

College Track San Francisco Student Excellence GRIT Rubric (Student Version)

Exceeds Expectations		Meets Expectations		Below Expectations	
Guts: Courageous, bold, and risk-taking					
Academics	<ul style="list-style-type: none">• I am not afraid to take challenging classes.• I am always looking to push myself harder and explore new and different academic opportunities.• I go above and beyond in school and at College Track to get the best grades and do my best work possible.	<ul style="list-style-type: none">• I take some challenging classes and takes new opportunities when offered.• I always want to get the best grade possible.	<ul style="list-style-type: none">• I take only the bare minimum classes in order to graduate, and usually avoid new academic opportunities• My goal is to pass with a C		
Leadership	<ul style="list-style-type: none">• I invigorate others with my energy and enthusiasm for all events and have an active interest in positive risk-taking.	<ul style="list-style-type: none">• I am interested and enthusiastic about participating in all events, and am willing to take risks if the results will be positive.	<ul style="list-style-type: none">• I hesitate or refuse to participate in events, either academic or social; I don't like to take risks, even though the result might be positive.		
College	<ul style="list-style-type: none">• I take challenging classes in college, and I'm not afraid to try new things or learn about new subjects.• I seek social and academic resources to boost my confidence and I engage in positive risk-taking.• I actively seek activities that will push my boundaries and comfort levels.	<ul style="list-style-type: none">• If I am presented with them, I engage in some social and academic resources• I participate in some activities that push comfort levels	<ul style="list-style-type: none">• I don't participate in or even actively avoid activities that push my boundaries or comfort levels.• I am slow to reach out for social or academic resources when needed.		
Resilience: Tough, reflective, and persistent					
Academics	<ul style="list-style-type: none">• I actively look for resources and support to get through challenging classes or academic struggles (I ask for help without prompting)• I reflect on and understand my own academic strengths and weaknesses and actively attempt to find ways to practice and improve on them.	<ul style="list-style-type: none">• I accept when others offer me resources and support when attempting to get through challenging classes or academic endeavors.• With someone's help, I can reflect on my academic weaknesses and strengths and how to practice and improve, but don't know how to do this on my own.	<ul style="list-style-type: none">• I am unwilling/unable to accept support to deal with my academic challenges.• I don't want to reflect on academic strengths and weaknesses and don't want to try new strategies to practice or improve.		
Leadership	<ul style="list-style-type: none">• I encourage others to see the positive in their challenges. I support my peers by helping them reflect and see their struggles as a chance to learn.	<ul style="list-style-type: none">• I encourage others not to give up when they are feeling challenged or struggling. I can be a support for my peers/friends.	<ul style="list-style-type: none">• I don't offer support to others when they are struggling or feeling challenged, and don't help them see their challenges as a learning experience.		
College	<ul style="list-style-type: none">• I put my absolute maximum effort into every single thing I do.• I respond to setbacks as learning experiences, and try again!	<ul style="list-style-type: none">• I put strong effort into all most of what I do. I see my setbacks as learning experiences and look for support when I need it.	<ul style="list-style-type: none">• I don't really put effort into my tasks, and sometimes I don't complete them. I don't see setbacks as learning experiences or find support to help me try again.		

San Francisco Public Schools Rubrics

**Michelle Tenam-Zemach, Joseph E.
Flynn**



San Francisco Public Schools Rubrics:

Rubric Nation Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2013-04-22 Teacher supervision and evaluation that emphasizes fairness excellence and achievement In this thoroughly revised and updated edition of his bestselling book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Revised edition of the classic book on teacher supervision and evaluation Includes thoughts on iPad and iPhone aps for classroom observation Offers new chart on how principals can manage ten mini observations per teacher per year Contains new thoughts on merit pay a different approach to the test score argument from Arne Duncan This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development *The First-Year Teacher's Checklist* Julia G. Thompson, 2009-04-20 This easy to use reference with hundreds of helpful classroom tested answers ideas techniques and teaching tools will help you on your way to a successful and productive school year Designed to be flexible the book offers a choice of ideas and approaches that best fit your classroom situation Master teacher Julia Thompson shows you how to Develop successful relationships with students colleagues administrators and parents Manage professional responsibilities and develop career skills Create an orderly classroom where students are courteous and respectful Motivate students to become independent learners Use proven strategies to prevent misbehavior Design instruction that will appeal to every student Set up a classroom for

