scores recorded. Every period ends with an informal assessment.	Assignments and assessments conducted for every LO& CO and peer scored. All scores recorded. Students taught to evaluate own learning
Communicating with students	Communication techniques: Listening and paying heed to all non-verbal cues.	Students cannot understand the directions given. Too much teacher talk - misses non-verbal cues.	Some students understand the instruction, while many do not, there is confusion in their minds, so lose a lot of time. Tensed / stressed out/ irritable body language	Almost all students understand the instructions and complete their tasks on time. Friendly and firm – relaxed body language	A clear routine for clarifying doubts, such that all students have total clarity of the task at hand. Friendly and firm. Picks on non-verbal cues as well.
Engaging students in learning and Classroom environment	Classroom strategies	The teacher is doing all the talking and students are either watching or taking down notes. Students may know the topic broadly, but not the course outcome, nor can they explain what they are learning.	The teacher is involving students in an activity/ practical session; students are following instructions. Students can explain the activity, and the learning objective.	The teacher involves student in an activity or discussion, where she wants them to explain/ demonstrate their understanding. Students can raise queries and get their doubts resolved. Teacher conducts a snap poll or a similar informal assessment.	The teacher outlines the objective of the session/ practical; get students to work in pairs/groups to arrive at the understanding. She provides them with reference books and a rubric for students to evaluate their own learning.

CHECKLIST

Stakeholders & Domains	Domain	What to look for?	Indicators				
Principal and HOD responsibility Instruction at Institute Level	Setting Instructional Outcomes	<i>What does the Instructional Core look like?</i>	The goals for learning are communicated clearly to students, by the end of the lesson students are clear about what they have been learning.	Instructional maps that indicate relationships to prior learning	Absence of content errors and clear explanations of concepts and strategies	The teacher posing specifically created questions to elicit evidence of student understanding	Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection
	Attitude at Institute level	Immunity to Change	<i>Do teachers and students believe that Remedials will improve student performance in semester 2?</i>	Receptiveness to feedback	Confidence in predicting student performance in semester 2 for the CO being taught	Student behavior in class and response to remedial sessions	Consistent Student attendance and assessment records
Teacher Responsibility	Content & Pedagogy	<i>Is the teacher aware of the learning outcome for the day? For the week? And so on? Is the teacher aware of the learning outcome for the day? For the week? And so on? How will the teacher know that a student has learned?</i>	Lesson and unit plan that accommodate prerequisite relationships among concepts and skills	Clear and accurate classroom explanations	Lesson plans indicating correspondence between assessments and instructional outcomes	Modified assessments available for individual students as needed	Knowledge of resources: reference books, videos and worksheets provided by MSBTE
	Professional Responsibilities	<i>How does the teacher demonstrate planning, thinking implementation for attaining Course outcomes? Does the T maintain accurate Student records?</i>	Creating Cohorts for the remedial coaching based on Semester 1 and baseline tests	Recording attendance of students in remedial classes as well.	Routines and systems that track student completion of assignments	Systems of information regarding student progress against instructional outcomes	Documentary evidence of all unit plans, worksheets, assignments, reference video
	Communicating with students	<i>Are students aware of what is expected of them?</i>	Students made aware of the prior learning required to be able to attain the Course Outcomes	Clear directions and procedures specific to the course outcome theory and practical activities	Awareness of student aspirations, fears and their mindsets.	Students expected to raise queries and seek clarification and participate in the class	Body language indicative of warmth and caring shown by teacher and students
	Engaging students in learning	<i>How does the teacher demonstrate planning, thinking implementation for attaining Course outcomes? Does the T maintain accurate Student records?</i>	Creating Cohorts for the remedial coaching based on Semester 1 and baseline tests	Recording attendance of students in remedial classes as well.	Routines and systems that track student completion of assignments	Systems of information regarding student progress against instructional outcomes	Documentary evidence of all unit plans, worksheets, assignments, reference video
	Classroom environment	<i>What are students specifically doing in the class?</i>	Student work is visible in their notebooks and worksheets. Students can articulate what they are doing.	Learning tasks that require student thinking and invite students to explain their thinking	Students highly motivated to work towards achieving course outcomes	Students actively “working,” rather than “watching” their teacher	Teacher exhibits growth mindset and motivates students to persevere at attaining mastery.
Student Participation	Effective use of student responses and ideas	<i>Is the student confident of his/her learning process? Does he/she feel involved and engaged?</i>	Is the Student allowed to discuss with T and peers, self-assess, and challenged sufficiently?	Student enthusiasm, interest, thinking, problem solving, etc.	Students assessing their own work against established criteria	High levels of student participation in discussion	Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates