

High Flyers Rubric

Domain	Element	Indicator	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
Engagement			Little effort to encourage student engagement and participation is evident as a consequence of some combination of the following:	Uneven and inconsistent effort to encourage student engagement and participation is evident as a consequence of some combination of the following: Uneven and Inconsistent: A mixture of successful/ unsuccessful practice	Frequent effort to encourage student engagement and participation is evident as a consequence of some combination of the following: Frequent: More than half of the observation	Consistent efforts to encourage student engagement and participation is evident as a consequence of some combination of the following: Consistent: Through the entire observation
	Building Rapport	Greeting / Closure Name use Active listening Use of personal information Relationship with parent	The teacher makes little to no attempt to build a connection, or fails to include an (appropriate) introduction, closure, or name use Inappropriate introduction: Failing to mention ones name/ ask for the student's name, asking unnecessary questions or perhaps beginning to teach Inappropriate closure: Rushed closure with no final engaging component with the student Little to no: Less than 20% of the observation	The teacher makes some attempt to build a connection and display some attentiveness to the student's interests and personality Some: Less than half of the observation	The teacher frequently attempts to build a connection with an appropriate introduction/ closure and consistent name use, and demonstrates attentiveness toward the student's interest and personality Frequent: More than half of the observation Appropriate introduction: Introduces themselves, asks for name/how are you etc. Sets the stage for the lesson. Appropriate closure: Thanks the student/ Wraps up the lesson	The teacher consistently attempts to establish and maintain a personal connection with the student throughout the lesson, implements an appropriate closure/introduction, and makes use of personal information to facilitate a connection with the student BENCHMARK A Consistent: Through the entire observation Appropriate introduction/ closure: See Needs Improvement/ Meets Expectations
	Positive Learning Environment	Attentive Patient Smiling Encouraging Enthusiastic Energy level Maintain student focus Active	There are little to no attempts by the teacher to create a positive learning environment and/or uses no variety of techniques Little to no: Less than 20% of the observation No variety: Only one indicator is observed	There are some attempts by the teacher to create a positive learning environment and/or there is little variety in the techniques used Some: Less than half of the observation Little variety: No more than three indicators are observed	There are frequent attempts by the teacher to create a positive learning environment throughout the class, using a some variety of techniques that encourages student participation and motivation in the lesson Frequent: More than half of the observation Some variety: Four or more indicators are observed	The positive learning environment is consistent throughout the observation, encompasses a variety of techniques, appears authentic, and attempts to motivate and encourage the student's engagement and learning Consistent: Through the entire observation Variety of techniques: Five or more indicators are observed, including

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Learning	Non-Verbal Communication	Tone of voice Facial expressions Gestures	There are little to no displays of non-verbal communication Little to no: Less than 20% of the observation	There are some displays of non-verbal communication Some: Less than half of the observation	There are frequent displays of non-verbal communication Frequent: More than half of the observation	Enthusiasm and Energy level  There is a context-specific use of non-verbal communication used to encourage success in multiple domains (Learning/Engagement/Communication) Mini-Segement: Context Specific Delivery Context Specific Gestures that are directly associated to the target language
	Lesson Delivery	Fun delivery of lesson content Makes connections between aspects of the environment (self, student, lesson characters, lesson content) React and adapt Memorable moments	There is no attempt to bring the lesson material to life. Lesson delivery is repetitive Bring the lesson material to life: Connections are made to the material that make it fun and relevant to the student and learning outcomes. The content is raised beyond mere read and answer interactions	There is some attempt to bring the lesson material to life Some: At least two attempts	Teacher brings lesson material to life through fun and engaging techniques	By bringing the lesson material to life, the teacher is able to create a memorable interaction which appears authentic and spontaneous BENCHMARK A Memorable Interaction: A content-related interaction that brings the lesson material to life, but in a way that can be replicated for other teachers to readily implement too.
	Praise	General Specific Reward System Reward System: The reward system refers to the in-class trophies, or a personalised reward system created by the teacher.	There is little to no attempt to praise/reward the student for achievements in the lesson Little to no: Less than 20% of the observation	The teacher gives some and/or inappropriate praise/reward BENCHMARK A Inappropriate Praise/Reward: Praise/Reward is given when student makes mistakes with target language/ given without verbal reinforcement Some: Less than half of the observation	Teacher frequently praises/rewards the student for achievements in the lesson using both general and specific praise Frequently: More than half of the observation	The Teacher consistently and appropriately praises/rewards the student for achievements in the lesson using both general and specific praise Appropriate Praise/Reward Praise is given when student success is observed Consistently: Throughout the entire observation
	Learning		Opportunities for student learning are impeded as a	Some opportunities to engage in effective learning is evident	The student has a broad range of opportunities to engage in	Students are provided with opportunities to extend

