

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:	Frequent effort to encourage student engagement and participation is evident as a consequence of some combination of the following:	Consistent efforts to encourage student engagement and participation is evident as a consequence of some combination of the following:
	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	The teacher makes some attempt to build a connection and display some attentiveness to the student's interests and personality	The teacher frequently attempts to build a connection with an appropriate introduction/ closure, and demonstrates attentiveness toward the student's interest and personality	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
	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	There are some attempts by the teacher to create a positive learning environment and/or there is no variety in the techniques used	There are frequent attempts by the teacher to create a positive learning environment throughout the class, using some variety of techniques that encourages student participation and motivation in the lesson	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
	Non-Verbal Communication	Tone of voice Facial expressions Gestures	There are little to no displays of non-verbal communication	There are some displays of non-verbal communication	There are frequent displays of a variety of non-verbal communication	There is a context-specific use of non-verbal communication used to encourage success in multiple domains (Learning/ Engagement/Communication)
	Lesson Delivery	Engaging 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	There is some attempt to bring the lesson material to life	Teacher brings lesson material to life through engaging techniques	By bringing the lesson material to life, the teacher is able to create a memorable interaction which appears authentic and spontaneous
	Praise	General Specific Reward System	There is little to no attempt to praise/reward the student for achievements in the lesson	The teacher gives some and/ or inappropriate praise/ reward	Teacher frequently praises/ rewards the student for achievements in the lesson using both general and specific praise	The Teacher consistently and appropriately praises/rewards the student for achievements in the lesson using both general and specific praise

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Learning			Opportunities for student learning are impeded as a consequence of some combination of the following:	Some opportunities to engage in effective learning is evident as a consequence of some combination of the following:	The student has a broad range of opportunities to engage in effective and successful learning as a consequence of some combination of the following:	Students are provided with opportunities to extend beyond their existing knowledge, as evident through a combination of the following.
	Correction and Feedback	Specific/focused Timing (immediate/ delayed) Self-correction Written feedback	There is little to no corrective feedback given for major errors	Provides some corrective feedback with little variety OR ineffective techniques are used to provide corrective feedback	Demonstrates an awareness of when to provide appropriate corrective feedback and does so with variety for almost all major errors	Encourages and facilitates self-correction and utilizes a range of correction techniques to extend learning for almost all major errors
	Teaching Strategies	Repetition Elicitation Modelling Transcending Extending Think Time Questioning	At most uses one teaching strategy and/or strategies are almost always inappropriate to the lesson/student	Uses little variety of teaching strategies, or the strategies used are sometimes inappropriate to the lesson and/or student	Uses some variety of strategies and the strategies are almost always appropriate to the lesson and student	Uses a variety of strategies that are always appropriate to the lesson and student
	Student Production	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	Demonstrates some effort to appropriately facilitate student production	Makes frequency effort to appropriately facilitate student production using different techniques	Consistently and appropriately facilitates student production using different techniques, and makes efforts to extend, transcend, or reinforce where appropriate
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	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	All indicators of online environment are met, and additional care and attention to detail is evident
	Classroom Tools	Chat pod Note pod Arrow Drawing Tools	There are little to no attempts by the teacher to use classroom tools and/or only one tool is used	The teacher demonstrates some use of classroom tools with little variety	Teacher frequent uses a variety of classroom tools	Teacher is able to use classroom tools to encourage success in other domains (Learning/ Engagement/Communication)

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Communication		Dice	Timer			
	Staging and Timing	Pacing / Timing Verbal transitions Lesson flow (smooth vs. rushed, skipping) Changing Slides Lesson Components	The teacher ineffectually navigates through lesson components, transitions, and lesson flow	The teacher navigates the lesson using inconsistent and uneven lesson pace/ transitions/lesson flow and/ or fails to end the lesson on the 'Goodbye' slide.	The teacher includes all lesson components for the relevant period of observation.	The teacher maximizes lesson time and utilizes effective verbal transitions between slides. The lesson flow and navigation of content is tailored to observed student difficulties
	Difficult Situations	Technical Issues Student (Mis)Behavior	The teacher makes little to no effort to resolve difficult situations and/or teacher responds inappropriately	The teacher makes some effort to respond to/resolve difficult situations in an appropriate manner	The teacher responds appropriate to difficult situations and makes clear efforts to resolve the situation	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
			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:	Communication is frequently accurate/clear/ appropriate to the student level, through some combination of the following:	Communication is consistently accurate/clear/appropriate to the student level, through some combination of the following:
	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	There is little to no attempt to supplement unclear explanations and instructions with additional guidance, and/ or conduct of activities is off-task and evidently fail to capture the demands of the lesson plan or target language	There is some attempt to supplement unclear explanations and instructions with additional guidance, and/or conduct of activities does not always accurately correspond to the lesson plan or target language	Instructions and explanations are frequently clear and additional guidance is provided, and conduct of activities is within the boundaries of the lesson plan and target language	Instructions and explanations are consistently given in a clear and accurate manner
	Teacher Output	Speaking speed Word choice Pronunciation Grading of language Accuracy	Teacher output is frequently inaccurate or inappropriate for the student level	There are some instances of inappropriately graded language	Teacher output is mostly accurate and appropriate for the student	Teacher output is consistently appropriate for the student