maximum comfort and learning Thrive in the world of high stakes testing **Competency-Based Education** Rose L. Colby,2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests **Best Practices, Best Thinking, and Emerging Issues in School Leadership** William Owings,2003-01-23 Featuring the leading figures in educational leadership this new resource from Owings and Kaplan connects best thinking with best practices and emerging issues in school leadership The contributing authors including Michael Fullan Linda Darling Hammond Alan November Robert Marzano Gerald Tirozzi and Gene Carter present leading research and key considerations to assist in making decisions about new programs and new directions for your school This book highlights Future Trends Recruiting High Stakes Testing Teacher Quality Technology Curriculum and Instruction Special Education School Law Political Environment Building level Change Parent Community Relationships Best Practices Best Thinking and Emerging Issues in School Leadership unites the ideas of these leading educators and researchers with the perspectives of practicing principals reconciling theory and fieldwork with recommendations for best practice truly applying research into practice into one manageable accessible guide *Engaging Learners Through Artmaking* Katherine M. Douglas,Diane B. Jaquith,2018-03-09 The authors who introduced the concepts of Teaching for Artistic Behavior TAB and choice based art education have completely revised and updated their original groundbreaking bestseller that was designed to facilitate independent learning and support student choices in subject matter and media More than ever before teachers are held accountable for student growth and this new edition offers updated recommendations for assessments at multiple levels the latest strategies and structures for effective instruction and new resources and helpful tips that provide multiple perspectives and entry points for readers The Second Edition of Engaging Learners Through Artmaking will support those who are new to choice based authentic art education as well as experienced teachers looking to go deeper with this curriculum This dynamic user friendly resource includes sample lesson plans and demonstrations assessment criteria curricular mapping room planning photos of classroom set ups media exploration and many other concrete and open ended strategies for implementing TAB in kindergarten grade 8 Book Features Introduces artistic behaviors that sustain engagement such as problem finding

innovation play representation collaboration and more Provides instructional modes for differentiation including whole group small group individual and peer coaching Offers management strategies for choice based learning environments structuring time design of studio centers and exhibition Illustrates shifts in control from teacher directed to learner directed examining the concept of quality in children s artwork Highlights artist statements by children identifying personal relevancy discovery learning and reflection

Mastering Formative Assessment Moves Brent Duckor, Carrie Holmberg, 2017-06-27 How do you know if students are with you at the beginning middle and end of a lesson Can formative assessment offer a key to better teaching and learning during instruction What if you could blend different formative assessment moves in your classroom with intention and care for all students to help make better instructional decisions on the fly and enjoy more teachable moments Educators Brent Duckor and Carrie Holmberg invite you on the journey to becoming a formative assessor They encourage you to focus on these seven research based high leverage formative assessment moves Priming building on background knowledge and creating a formative assessment rich equitable classroom culture Posing asking questions in relation to learning targets across the curriculum that elicit Habits of Mind Pausing waiting after powerful questions and rich tasks to encourage more student responses by supporting them to think aloud and use speaking and listening skills related to academic language Probing deepening discussions asking for elaborations and making connections using sentence frames and starters Bouncing sampling student responses systematically to broaden participation manage flow of conversation and gather more soft data for instructional use Tagging describing and recording student responses without judgment and making public how students with different styles and needs approach learning in real time Binning interpreting student responses with a wide range of tools categorizing misconceptions and p prims and using classroom generated data to make more valid and reliable instructional decisions on next steps in the lesson and unit Each chapter explores a classroom tested move including foundational research explaining how and when to best use it and describing what it looks like in practice Highlights include case studies try now tasks and tips and advice from beginning and seasoned teachers who use these formative assessment moves in their classrooms

