KNOS TREE

2017 - 2018

Excellent teaching is the work of a lifetime – it demands a desire to be the best, extraordinary effort, and continuous practice. Excellent teachers embrace the infinite journey and seek to master a profession that is both an art and a science. We have a deep intellectual curiosity and a love for our content. We are passionately committed to our students, our school, and our community.

We make teaching look like magic, but there is nothing magical about what we do. We have mastered the foundational aspects of teaching – our lessons flow, students are authentically engaged, and we are so prepared that we know the next ten moves and questions. We plan relentlessly and assess constantly because student performance is a reflection of our successes and failures. We create a classroom where students laugh and learn. A classroom that is rigorous and relevant. A classroom where we hold our students and ourselves to the highest expectations. Where they understand the why behind the mission, the content, and the rules. Where our kids have the courage to make mistakes, to question, to think, to dream. While we care about our students' scores, we care more deeply about our students' lives. We promise the world to our students because they deserve it. We teach, we lead, we love, and we change the world.

The KIPP Teaching Rubric for Excellent Educators codifies what we believe it takes to embody this vision.

I. Design

The TREE is divided into 5 major buckets – Intellectual Prep, Instructional Design, Culture and Identity, Instructional Execution and Performance Management. Within these buckets are 17 strands and 52 indicators. They represent the framework that enables our vision to become a reality. They guide our development, our coaching and our teaching.

II. Update for 2017 – 2018

At KNOS, we believe that it is vitally important to hold fast to who we are while never losing sight of where we want to go. The updated version of the TREE has changed to incorporate feedback we received throughout the year – from teachers, coaches and school leaders. We are committed to ensuring that we refine it year after year.

Changes to 2017 – 2018 Version of TREE

The major update to the 2017-2018 version of the TREE is the creation of an annotated rubric for SPED teachers and coaches. This supplement was inspired by the work being done by other states, CMOs and districts to provide clarity for how to use a teaching rubric to drive excellent instruction in different settings of students with diverse needs. Our regional SPED team has drawn on a variety of resources and insight from KNOS staff across a full continuum of settings to create a supplement that highlights guiding questions for both teachers and coaches when considering what excellent SPED instruction looks like and different ways to adapt or adjust any appropriate indicators. This enables all teachers to continue to use the same rubric and maintain a high bar for all students and teachers, regardless of disability, while ensuring that it accurately captures the nuances of specialized roles. Additionally, enrichment teachers will have more direction and specificity around what the Literacy Strand means for their contents.

Other FAQs

Why do some indicators take place inside the class and some outside of the class? The TREE holds firm to the idea that knowing where you want to go is as important as what takes place in the classroom. This is what will take us to the next level. We believe that excellent educators spend as much time and focus out of the class – designing, analyzing and adjusting – as they do in the class executing. In order to target our coaching, it is crucial that we take into account every facet of excellent teaching.

Why are some indicators student-facing and some teacher-facing? The TREE focuses the indicators in a variety of ways. Some indicators are student-facing, teacher-facing, teaching and students, or materials-facing. This is not meant to complicate teaching or coaching, but guide us to the best place to gain an accurate picture of the impact and influence of that indicator.

Why are some indicators objective and some subjective? The TREE is a mix of subjective and objective indicators because excellent teaching is nuanced, sophisticated and complex. It is an art and a science. We believe that subjective indicators, that encompass a teacher's knowledge and cultural awareness, are just as important as hard outcomes-based objective indicators like habits and accountability.

Why are some indicators observable in the moment and others happen over time? The TREE combines indicators that can be viewed in the moment and over time because teaching is not static. Things change from class to class and from day to day. Teachers can develop very quickly in some areas, while others require a longer period of time. Again, the TREE attempts to capture every aspect of excellent teaching in a way that is most fair to the teachers that are being coached and evaluated.

Vision for Excellent Teaching

Intellectual Prep		Instructional Design		Culture and Identity		Instructional Execution		Performance Management	
Content		Planning		Narrative		PIC		DDI	
Curriculum		Materials		Culture		Reps		Feedback	
		Differentiation		Relationships		SMM			
				Management		Literacy			
				Systems		Engagement			
COMPOSITE		COMPOSITE		COMPOSITE		COMPOSITE		COMPOSITE	

Always - 90% and higher
Consistently and Almost Always - 80% - 89%
Mostly - 70% - 79%
Sometimes - 60% - 69%
Rarely, Ineffectively and Inconsistently - 50%

Intellectual Prep				
		5	3	1
Content Expertise	Enthusiasm	Teacher displays a genuine love for their content by actively seeking to expand their content knowledge.	Teacher enjoys the content and takes advantage of suggested resources to expand their content knowledge	Teacher does not seek to expand their content knowledge.
	Knowledge	Teacher demonstrates and infuses extensive content knowledge that goes beyond shared curriculum.	Teacher has a complete understanding of the content.	Teacher has inaccurate or incomplete knowledge of the content.
	Strategies	Teacher always breaks down the content, knows multiple thinking and problem solving strategies for teaching the content and chooses the most effective strategy for their students.	Teacher is able to break down the content and knows a few different strategies for teaching the content but may not always choose the most effective strategy.	Teacher does not know and is not trying to learn different ways to teach the content.
Curriculum Expertise	Internalizing Standards	Teacher is an expert at interpreting, articulating and implementing CCSS, GLEs and state assessments to drive achievement goals.	Teacher has a basic understanding of the CCSS, GLEs and state and regional assessments and is actively trying to improve at using them to drive achievement goals.	Teacher inaccurately interprets and ineffectively implements CCSS, GLEs and state and regional assessments.
	Curriculum Ownership	Teacher demonstrates mastery of shared curriculum and makes deliberate and purposeful adjustments to tailor it for themselves and their students.	Teacher has a basic understanding of shared curriculum and tries to adjust it for themselves and their students.	Teacher inaccurately understands and does not tailor curriculum for themselves or their students.
	Above and Below	Teacher always connects learning to the prerequisite standards and future content and skills.	Teacher consistently connects learning to the prerequisite standards and future content and skills.	Teacher rarely connects learning to prerequisite or future content and skills.

Instructional Design				
		5	3	1
Planning	Aim	Daily lesson plans always reflect what students need to master and are tailored to the students based on performance and curriculum goals.	Daily lesson plans consistently reflect what students need to master based on curriculum goals and student performance.	Daily lesson plans rarely reflect what students need to master and do not align to curriculum goals and student performance.
	Alignment	Lesson plans are always aligned in content, cycle and rigor to standards and shared curriculum and customized to enhance the performance of the students.	Lesson plans are consistently aligned in content and cycle to the standards and shared curriculum but need improvement on rigor.	Lesson plans are rarely aligned in content, cycle and rigor to standards and shared curriculum.
	Relevant	Lesson plans are purposeful and meaningful because they consistently incorporate student interests, cultural connections and the narrative of the class.	Lesson plans are sometimes purposeful and meaningful because they try to incorporate student interests, cultural connections and the narrative of the class.	Lesson plans are notpurposeful and meaningful because they rarely incorporate student interests, cultural connections and/or the narrative of the class.
	Questions	Teacher always plans purposeful and scaffolded questions and the ratio techniques that hold students accountable.	Teacher consistently plans purposeful questions and tries to ensure that they are scaffolded and include the correct ratio technique for students.	Teacher rarely plans scaffolded questions and ratio techniques in advance.
	Anticipation	Teacher consistently anticipates misconceptions and creates a plan to unpack and clarify.	Teacher sometimes anticipates misconceptions and creates a plan to unpack and clarify.	Teacher rarely anticipates misconceptions.
	Exemplar	Teacher always internalizes and communicates an aligned and rigorous Criteria for Success and creates an exemplar when necessary so that students can articulate what is necessary to reach mastery.	Teacher consistently internalizes and communicates an aligned and rigorous Criteria for Success and creates an exemplar when necessary so that most students can articulate what is necessary to reach mastery.	Teacher inconsistently and ineffectively creates or communicates a clear Criteria for Success and does not create an exemplar.
Materials	Presentation	Class materials are always strategically and consistently formatted, include age-appropriate text and graphics and have correct grammar, punctuation and spelling.	Class materials are consistently formatted, include age-appropriate text and graphics and always have correct grammar, punctuation and spelling.	Class materials are rarely organized to promote learning, are inconsistently formatted and rarely include age-appropriate text and graphics.
	Matching	Class materials are always directly matched to the lesson plan and follow content cycle.	Class materials are consistently matched to the lesson plan and follow the content cycle.	Class materials are not matched to the lesson plan and do not follow the content cycle.
	Tasks	Class materials and learning experiences always require students to engage with the content in a variety of ways so students practice and master foundational skills and more advanced concepts.	Class materials and learning experiences consistently require students to engage with the content in a variety of ways to ensure students master foundational concepts and are exposed to more advanced ones.	Class materials and learning experiences are delivered at a low level that does not push students to master foundational skills or more advanced concepts.
Differentiation	Pathways	Teacher ensures all students with exceptionalities are able to meet the lesson objective by adjusting materials, instructional delivery methods and/or offering choices when necessary.	Teacher ensures most students with exceptionalities are able to meet the lesson objective by adjusting materials, instructional delivery methods and/or offering choices when necessary.	Teacher rarely ensures students with exceptionalities are able to meet the lesson objective by adjusting materials, instructional delivery methods and/or offering choices when necessary.
	Grouping	Teacher always groups students strategically to best support the lesson aim and maximizes learning for everyone in the class.	Teacher consistently groups students in a way that maximizes learning for everyone in the class.	Teacher rarely groups and/or seats students strategically so that student learning and class efficiency is inhibited.
	Scaffolding	Teacher always builds a clear path to mastery by accounting for current student performance and potential gaps in understanding so that all students can access the learning and master the objective.	Teacher consistently builds a clear path to mastery by accounting for current student performance and potential gaps in understanding so that most students can access the learning and master the objective.	Teacher rarely builds a clear path to mastery so that only some students can access the learning and master the objective.

Culture and Identity				
		5	3	1
Narrative, Investment, Goals	Narrative	Teacher creates a narrative that transcends classroom walls, is rooted in achievement and personally meaningful and motivating to students and teacher.	Teacher creates a narrative that is rooted in achievement, is meaningful to the students and teacher as they are motivated by growth and the feeling of success.	Teacher does not create a narrative that makes their class personally meaningful to the students, families or teacher.
	Investment	Teacher creates and regularly implements effective long and short-term investment strategies and artifacts that reinforce the narrative.	Teacher creates and implements effective long and short-term investment strategies and artifacts that are often based in extrinsic motivation.	Teacher inconsistently and ineffectively implements long and short-term investment strategies and artifacts.
	Goals	Teacher creates, reinforces and tracks goals that are narrative-aligned, meaningful and internalized by students and families.	Teacher consistently creates, reinforces and tracks goals that are narrative aligned and that creates short-term investment for students and families.	Teacher does not create and reinforce goals that are narrative-aligned and meaningful to students and families.
Affirming Culture	Culture	Teacher honors student culture by consistently making relevant and important connections to their lives, their communities and their history.	Teacher honors student culture by sometimes making relevant and important connections to their lives, their communities and their history.	Teacher rarely makes relevant and important connections to students' lives, history and community.
	Joy	Teacher always infuses joy into the class so that students look forward to class and are genuinely excited to be in the room.	Teacher consistently infuses joy into the classroom so that students are excited to be in the room.	Teacher rarely infuses joy into the classroom and students are not excited to be in the room.
	Community	Teacher builds and defends an inclusive, tolerant and supportive learning environment where students always take pride in treating each other with respect, feel comfortable being themselves and take risks.	Teacher builds and defends an inclusive, tolerant and supportive environment where students consistently treat each other with respect and feel comfortable being themselves and taking risks.	Teacher has not created an inclusive, tolerant and supportive environment where all interactions are respectful and students do not feel comfortable taking risks.
Building Relationships	Feeling Valued	Teacher always shows genuine affection and authentically praises all students' effort and progress.	Teacher consistently shows genuine affection and authentically praises most students for their effort and progress.	Teacher rarely praises students on their effort and/or progress.
	Trust	Teacher never gives up on students, reinforces key messages and actively seeks to build trust and relationships in and out of the class with the student and family.	Teacher never gives up on students, states key messages and tries to build trust and relationships in and out of the class with the student.	Teacher rarely tries to build relationships in and/or out of the class with students and family and allows students to opt out of class work.
	Identity	Teacher validates students' identity by listening, learning and celebrating their ideas, their experiences, their heritage and their communities.	Teacher tries to validate students' identity by listening, learning and celebrating their ideas, their experiences, their heritage and their community.	Teacher rarely validates students' identities by not celebrating their ideas, experiences, heritage and community.
Management	Consequences	Teacher fairly adheres to behavior management system and PBIS systems and always appropriately matches consequence with student action with emotional constancy.	Teacher fairly adheres to behavior management system and PBIS systems and almost always appropriately matches consequence with student action with emotional constancy.	Teacher inconsistently and ineffectively employs the behavior management system and PBIS systems and either issues too many or too few consequences with or without emotional constancy.
	RTR	Students always respond appropriately to redirection by immediately adjusting the behavior, accepting the consequence and returning to work.	Students almost always respond appropriately to redirection by immediately adjusting the behavior, accepting the consequence and returning to work.	Students sometimes respond appropriately to redirection by immediately adjusting the behavior, accepting the consequence and returning to work.
	Expectations	Students always meet high behavorial and school-wide expectations and teacher is always able to maintain, re-acquire, and insist on this in the least invasive way possible.	Students almost always meet high behavorial and school-wide expectations and teacher is always able to maintain, re-acquire, and insist on this in the least invasive way possible.	Students sometimes meet high behavorial and school-wide expectations and teacher is always able to maintain, re-acquire, and insist on this in the least invasive way possible.
	Habits	Students always display scholarly habits by sitting up, raising their hand, tracking the speaker, and completing the work with urgency.	Students almost always display scholarly habits by sitting up, raising their hand, tracking the speaker, and completing the work with urgency.	Students sometimes display scholarly habits by sitting up, raising their hand, tracking the speaker, and completing the work with urgency.
Systems	Procedures	Class has internalized teacher procedures that hold all students accountable to executing orderly, efficient, and self-directed transitions, routines and procedures.	Teacher holds almost all students accountable to executing mostly orderly, efficient, and self-directed transitions, routines and procedures.	Teacher rarely holds students accountable to executing routines, transitions and procedures which leads to a significant loss of learning time.
	Directions	Class has internalized teacher directions that are specific, observable, concrete and sequential to maximize efficiency and habits of the students.	Teacher consistently gives specific, observable, concrete and sequential directions that support the flow of most of the class.	Teacher rarely gives specific, observable, concrete and/or sequential directions which leads to a significant lack of flow in the class.
	Environment	Classroom is a source of pride, reinforces the narrative and the space, boards and desks promote learning, are current and organized.	Classroom is a source of pride, reinforces the narrative and the space, boards and desks promote learning and are mostly current and organized.	Classroom is not a source of pride for students and teacher and the space, boards and desks are unorganized and/or not updated.

Instructional Execution				
		5	3	1
Presenting Instructional Content (PIC)	Purpose	All students can articulate what will be learned, its importance and how it connects to the larger narrative and goals.	Almost all students can articulate what will be learned, its importance and how it connects to the larger narrative and goals.	Very few students can articulate what will be learned, its importance and how it connects to the larger narrative and goals.
	Clarity	Teacher instruction is always clear, concise and is logically sequenced and segmented.	Teacher instruction is consistently clear and concise and is mostly sequenced correctly and logically segmented.	Teacher instruction is unclear, includes extraneous information and is not sequenced or segmented in a way that promotes learning.
	Cycle	Teacher faithfully and effectively executes the content-specific lesson cycle and/or tailors it based on expert curriculum ownership	Teacher executes the content-specific lesson cycle.	Teacher does not adhere to the content-specific lesson cycle.
	Modeling	Teacher always effectively frames the thinking task, models various types of thinking and unpacks potential misconceptions	Teacher consistently frames the thinking task, models various types of thinking and unpacks potential misconceptions	Teacher sometimes frames the thinking task, models various types of thinking and unpacks potential misconceptions
Intellectual Reps	Practice	All students complete ample tasks that are aligned and allow them to practice the skill and content in a variety of ways to ensure mastery.	Almost all students complete tasks that are aligned and allow them to practice the skill and content in a few ways to mostly ensure mastery.	Very few students are completing tasks and/or the tasks are rarely aligned, presented in a variety of ways or move students towards mastery.
	Quality	All students display pride in their work and this is reflected in their preparedness, organization and high quality, neat and well-crafted responses both written and orally.	Almost all students display pride in their work and this is reflected in their preparedness, organization high quality, neat and well-crafted responses both written and orally.	Students are not prepared or organization and work is sloppy and incomplete and they do not respond in complete sentences or accurately.
	Fluency	All students engage in an appropriate number of fluency reps that facilitate mastery of content standards and are aligned to the days lesson.	Almost all students engage in an appropriate number of fluency reps that facilitate mastery of content standards and are aligned to the days lesson.	Some students engage in an appropriate number of fluency reps that are mostly aligned to the days lesson.
Students Making Meaning	Heavy Lifting	Teacher always effectively manages the ratio of thinking, speaking and practicing to ensure that all students are completing tasks at a high level with minimal prompting	Teacher consistently manages the ratio of thinking, speaking and practicing to ensure that most students are completing tasks at a high level with frequent prompting.	Teacher ineffectively and inconsistently manages the ratio of thinking, speaking and practicing and very few students are completing tasks at a high level with a lot of prompting.
	Thinking	Teachers always require to fluently and accurately engage in different types of thinking (through their work, writing and orally) that ranges from factual to conceptual.	Teachers consistently require to fluently and accurately engage in different types of thinking (through their work, writing and orally) that ranges from factual to conceptual.	Teacher does not require students to engage in thinking beyond a knowledge or comprehension level.
	Justification	All students consistently and accurately use content-based evidence to justify their responses without teacher prompting.	Most students consistently and accurately usecontent-based evidence to justify their responses with teacher prompting.	Students do not use justification or teacher provides justification.
	Struggle	Teachers always creates time for students to successfully grapple with complex tasks with enthusiasm and grit and consistently makes modifications on the fly to ensure students have access to mastering the task.	Teachers sometimes creates time for students to successfully grapple with complex tasks with enthusiasm and grit and sometimes makes modifications on the fly to ensure students have access to mastering the task.	Teachers rarely creates time for students to successfully grapple with complex tasks with enthusiasm and grit and rarely makes modifications on the fly to ensure students have access to mastering the task.
Literacy	Reading	Students always meet content norms for reading through aligned and appropriate reading that reinforces grade-level literacy skills.	Students consistently meet content norms for reading through aligned and appropriate reading that reinforces grade-level literacy skills.	Students rarely meet content norms for reading through aligned and appropriate reading that reinforces grade-level literacy skills.
	Writing	Students always meet content norms for writing through aligned and appropriate writing that reinforces grade-level literacy skills.	Students consistently meet content norms for writing through aligned and appropriate writing that reinforces grade-level literacy skills.	Students rarely meet content norms for writing through aligned and appropriate writing that reinforces grade-level literacy skills.
	Discourse	Students engage in authentic discussion by actively listening to, building upon, responding to, critiquing and/or questioning each other without teacher facilitation.	Students engage in authentic discussion by listening to, building upon, responding to, critiquing and/or questioning each other with teacher facilitation.	Students rarely engage in authentic discussion with each other.
Engagement	Participation	All students are always prepared to answer questions, are actively engaged during instruction and participate in all types of work.	Almost all students are prepared to answer questions, are actively enagaged during instruction and participate in all types of work.	Most students are not able to answer questions, are not actively engaged during instruction and are not participating in the work.
	Accountability	Teacher always explains academic expectations to students, how they will be held accountable and holds students to it.	Teacher consistently explains academic expectations to students, how they will be held accountable and holds students to it.	Teacher rarely explains what students need to do and does not hold them accountable to doing it.
	Flow	Teacher always paces class to maximize efficiency, student engagement and mastery.	Teacher concistently paces most of the class in a ways that maximizes efficiency, student engagement and mastery	Teacher pacing results in a significant loss of learning time, efficiency and engagement.

