

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.1: <i>All teachers use varied instructional strategies that are scientifically research-based.</i>			
3.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Few teachers use varied instructional strategies.	Some teachers use varied instructional strategies.	Teachers use varied instructional strategies.	Teachers use, share, and model varied instructional strategies.
Few teachers use instruction that accommodates various learning styles and multiple intelligences.	Some teachers use instruction that accommodates various learning styles and multiple intelligences.	Teachers routinely use instruction that accommodates various learning styles and multiple intelligences.	Most teachers routinely use instruction that accommodates various learning styles and multiple intelligences. Teachers evaluate instruction for effectiveness and modify as necessary.
Few teachers use classroom activities that promote higher-order thinking and problem-solving skills.	Some teachers use classroom activities that promote higher-order thinking and problem-solving skills.	Teachers regularly use classroom activities that promote higher-order thinking and problem-solving skills.	Most teachers regularly use classroom activities that promote higher-order thinking and problem-solving skills for all students.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.2: <i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>			
3.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers' instructional strategies and activities are not aligned with learning objectives.	Teachers' instructional strategies and activities are sometimes aligned with learning objectives.	Teachers' instructional strategies and activities are regularly aligned with learning objectives.	Teachers' instructional strategies and activities are regularly aligned with learning objectives and are differentiated for needs of students.
Teachers rarely use research-based instructional strategies and activities and/or do not adjust strategies or activities to promote student success.	Teachers sometimes use research-based instructional strategies and activities and/or sometimes adjust strategies or activities to promote student success.	Teachers regularly use research-based instructional strategies and activities and/or regularly adjust strategies or activities to promote student success.	Teachers regularly use research-based instructional strategies and activities and/or regularly adjust strategies or activities to promote student success. Teachers share successful strategies and activities in collaborative meetings.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.3: <i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>			
3.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not use differentiated instruction to meet specific student learning needs.	Teachers sometimes use differentiated instruction to meet specific student learning needs.	Teachers regularly use differentiated instruction to meet specific student learning needs.	Teachers regularly use differentiated instruction to meet specific student learning needs in collaboration with other staff (e.g., gifted education, special education, arts education, speech pathologist).
Teachers rarely use instructional strategies and activities that are responsive to the learning styles of students.	Teachers sometimes use instructional strategies and activities that are responsive to the learning styles of students.	Teachers regularly use instructional strategies and activities that are responsive to the learning styles of students.	Teachers effectively implement instructional strategies and activities in response to students' learning styles. Teachers collect and analyze data to inform future modifications.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.4: All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.			
3.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Staff includes more than 10% of teachers who are not highly qualified.	Staff includes some teachers who are not highly qualified.	All teachers are highly qualified.	All teachers are highly qualified and a number of teachers have also received National Board Certification and/or advanced degrees. Inexperienced teachers are involved in effective mentoring programs and are receiving ongoing professional development.
Few teachers and administrators collaborate in a schoolwide professional development program, including coaching and mentoring, that updates their content knowledge and professional practices.	Some teachers and administrators collaborate in a schoolwide professional development program, including coaching and mentoring, that updates their content knowledge and professional practices.	Teachers and administrators collaborate in a schoolwide professional development program, including coaching and mentoring, that updates their content knowledge and professional practices.	All teachers and administrators collaborate in a schoolwide professional development program, including coaching and mentoring, that updates their content knowledge.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.5: All teachers incorporate the use of technology in their classrooms when it enhances instruction.			
3.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not use technology for instructional purposes.	Teachers use technology as a part of instruction but use is infrequent and/or the technology is not integrated into instruction.	Teachers effectively and frequently use technology as an integral part of classroom instruction.	Teachers effectively use technology as an integral part of instruction and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences, and situations.
Teachers do not monitor student use of technology to ensure it enhances instruction or furthers student understanding.	Few teachers regularly monitor student use of technology and provide regular feedback to support student growth (e.g., valid Internet sources, Internet etiquette).	Teachers regularly monitor student use of technology and provide regular feedback to support student growth (e.g., valid Internet sources, Internet etiquette).	All teachers regularly monitor student use of technology and provide regular feedback to support student growth (e.g., valid Internet sources, Internet etiquette).

