

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Sample Completed Rubric

The color-coded rubric is based on a collaborative debrief with NYCCCE and school staff in September 2006.

Key: Green = Mastered, Red = Not there yet

Culture		Leadership		Teaching and Assessment	
Indicator	Exemplars	Indicator	Exemplars	Indicator	Exemplars
The climate lends itself to constant learning	Interruptions do not distract learning and student conversation extends the learning process.	Curriculum	Curriculum is <u>fully</u> aligned with state-wide standards.	Level of Engagement	Lessons engage and challenge students.
Student Accountability	Accountability Systems are in place with clear consequences that motivate students to learn from their poor decisions.	Structure to Support Arts Infusion	There are clear examples of arts infusion in the classroom environment.	Management Systems	Accountability Systems are in place with clear consequences that motivate students to learn from their poor decisions.
Routines & Systems	Accountability Systems are in place with clear consequences that motivate students to learn from their poor decisions.	Collaboration & Integration	3-4 hrs/month is built into the schedule for collaboration and integration of academic plans.	Clear objectives	<u>Across the board</u> , lessons reflect planning to achieve clear objectives/aims.
Mission Understanding	Every board member, staff member, parent and student understands the mission of the school.	Measurement of Teacher Effectiveness	5 times/yr.	Informal Assessment	Teachers <u>regularly</u> gather and assess student understanding before each transition.
Academic Rigor	<u>Most</u> students in the school are engaged in rigorous academic courses linked to statewide learning standards, although a number of low-level courses remain.	Staff member weaknesses are identified and supported.	Staff members whose practice is in need of improvement receive appropriate extra attention and focused support.	Consistency of high behavioral standards	Teachers <u>universally</u> hold all students in their class to high behavioral expectations.
High Behavioral Expectations	The behavioral expectations are clearly outlined in a set of published non-negotiables that all staff use and support.	Clear roles and responsibilities	There is a clear delineation of roles and responsibilities transparent to all staff.	Time-on-task	Educational time in the classroom is <u>completely</u> maximized with at least 70% of time spent on instruction.

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Results are the measure, effort is expectation	Strongly Agree	Data driven instructional program	There is a School-wide process to guide teachers in using data for determining what needs re-teaching.	Data Driven Intervention	Instruction includes re-teaching that is driven by student performance data.
				Tone and Language	Teachers <u>regularly</u> use the <School Name> Tone & Language techniques as a tool for successful instruction.
				Consistency of high academic standards	Teachers <u>universally</u> hold all students in their class to high academic expectations.
				Classroom Environment: general space, wall & furniture	Classrooms meet all 3 of the <School Name> classroom expectations

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Sample Completed Rubric

The color-coded rubric is based on a collaborative debrief with NYCCCE and school staff from the same school in January 2007. The school improved on some areas of the rubric between the baseline and follow up review.

Key: Green = Mastered, Red = Not there yet

Culture		Leadership		Teaching & Assessment	
Indicator	Exemplars	Indicator	Exemplars	Indicator	Exemplars
Climate of constant learning	There are few disruptions thus allowing for a climate of constant learning.	Curriculum Alignment (1.5)	Curriculum is fully aligned with state-wide standards	Clear Objectives	Across the Board, teachers' learning objectives are clear to students and observers, purposeful, evident, and returned to.
Student Accountability (1.5)	Accountability systems are in place with clear consequences that motivate students to learn from their poor decisions.	Staff Support (1.5)	Staff members whose practice is in need of improvement receive appropriate extra attention and support	Time-on-task	Educational time in the classroom is completely maximized with at least 70% of time spent on instruction
Routines & Systems	There are consistent routines and systems that support the maintenance of a demand for constant learning.	Teacher effectiveness	Teacher effectiveness is measured at least 5 times per year.	Data Driven Intervention	Instruction includes re-teaching that is driven by students performance data.
Expectations	It is obvious that results are the measure and effort is the expectation	Collaboration and Integration	3-4 hours per month are built into schedule for collaboration and integration of academic plans.	Level of Engagement	Lessons engage and challenge students at their appropriate developmental levels.
Academic Rigor	Most students in the school are engaged in rigorous academic classwork linked to statewide learning standards.	Data-driven Instructional Program (1.5)	There is a School-wide process to guide teachers in using data for determining what needs re-teaching.	Informal Assessment	Teachers <u>consistently</u> assess student understanding in the course of their lessons in order to inform next steps in instruction.

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Behavioral Expectations	Behavioral expectations are clearly outlined in a set of published non-negotiables that all staff use and support.	Clear Roles and Responsibilities	There is a clear delineation of roles and responsibilities transparent to all staff.	Consistency	Set/Stated consequences/rewards are followed through and <u>consistent</u> among all kids in all classes.
		Structure to Support Arts Infusion	All teachers feel supported in planning to integrate the arts into their lessons, and there are clear examples of arts infusion in at least 80% of classrooms.	High Academic Expectations	Teachers <u>universally</u> hold all students in their class to high academic expectations.
				Classroom Environment	Classrooms meet all 3 of the <School Name> classroom expectations for general space, furniture, and wall use.