Adult Education Rubric for Teachers
(excerpted from the SEED CCT Rubric for Effective Teaching)

Learning Environment, Student Engagement & Commitment to Learning
*Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by c*reating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
Indicators				*All the characteristics of Proficient, plus one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/ or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students

High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
Focus for feedback	Teacher needs intervention and correction. Clear expectations need to be set. Support and training in classroom management, interpersonal skills, culturally responsive practice, asset orientation, importance of relationships and growth mindset.	Teacher has basic skills but requires some supervision to develop consistency and reflect more systematically on practice. Provide more resources and strategies from which to choose. Peer or video modeling may be helpful.	Teacher has solid skills and can explore opportunities to give students more opportunities to self-monitoring and responsible for each other. Peer or video modeling may be helpful.	Teacher may be encouraged to record or document strategies to share with peers. Practice should be recognized and validated.

Instruction for Active Learning

*Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by l*eading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
Indicators				*All the characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies,

	low cognitive demand or recall of information.	of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	synthesize and communicate information.
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
Focus for feedback	Teacher needs basic training about the instructional shifts and the difference in effectiveness of creating a more engaging, student-centered classroom.	Teacher needs to work on releasing more responsibility to students and appropriately scaffolding instruction, creating relevance and connections for students and taking advantage of background experiences and	Teacher has a good basic toolkit of strategies and understanding of how students construct meaning, but could benefit from seeing models of classrooms that are more student-driven. Training on	Teacher may be encouraged to record or document strategies to share with peers. Practice should be recognized and validated.

		knowledge. More pre-assessment and formative assessment would help to focus instruction.	facilitating, coaching, project-based learning may be helpful in continuing to shift learning responsibility to students.	