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			consequence of some combination of the following:	as a consequence of some combination of the following:	effective and successful learning as a consequence of some combination of the following:	beyond their existing knowledge, as evident through a combination of the following.
	<p>Correction and Feedback</p> <p>Correction, Feedback Guide: Score the number of corrections/feedback provided in proportion to the number of major errors made by the student.</p> <p>Strong student: In cases where no correction is required, we would ask you to assess this element in light of the teachers performance in praise. What positive feedback was provided? What comments were made akin to feedback?</p>	<p>Specific/focused</p> <p>Timing (immediate/ delayed)</p> <p>Self-correction</p> <p>Written feedback</p>	<p>There is little to no corrective feedback given for major errors</p> <p>Little to no: Less than 20% of major errors made</p>	<p>Provides some corrective feedback with little variety OR ineffective techniques are used to provide corrective feedback</p> <p>Some: Less than half of major errors observed</p> <p>Little variety: Two or fewer techniques observed</p>	<p>Demonstrates an awareness of when to provide appropriate corrective feedback and does so with variety for almost all major errors</p> <p>Appropriate Corrective Feedback: Feedback upon student actions/mistakes that concern the lesson aims and content</p> <p>Inappropriate Corrective Feedback Provides feedback on student success/ provides misleading feedback/ provides incorrect feedback</p> <p>Variety: More than two techniques observed</p>	<p>Encourages and facilitates self-correction and utilizes a range of correction techniques to extend learning</p> <p>BENCHMARK A</p>
	Teaching Strategies	<p>Repetition</p> <p>Elicitation</p> <p>Modeling</p> <p>Transcending</p> <p>Extending</p> <p>Think Time</p> <p>Questioning</p> <p>Transcending: The teacher goes beyond the content of the lesson to ensure student understanding. This could include giving extra examples to explain concepts.</p> <p>Extending: The teacher extends the content, when appropriate to both the student's level and time constraints. This could include using additional prompts or questions to build</p>	<p>At most uses one teaching strategy and/or strategies are almost always inappropriate to the lesson/student</p> <p>Almost always: 70-80% of strategies used</p> <p>Inappropriate strategy: See explanation in 'Developing'</p>	<p>Uses little variety of teaching strategies, or the strategies used are sometimes inappropriate to the lesson and/or student</p> <p>Little variety: At least two teaching strategies are observed (see indicators)</p> <p>Sometimes: Around half of all strategies used</p> <p>Inappropriate strategy: Use of strategies is not relevant to the activity or content, observed student difficulties, or is delivered in an unaccommodating manner such as speed.</p>	<p>Uses some variety of strategies and the strategies are almost always appropriate to the lesson and student</p> <p>Some variety: Uses four different teaching strategies (see indicators)</p> <p>Almost always: 70-80% of strategies used</p> <p>Appropriate strategy: Delivery of teaching strategy is relevant to the activity or content, beneficial to the student, or is slightly challenging/ accomodating based upon level</p>	<p>Uses a variety of strategies that are always appropriate to the lesson and student</p> <p>Variety: Uses five different teaching strategies (see indicators)</p> <p>Always: All strategies used</p> <p>Appropriate strategy: See explanation in 'Meets Expectations'</p>

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	Student Production	on the student's existing knowledge.				
		Prompt full-sentences Balance of TTT vs STT Follow-up / language extension questions Open/Closed questions	Makes little to no effort to facilitate student production Little to no: Less than 20% of the observation	Demonstrates some effort to appropriately facilitate student production Some: Less than half of the observation Appropriate facilitation: Production is maximised to the extent activities allow; talk time is balanced proportionally; if student competence allows, open/ follow up questions are attempted; attempts to adapt techniques to student level Inappropriate Facilitation Frequent use of closed questions; no attempt to encourage the use of target structures or language; no attempt to adapt techniques to student level	Makes frequent effort to appropriately facilitate student production using different techniques Frequent: More than half of the observation Appropriate Facilitation: see 'Developing'	Consistently and appropriately facilitates student production using different techniques, and makes efforts to extend, transcend, or reinforce where appropriate Consistently: Throughout the entire observation Appropriate Facilitation: see 'Developing'
Classroom Management			Ineffective use of online environment impedes learning, through some combination of the following:	Use of online environment is not an impediment to learning but does not enhance it, through some combination of the following:	The online environment functions smoothly and efficiently, through some combination of the following:	The online environment functions seamlessly and facilitates practices within other domains through some combination of the following:
	Online Environment	Presentable, professional dress Plain, non-distracting, background Appropriate location Clear lighting Camera-ready Center position in video Appropriate Location: Teaching location is quiet, undistracting, and befitting of a professional environment Inappropriate Location: Teaching is undertaken from	No effort evident in at least one or more indicators OR there is noticeable room for improvement in more than two indicators	Efforts appear to have been made, but there is still room for improvement in one or two indicators	All indicators of online environment are met BENCHMARK A	All indicators of online environment are met, and additional care and attention to detail is evident BENCHMARK A