Transforming Teacher Preparation Across Nations Gerald LeTendre, Ira Lit, Rachel A. Lotan, 2025 The contributors to this volume document and analyze the evolution of an international organic network of collaborating teacher educators Educators at the Stanford Teacher Education Program launched the iSTEP Institute a professional learning and development program for teacher educators from across the globe This international movement seeks to construct and implement exemplary teacher preparation Chapter authors argue that there are several shortcomings with how we currently conceptualize 1 the nature of reform in teacher education 2 the role of theory in transforming educational institutions and 3 the transnational diffusion of innovation and best practices in teaching and teacher education They articulate a new formulation of effective systemic reform This book shows how the iSTEP Institute has been a reform catalyst for teacher preparation by embedding and transforming the key institutional components of

universities NGOs foundations schools and school governance Case examples demonstrate how the activities of this reform network have transformed teacher education in several nations across the global north and south Book Features Identifies key design principles for consequential teacher preparation on a global level Offers case examples that demonstrate the power and transferability of design principles across social political and cultural contexts Elevates the power of organic relational networks as a catalyst and engine for effective reform in teacher education Draws on principles of teacher preparation from the iSTEP Institute and the Stanford Teacher Education Program STEP whose model of preparation is internationally renowned Demonstrates how effective school university partnerships can evolve to support long term reform in teacher preparation Lotan directed STEP for over a decade Lit is the current faculty director LeTendre worked with the Program for Complex Instruction during his time at Stanford Contributors comprise leading scholars of teacher education from around the world all of whom participated in the iSTEP Institute including Björn Strand Fernando Carna ba Cristi n Cox Karen Hammerness and Kirsti Klette

Trusting Teachers with School Success Kim Farris-Berg, Edward J. Dirks, Amy Junge, 2013 Lately our nation's strategy for improving our schools is mostly limited to getting tough with teachers Blaming teachers for poor outcomes we spend almost all of our energy trying to control teachers behavior and school operations But what if all of this is exactly the opposite of what is needed What if teachers are the answer and not the problem What if trusting teachers and not controlling them is the key to school success Examining the experiences of teachers who are already trusted to call the shots this book answers What would teachers do if they had the autonomy not just to make classroom decisions but to collectively with their colleagues make the decisions influencing whole school success Decisions such as school curriculum how to allocate the school budget and whom to hire Teachers with decision making authority create the schools that many of us profess to want They individualize learning Their students are active not passive learners who gain academic and life skills The teachers create school cultures that are the same as those in high performing organizations They accept accountability and innovate and make efficient use of resources These promising results suggest it's time to trust teachers

Annual Meeting Program American Educational Research Association, 1999 **Resources in Education**, 2001 **Assessment in Science** Maureen McMahon, 2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands Assessment in Science is a collection of up to date reports by authors who are practicing K-16 classroom teachers and university based educators and researchers

Building the Intentional University Stephen M. Kosslyn, Ben Nelson, 2018-08-28 How to rebuild higher education from the ground up for the twenty first century Higher education is in crisis It is too expensive ineffective and impractical for many of the world's students But how would you reinvent it for the twenty first century how would you build it from the ground up Many have speculated about changing higher education but Minerva has actually created a new kind of university program Its founders raised the funding assembled the team devised the curriculum and pedagogy recruited the students

hired the faculty and implemented a bold vision of a new and improved higher education This book explains that vision and how it is being realized The Minerva curriculum focuses on practical knowledge knowledge students can use to adapt to a changing world its pedagogy is based on scientific research on learning it uses a novel technology platform to deliver small seminars in real time and it offers a hybrid residential model where students live together rotating through seven cities around the world Minerva equips students with the cognitive tools they need to succeed in the world after graduation building the core competencies of critical thinking creative thinking effective communication and effective interaction The book offers readers both the story of this grand and sweeping idea and a blueprint for transforming higher education

