


**TEACHER AND PRINCIPAL PRACTICE RUBRIC PROVIDERS
TECHNICAL PROPOSAL – RUBRIC DESIGN AND IMPLEMENTATION**

Rubric Design and Implementation *Informational-Only*

Kp"vj ku"ugevkqp."vjg"cr rnkcepv"ujqwnf "rtgugpv"gxkfgpeg"vj cv"vjgkt"uwd o kvvgf"rtcevkeg"twtdtke"jcu"c"
fg o qpvtcvgf"tgeqtf"qh"ghhgevkgpguu"kp"eqpvtkdvwkpi "vq"vgcejgt"cpflqt"rtkpekrcn"cejkgxg o gpv0"

<p>30 Fguetkdg"cpf"fgvckn"cp{"go rktkecn"qt" uvcvkuvkecn"gxkfgpeg"qh"fg o qpvtcvgf" rtqhgukqpcn"cejkgxg o gpv"hqt"vgcej/ gtu"cpflqt"rtkpekrcnu"qxgt"vk o g"cu"c tguwnv"qh"rtqxkfgt"ugtxkegu0"</p>	<p>Clearly labeled tables or graphs depicting this improvement should be submitted as appendices.</p> <p>Numerous schools and districts are using these rubrics and revised versions of them, including schools that are getting very high student achievement (Greater Newark Academy, Friendship Charter Schools, and Hamilton County Schools (TN). More research is needed on the role of rubrics, but initial evidence is that clear definitions of quality teaching and leadership have played an essential role in improving student achievement.</p>
<p>40 Yjcv"ku"vjg"o gvjqfqnqi {"wugf"vq" eqmgev"gxkfgpeg"qh"vjg"fg o qpvtcvgf" rtqhgukqpcn"cejkgxg o gpv"hqt"vgcej/ gtu"qt"rtkpekrcnu" (<i>i.e. measures and analyses used, comparison groups, etc.</i>)?</p>	<p>Most of the methodology has been in finding correlates of effective teaching and student achievement and incorporating those criteria into both rubrics.</p>
<p>50 Yjcv"v{rg"qh"tgugctej"fgukip"jcu" dggp"guvcdnkujgf"vq"uwr rqtv"vjgug" hkpfpkiuA</p> <p><i>(e.g., experimental, non-experimental, quasi-experimental, etc)</i></p>	<p>Schools and districts using the Marshall rubrics are beginning to do this kind of analysis.</p>
<p>60 Fguetkdg"cpf"fgvckn"vjg"rtqrqugf" ueqtkpi"qt"tcvkpi "u{uvgo "cuuqekcvgf" ykvj"vjg"twtdtke"dgkpi"uwd o kvvgf0"</p>	<p>Clearly labeled tables or charts depicting this scoring/rating system should be submitted as appendices.</p> <p>The rubrics have four levels: Highly Effective (for truly exemplary, master-level performance; Effective (for solid professional practice); Improvement Necessary (for mediocre performance); and Does Not Meet Standards (for unsatisfactory performance). There is a clear description of performance at each level. Page 9 of the rubrics packet is a chart showing how data from a faculty or school district might be displayed to highlight strong and weak areas.</p>

<p>xqnxgf" (<i>i.e. training/ instruction, implementation costs, materials, etc.</i>).</p>	<p>day training session for all administrators (\$1,000 for his time, perhaps more for other consultants) and a follow-up meeting mid-year to fine-tune and troubleshoot (\$500). Further trai</p>
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<p>uvcvg"cpf" kpfkecvg"vj g"tgcuqp *u+" hqt"uwej" fgpkcn0"</p>	
<p>90 Kphqt o cvkqp"cu"vq" y jgvjgt"vjg"qt/ icpk cvkqp"jcu"dggp"fgdcttgf"qt" uwurgpfgf"htq o "fqkpi"dwukpguu" ykvj"cp{"nqecn"iqxgtp o gpv."uvcvg." qt"vjg"hgfgtcn"iqxgtp o gpv0"</p>	<p>This has not occurred.</p>
<p>:0 Kphqt o cvkqp"cu"vq" y jgvjgt"vjg"qt/</p>	<p>Tennessee is in the proces of deciding on whether ru-</p>