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		a bed/outside/car/ or other location which is unprofessional				
	Classroom Tools	Chat pod Note pod Arrow Drawing Tools Dice  Timer	There are little to no attempts by the teacher to use classroom tools and/or only one tool is used Little to no: Less than 20% of the observation	The teacher demonstrates some use of classroom tools with little variety Some: Less than half of the observation Variety of tools: More than two tools or tool uses (ways of using a tool)	Teacher frequently uses a variety of classroom tools Variety of tools: More than two tools or tool uses (ways of using a tool) Frequent: More than half of the observation	Teacher is able to use classroom tools to encourage success in other domains (Learning/ Engagement/ Communication) BENCHMARK A
	Staging and Timing	Pacing / Timing Verbal transitions Lesson flow (smooth vs. rushed, skipping) Change slides to correct activity	The teacher ineffectually navigates the lesson with inappropriate lesson pace, transitions, and lesson flow Inappropriate Lesson Pace: Pace is inappropriate when it is rushed or unnecessarily slow.	The teacher navigates the lesson using inconsistent and uneven lesson pace/ transitions/lesson flow	The teacher navigates the lesson with a frequently appropriate lesson pace, transitions and lesson flow Frequent: More than half of the observation Appropriate Lesson Pace: Lesson pace is appropriate when it takes into account the nature of the content, importance of the material, and does so in conjunction to the observed student success/ difficulties.	The teacher maximizes lesson time and utilizes effective verbal transitions between slides. The lesson flow is consistently appropriate based upon observed student difficulties BENCHMARK A Consistently: Throughout the entire observation Appropriate Lesson Pace: See Meets Expectations/ Developing for explanation
	Difficult Situations(Optional) Difficult Situations Guidance This is an optional element: if there are no technical issues or misbehavior, simply mark 'Unable to Assess'	Technical Issues Student (Mis)Behavior	The teacher makes little to no effort to resolve difficult situations and/or teacher responds inappropriately Little to no: Less than 20% of the observation Inappropriate response/ reaction: The teacher's response to misbehavior is impatient or counterproductive. The teacher may show evident signs of frustration or a lack of equanimity. The teacher is passive in their approach to resolving or confronting a difficult situation.	The teacher makes some effort to respond to/resolve difficult situations in an appropriate manner Some: Less than half of the observation Appropriate response/ reaction: The teacher is patient, maintains composure, communicates the issues coherently to relevant parties (student/parent); works through the necessary technical issues guidance	The teacher responds appropriately to difficult situations and makes clear efforts to resolve the situation Appropriate response/reaction: See explanation in Developing or Needs Improvement	The teacher responds to difficult situations in a manner that is befitting of best practices, and, when necessary, implements a variety of methods to resolve the observed situation Variety of methods: The teacher is able to use more than one method to resolve the difficult situations Befitting of best practices: The teaching practice serves an exemplar model for dealing with difficult situations

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Communication			Communication is inaccurate, unclear and unsuitable to the student level, through some combination of the following:	Communication is sometimes accurate/clear/ appropriate to the student level, through some combination of the following: Some: Less than half of the observation	Communication is frequently accurate/clear/ appropriate to the student level, through some combination of the following: Frequent: More than half of the observation	Communication is consistently accurate/clear/ appropriate to the student level, through some combination of the following: Consistently: Throughout the entire observation
	Instruction Giving and Explanations	Clear and concise Repeat/rephrase/simplify instructions Knowledge of activities Knowledge of target language Accuracy and clarity Concept / instruction checking questions Knowledge of Target Lanaguage: This refers to the wording, language structures/concepts, phonics, and general pronunciation efforts.	Frequently unclear explanation or instructions, and/or instructions are off-task and evidently fail to capture the demands of the lesson plan or target language Frequently unclear: More than two instances of explanation/ instruction lacking sufficient clarity	Some instances of unclear explanation or instructions, and conduct of activity does not always accurately correspond to the lesson plan or target language RANGEFINDER A Some unclear: One to two instances of explanation/ instruction lacking sufficient clarity	Instructions and explanations are frequently clear, accurate, within the boundaries of the lesson plan and target language, and are appropriate for the student level Frequently: More than half of the observation Appropriate Student Level: Delivery of content/instruction/ activity is understood by the student with little confusion, or is slightly challenging/ accomodating based upon level. Inappropriate Student Level: Use of instruction/content/ activities includes words which are beyond the student's level, or is delivered in an unaccomodating manner such as speed.	Instructions and explanations are consistently given in a clear and accurate manner to support student success and are appropriately tailored to the student's level BENCHMARK A Consistently: Throughout the entire observation Appropriate/Inappropriate Student Level: See 'Meets Expectations' criteria
	Teacher Output	Speaking speed Word choice Pronunciation Grading of language Accuracy	Teacher output is frequently inaccurate or inappropriate for the student level Frequent: More than half of the observation Appropriate Student Level: Delivery of content/instruction/ activity is understood by the student with little confusion, or is slightly challenging/ accomodating based upon	There are some instances of inappropriately graded language Some: Less than half of the observation Inappropriately Graded Langaugue: see 'Needs Improvement'	Teacher output is frequently accurate and appropriate for the student Frequent: More than half of the observation Appropriate for the student: see 'Needs Improvement'	Teacher output is consistently appropriate for the student Consistently: Throughout the entire observation Appropriate for the student: see 'Needs Improvement'

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			level. Inappropriate Student Level: Use of instruction/content/ activities includes words which are beyond the student's level, or is delivered in an unaccomodating manner such as speed.			