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.6: School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.			
3.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has not provided sufficient and/or a variety of instructional resources for standards-aligned learning activities.	School leadership has provided a limited amount and/or a variety of instructional resources for standards-aligned learning activities.	School leadership has provided an adequate amount and/or a variety of instructional resources for standards-aligned learning activities.	School leadership has provided and supplemented a wide range of resources both inside and outside the classroom setting (e.g., classroom/laboratory supplies, public libraries, local historic sites).
School leadership does not provide instructional resources that appropriately reflect diversity.	School leadership provides some instructional resources that appropriately reflect diversity.	School leadership provides instructional resources that appropriately reflect diversity, selected and purchased based on a needs assessment.	School leadership evaluates the school's instructional resources in the context of the curriculum, current research and the needs of students, and regularly expands resources as necessary.
School leadership (e.g., principal, assistant principals, counselors, department heads, library media specialist) does not monitor the media center for current and appropriate instructional resources to support the school's implemented curriculum.	School leadership infrequently monitors the media center for current and appropriate instructional resources to support areas of the school's implemented curriculum.	School leadership frequently monitors the media center for current and appropriate instructional resources to support areas of the school's implemented curriculum.	School leadership frequently monitors the media center for an extensive variety of current and appropriate instructional resources and makes suggestions to support areas of the school's implemented curriculum.
School leadership does not ensure a welcoming and accessible media center to all students.	School leadership ensures a welcoming and accessible media center, but only for some students and teachers.	School leadership ensures the media center is welcoming and accessible for all students and teachers.	School leadership ensures the media center is welcoming and accessible (before, during, and after school) to all students, teachers, and parents.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.7: All teachers examine and discuss student work collaboratively and use this information to inform their practice.			
3.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Teachers do not collaboratively analyze the work of their students.	Some teachers collaboratively analyze the work of their students, but results of the analysis are not always used to inform instructional practice.	Teachers regularly collaborate with peers to analyze the work of their own students, and use the analysis results to inform their instructional practice.	Teachers regularly collaborate with peers to analyze the work of their students, use the analysis results to inform their instructional practice, and to establish benchmarks for student progress.
Teachers do not use testing data for purposes of test preparation or to inform their practice.	Some teachers collaboratively analyze testing data, but results of the analysis are not always used to inform instructional practice.	Teachers collaboratively analyze test data to inform instructional practice.	Teachers collaboratively analyze test data to inform instructional practice and provide targeted interventions for individual students or groups.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.8: <i>All teachers assign purposeful homework and provide timely feedback to students.</i>			
3.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not have written homework guidelines.	Few teachers implement the adopted guidelines for purposeful homework.	Teachers implement the adopted guidelines for purposeful homework.	The school has adopted guidelines for purposeful homework and the guidelines are implemented by all staff.
Teachers do not assign purposeful homework that extends student learning.	Some teachers assign purposeful homework.	All teachers assign purposeful homework that regularly extends student learning and/or provides authentic learning opportunities.	Teachers collaborate to design purposeful homework as part of their curriculum mapping process and unit design and link homework to the content and skills of the school's curriculum.
Teachers do not provide instructional follow-up and timely feedback for homework.	Some teachers provide instructional follow-up and timely feedback for homework.	All teachers regularly provide instructional follow-up and timely feedback for homework.	Teachers provide instructional follow-up, feedback and opportunities for student self- and peer-evaluations for all homework assignments. Teachers use feedback from homework assignments to inform their decision making to improve their instructional practice.
Few students can articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work.	Some students can articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work.	Students can articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work.	All students and teachers discuss the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work.

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 3, Indicator 3.9: School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.			
3.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and teachers do not address academic or workplace literacy skills (e.g., reading for information, skimming and scanning, information databases).	School leadership and teachers address some academic or workplace literacy skills.	School leadership and teachers regularly address academic or workplace literacy skills across all content areas.	School leadership and teachers fully integrate academic or workplace literacy skills across all content areas.
School leadership and teachers do not address data analysis skills (interpreting simple statistics, reading/constructing graphs and tables).	School leadership and teachers address some data analysis skills.	School leadership and teachers regularly address data analysis skills across content areas.	School leadership and teachers fully integrate data analysis skills across all content areas.
School leadership and teachers do not systematically incorporate academic vocabulary instruction into the curriculum.	School leadership and teachers inconsistently incorporate academic vocabulary instruction into the curriculum.	School leadership and teachers consistently incorporate academic vocabulary instruction across all content areas.	School leadership and teachers fully integrate academic vocabulary instruction across all content areas.