Improving Instructional Practice Wafa Hozien,2017-06-07 This book constitutes a collection of case studies that explore issues faced by school principals as is related to instructional leadership The scenarios presented here allow students to gain a more thorough understanding of the Professional Standards for Educational Leaders PSEL 2015 and their performance competencies These scenarios are designed to develop new school leaders These cases provide opportunities to create meaningful learning experiences for courses professional development programs and the mentoring of new school principals giving them exposure to the kinds of dilemmas they will encounter as they take on their leadership roles or start out on supervisory positions The cases are based on real life dilemmas reflect contemporary issues in our school buildings and are designed to be easily used or adapted across all school types The cases are taken from many years of experience as an educator administrator consultant and researcher in rural suburban and urban school districts

Learning and Leading with Technology ,2002

Jewish Girls Coming of Age in America, 1860-1920 Melissa R. Klapper,2007-10-01 Jewish Girls Coming of Age in America 1860 1920 draws on a wealth of archival material much of which has never been published or even read to illuminate the ways in which Jewish girls adolescent experiences reflected larger issues relating to gender ethnicity religion and education Klapper explores the dual roles girls played as agents of acculturation and guardians of tradition Their search for an identity as American girls that would not require the abandonment of Jewish tradition and culture mirrored the struggle of their families and communities for integration into American society While focusing on their lives as girls not the adults they would later become Klapper draws on the papers of such figures as Henrietta Szold founder of Hadassah Edna Ferber Pulitzer Prize winning author of Showboat and Marie Syrkin literary critic and Zionist Klapper also analyzes the diaries memoirs and letters of hundreds of other girls whose later lives and experiences have been lost to history Told in an engaging style and filled with colorful quotes the book brings to life a neglected group of fascinating historical figures during a pivotal moment in the development of gender roles adolescence and the modern American Jewish community

Interdisciplinary Instruction Karlyn E. Wood,2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content learning standards required by an increasing number of states The author provides an easy to follow step by step

guide to designing creating and implementing unit and lesson plans for all learners Both pre service and in service elementary and middle school teachers will find Wood s approach to be comprehensive with a strong theoretical foundation Using Wiggins and McTighe s backward design process Wood offers specific protocols for creating unit and lesson plans at the elementary and middle school levels By emphasizing differential instruction constructivist educational philosophy application of skills in meaningful context and the art of engaging student interest he demonstrates how diverse student populations can benefit from the interdisciplinary approach Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving creativity and social interaction Examples abound with an appendix of sample unit plan designs filled with ideas for lessons and activities

Master Class The AEJMC Elected Standing Committee on Teaching, 2017-12-28 In Master Class Teaching Advice for Journalism and Mass Communication Instructors members of the AEJMC Elected Standing Committee on Teaching take readers behind the scenes to explain the teaching strategies preparation tips exercises and project ideas that have in many cases earned them university and national teaching awards It is designed to benefit everyone from instructors in training who are about to teach their first class to more experienced professors who are looking for ways to freshen their approach in the classroom A companion website with additional resources can be found at http://www.aejmc.org/home/resources/teaching_help

Assessing Student Learning Linda Suskie, 2018-01-05 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

Developing the Physical Education Curriculum Luke E. Kelly, Vincent J. Melograno, 2014-12-10 This book presents a breakthrough achievement based curriculum ABC model designed to guide physical educators step by step through the process of translating curriculum theory into functional practice The ABC approach provides curriculum designers with a systematic decision making process for developing a curriculum that addresses unique and diverse needs And it allows designers to incorporate national state and local content and assessment standards in their curricula The book takes teachers through every phase of curriculum design foundational understanding of design development implementation and evaluation Further it shows teachers how to document that their curriculum is working a valuable asset in an era of budget cuts Other outstanding features include Opening Scenario

Expected Outcomes and Making It Work special elements in each chapter to help future teachers understand how to apply the book's content in school settings instruction on implementing the curriculum and sharing it with others strategies for planning implementing and evaluating a curriculum and establishing credibility for it emphasis on student achievement as an indicator of a quality physical education program forms and worksheets completed examples and blanks that give future teachers a hands on approach to developing assessing and revising a curriculum

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