


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

Rubric Design and Implementation Informational-Only

, Q MWK VHF WL S Q L FVDI QHW DSKR K G G Q S U H W W K G L L V G W S H D F W L F H U X E U L
G H P R Q V W U D W H G U H F R U G E X R W L H Q U H V R L W H Q F K V U L Q Q F R Q W U S L U L Q

<p>'HVFULEH DQG S H U V D D a b c d e f g h i j k l m n o p q r s t u v w x y z VWDWL VWLF D O R R H Q L W G U H D W H P E R G T T a s s e n d i c e s . S U R I H V V L R Q D O W F R U H Y H I D F K H U V D Q G R U S U L I Q F L S D U M O U S S C H O O L S a n d d i s t r i c t s a r e u s i n g t h e s e r u b r i c s U H V X O W R I S U R Y L G H U a n d r e v i s e d v e r s i o n s o f t h e m , i n c l u d i n g s c h o o l s t h a t a r e g e t t i n g v e r y h i g h s t u d e n t a c h i e v e m e n t (G r e a t e r N e w a r k A c a d e m y , F r i e n d s h i p C h a r t e r S c h o o l s , a n d H a m i l t o n C o u n t y S c h o o l s (T N) . M o r e r e s e a r c h i s n e e d e d o n t h e r o l e o f r u b r i c s , b u t i n i t i a l e v i d e n c e i s t h a t c l e a r d e f i n i t i o n s o f q u a l i t y t e a c h i n g a n d l e a d e r s h i p h a v e p l a y e d a n e s s e n t i a l r o l e i n i m p r o v i n g s t u d e n t a c h i e v e m e n t .</p>	
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<p>: K D W L V M W K R P G R O R J M o s t o f t h e m e t h o d o l o g y h a s b e e n i n f i n d i n g c o r r e l a t e s F R O O H F W H Y L G R O V M U R I A W N C H a n d s t u d e n t a c h i e v e m e n t a n d S U R I H V V L R Q D O W F R U H Y H I D F K H U V R U S (e . g . e s s e s a n d a n a l y s e s u s e d , c o m p a r i s o n g r o u p s , e t c .) ?</p>	
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<p>: K D W W \ S H R I U H V H D U S e e k s a n d d i s t r i c t s u s i n g t h e M a r s h a l l r u b r i c s a r e b e - E H H Q H V W D E O L V K H G W r i t i n g t o s o m e o f t h e m a n a l y s i s . I L Q G L Q J V "</p> <p>(e.g., experimental, non-experimental, quasi-experimental, etc)</p>	
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<p>'HVFULEH DQG G H W D L C e a r y k i n e s t a b l e s c o r i n g s a n d V F R U L Q J R U U D W L Q J s y s t e m s h o u l d b e s u b m i t t e d a s a p p e n d i c e s . Z L W K W K H U X E U L F E H L Q J V X E P L W W H G</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 chat showing how data from a faculty or school district might be displayed to highlight strong and weak areas.</p>
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<p>Y R O Y (i.e. training/ instruction, implementation costs, materials, etc.).</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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1HZ <RUN 6WDWH (GXFDWLRQ 'HSDU) WPHQDFKHULORLGD 3UDFWLFH 5XEULF 3URYLGHUV \$