Performance Management				
		5	3	1
DDI	Awareness	Teacher is always monitoring student understanding and collecting data to know where students are at all times.	Teacher consistently monitors student understanding and collecting data to try to know where students are at all times.	Teacher is not aware of student understanding by inconsistently and ineffectively collecting in the moment data throughout the class.
	Assess	Teachers always uses a variety of aligned and targeted assessments and always adheres to school and content norms on frequency and type.	Teacher consistently uses a variety of aligned assessments and consistently adheres to school and content norms on frequency and type.	Teacher rarely uses aligned assessments that adhere to school and content norms, frequency, and type.
	Analyze	Teacher always tracks and analyzes student work and data to evaluate mastery and identify trends.	Teacher consistently tracks and analyzes students work and data to evaluate mastery and try to uncover trends.	Teacher inconsistently and ineffectively tracks and analyzes student work and data.
	Adjust	Teacher always uses in the moment data and assessments to make smart adjustments in modeling, re-teaching, and intervention to ensure the class and individual students drive to mastery.	Teacher consistently uses in the moment data and assessments to make smart adjustments in modeling, re-teaching, and intervention to ensure the class and individual students drive to mastery.	Teacher rarely uses in the moment data and assessments to make smart adjustments in modeling, re-teaching, and intervention.
Feedback	Quantity	Teacher always provides targeted academic feedback to individuals, groups and whole class in the moment and on formative and summative assessments	Teacher consistently provides targeted academic feedback to individuals, groups and whole class in the moment and on formative and summative assessments	Teacher rarely provides targeted academic feedback to individuals, groups and whole class in the moment and on formative and summative assessments
	Quality	Teacher always provides precise feedback (oral and written) that is rooted in the exemplar, CFS and standards to drive improvement.	Teacher consistently provides precise feedback (oral and written) that is rooted in the exemplar, CFS and standards to drive improvement.	Teacher rarely provides precise feedback (oral and written) that is rooted in the exemplar, CFS and standards to drive improvement.
	Impact	Teacher follows through and builds investment to ensure students apply feedback, track growth and take pride in their performance and growth.	Teacher consistently follows through and builds investment to ensure students apply feedback, track growth and take pride in their performance and growth.	Teacher rarely follows through and builds investment to ensure students apply feedback, track growth and take pride in their performance and growth.

