

# **South Carolina Teaching Standards Rubric**

*University Supervisor Support Session*

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# Introduction

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# AGENDA



- Introduction
- Setting the Stage
- Connecting to the Rubric
- The Observation Process
- Preconference, Post Conference
- Teacher and Student Evidence
- Virtual Field Trip: HS English I Classroom
- Virtual Field Trip: PE Classroom
- Reflection
- Final Debrief and Questions

# Introductions

Name

Program Area

Experiences



Hello  
my name is

# What do you already know about the SC Teaching Standards Rubric?

- We will use the rubric for mid-term and final evaluations during student teaching
- We can use the shortened form for lesson observations
- Evaluators must attend training sessions
- Evaluators must be certified

# Setting the Stage

2016-2017: State Guidelines for Implementation

2017-2018: Readiness and Training for districts

2018-2019: Implementation

# Setting the Stage

ADEPT Domains	SC Teaching Standards Domains
Planning	Planning Instruction Environment
Instruction	Instruction Environment Planning
Environment	Environment Instruction
Professionalism	Professionalism

# Setting the Stage

## SC Teaching Standards Rubric:

- Used for continual improvement of instruction
- Differentiates performance using at least 3 levels
- Uses multiple measures to evaluate teacher to include student growth
- Evaluates on a regular basis
- Provides teachers with clear, timely, useful feedback that identifies and guides professional development
- Differentiates support for induction, annual, and continuing contract





# The Rubric: Four Domains



**Planning**



**Instruction**



**Professionalism**



**Environment**


# South Carolina Teaching Standards

There is a defined a set of professional indicators, known as the Instructional Rubrics, to measure teaching skills, knowledge, and responsibilities of the teachers in a school.

Instruction				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for each student's performance are clear, demanding, and high.</li> <li>State standards are displayed, referenced throughout the lesson with explanations.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear, demanding and high.</li> <li>State standards are displayed and referenced in the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Some learning objectives and state content standards are communicated.</li> <li>Sub-objectives are sometimes aligned to the lesson's major objective.</li> <li>Learning objectives are not clearly connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are appropriately displayed</li> <li>There is evidence that some of the students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and state content standards are not communicated.</li> <li>Sub-objectives are rarely aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are not appropriately displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>

# Parts of the Rubric


## \* Domains

 Instruction				
Standards and Objectives	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for each student's performance are clear, demanding, and high.</li> <li>State standards are displayed, referenced throughout the lesson with explanations.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear, demanding and high.</li> <li>State standards are displayed and referenced in the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Some learning objectives and state content standards are communicated.</li> <li>Sub-objectives are sometimes aligned to the lesson's major objective.</li> <li>Learning objectives are not clearly connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are appropriately displayed</li> <li>There is evidence that some of the students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and state content standards are not communicated.</li> <li>Sub-objectives are rarely aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are not appropriately displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>

# Parts of the Rubric

**\* Domains**

**\* Indicators**

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Standards and Objectives				
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# Parts of the Rubric

- **Domains**      **\*Indicators**      **\*Descriptors**

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# Parts of the Rubric

**\* Domains  
Levels**

**\*Indicators**

**\*Descriptors**

**\*Performance**

## Instruction

### Exemplary (4)

### Proficient (3)

### Needs Improvement (2)

### Unsatisfactory (1)

- All learning objectives and state content standards are explicitly communicated.
- Sub-objectives are aligned and logically sequenced to the lesson's major objective.
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**Standards and Objectives**

# South Carolina Teaching Standards

## Planning

- Instructional Plans
- Student Work
- Assessment

## Environment

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

## Instruction

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

## Professionalism

- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching

## Instruction Domain

### Think-Aloud: Standards and Objectives

- Compare changes in descriptors across performance levels.
- What does this descriptor look and sound like in practice?
- What is the essence of the indicator (2-3 words)?



# Connecting to the Rubric

As a table group, use the same process to complete your two assigned indicators.