Gateways – *The TREE gateways scope, pace and prioritize teacher knowledge and skills so that teachers, coaches, school and regional support align to urgently build productive, rigorous classroom environments. Gateways 1 makes up the foundational skills that enable teachers to launch into Gateway 2 which are the focus indicators for the year. Gateway 3 is for advanced teachers with a strong base and the conditions to excel with more sophisticated instructional moves.*

Explanation –

- **Gateway 1** – These should be the focus of teachers to create a stable learning environment from the first day of school. These skills can be practiced over the summer, reinforced in teachbacks and front-loaded in summer PD. Mastery of these skills (3+) is crucial in the first 4-6 weeks of school to ensure students have a classroom environment conducive to learning throughout the year.
- **Gateway 2 –** These are the focus indicators for the academic year. These indicators allow teachers to build on the foundation of Aggressive Monitoring that was established last year and hone their expertise in Purposeful Prep. These indicators provide coaches and teachers with a set of actions that can be used to create growth goals and action plans once they have completed Gateway 1.
- **Gateway 3 –** For teachers who have mastered the foundation and focus indicators. These indicators push the bar into more complex indicators that require more time to master. Gateway 3 indicators are suggested but coaches and teachers can choose to focus on other buckets in the TREE.

Learning Environment	Purposeful Prep	AggMo and DDI
Gateway 1 – Foundational Indicators		
Procedures (CI) Directions (CI) Consequences (CI) RTR (CI) Investment (CI) Expectations (CI) Habits (CI)	Aim (ID) Exemplar (ID)	Assess (PM)
Gateway 2 – Focus Indicators		
Community (CI) Participation (IE) Practice (IE)	Purpose (IE) Alignment (ID) Cycle (IE) Thinking (IE)	Awareness (PM) Analyze (PM) Impact (PM)
Gateway 3 –Mastery Indicators		
Narrative (CI) Trust (CI) Identity (CI) Culture (CI)	Tasks (ID) Pathways (ID) Anticipation (ID) Scaffolding (ID)	Heavy Lifting (IE) Struggle (PM)

The following reflect the resources that are the evidence-base and inspiration for the KIPP TREE:

KIPP Framework for Excellent Teaching
Charlotte Danielson Framework for Teaching
KIPP New Orleans Teaching Rubric
KIPP High Impact Instructional Practices Rubric
Achievement First Essentials Observation Rubric
TNTP Core Teaching Rubric
National Institute for Excellent Teaching TAP Rubric
Collegiate Academies Teaching Rubric
Pennsylvania Department of Education (SPED Supplement)