- Standards and Objectives
- Monitoring Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving



# Connecting to the Rubric

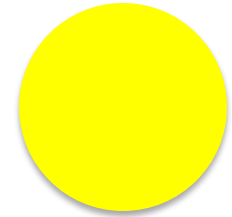
## Rubric Engagement: Instruction Domain

Key Words	Looks Like/Sounds Like Teacher and Students	The essence of the indicator (2-3 words)

# Connecting to the Rubric



## Rubric Engagement: Green Dot, Yellow Dot

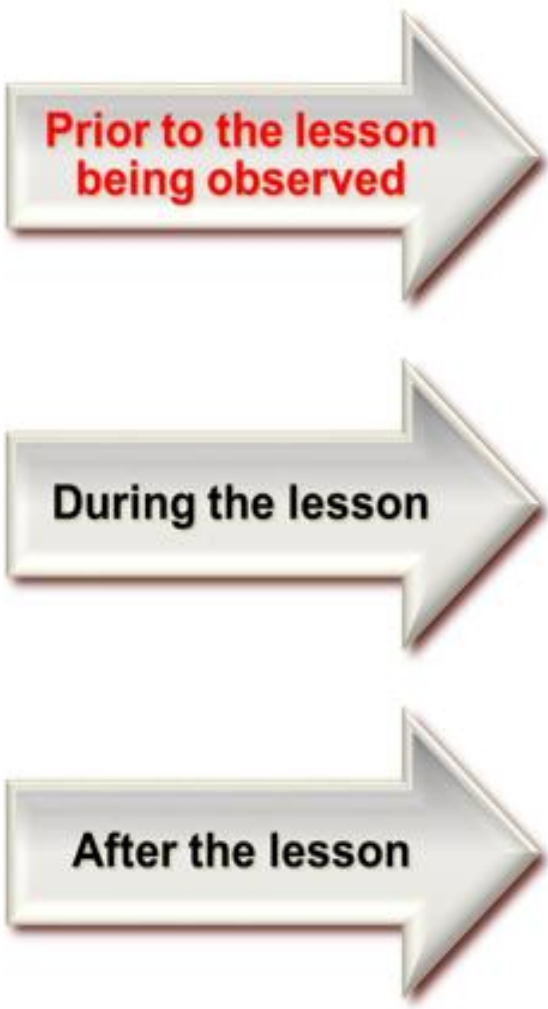


Key Words	Looks Like/Sounds Like Teacher and Students	The essence of the indicator (2- 3 words)
	Gallery Walk	

# The Observation Process



# The Observation Process



Prior to the lesson  
being observed

## **Pre-Conference**

- Review of lesson
- Generate questions from lesson plan

During the lesson

**What the teacher says and does**  
**What the students say and do**

After the lesson

## **Post-Conference**

Communication between  
classroom observation and  
post-conference

# Preconference

A preconference should include the following:

- Introduction
- Discussion based on a review of lesson materials
- Summary of next steps

[Sample Preconference Form](#)

## Post Conference

The purpose of the post-conference is to provide student teachers with feedback about their performance during the observation. You should gather the following evidence:

- Lesson plan & preconference planning form
- Notes from pre-conference
- Observation form with evidence
- Self-reflection form

[Sample Post Conference Form](#)

## Lesson Observation: Collecting Evidence

- What the teacher says
- What the teacher does
- What the students say
- What the students do
- Copy wording from visuals used during the lesson
- Record time segments of the lesson



# Lesson Observation: Collecting Evidence

During the Lesson	After the Lesson
Time	Upfront summary
Abbreviate	Label
Verbatim	Lesson Analysis
Paraphrase	Q& AF
Circulate	

# Lesson Observation: Collecting Evidence

The primary goal of the University Supervisor during the observation is to actively collect evidence that captures both teacher and student behavior/actions.

[Sample Evidence Sheet](#)

## Virtual Field Trip: HS English I Classroom



During the video, capture evidence needed to score the teacher on the Instruction Domain.

# Virtual Field Trip: HS English I Classroom



## Reflection

## Virtual Field Trip: PE Classroom



During the video, capture evidence needed to score the teacher on the entire rubric.

## Virtual Field Trip: PE Classroom



Reflection

# Overview

University Supervisor Responsibilities	Suggested Due Date
Long-Range Planning	
Lesson Observations (TL: Short form; Ag Ed/Spec Ed: Long form)	
Mid-term evaluation	
Unit Plan	
Final Summary evaluation	
Others, TBD	



# Introduction

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