
District Math Program Rubric

Source: Silicon Valley Math Initiative and the Robert Noyce Foundation

Tools: Successful Coaching Programs

DESCRIPTION

This self-evaluation rubric provides a process for a school district to observe and to self-evaluate its progress in improving mathematics instruction. The Robert Noyce Foundation and Silicon Valley Math Initiative have collaboratively developed this instrument to provide information to assist a district analyze the effectiveness its mathematics instructional program.

The instrument is a rubric that focuses on seven key dimensions: Vision for Excellence in Mathematics Teaching, District Leadership, Teaching Staff, Professional Development, Students' Learning, Mathematics Curriculum, and Assessment System. The Vision for Excellence in Mathematics Teaching is an over-arching statement of philosophy and purpose. The other six dimensions are each partitioned into four levels of program development: (4) Exemplary Program, (3) Successful Program, (2) Developing Program, and (1) Limited Program. These dimensions are designed to be analyzed and scored using the four-point rubric.

STRATEGIES FOR IMPLEMENTATION

Read and review the six identified areas: worthwhile tasks, the learning environment, teacher's role in discourse, students' role in discourse, tools for enhancing discourse, and teaching and learning analysis. Next, read the four levels of proficiency: exemplary teaching, successful teaching, improving teaching, and limited teaching.

Once the rubric format is understood and there is a basic concept about the six areas, carefully read through each of the "Teaching Proficiency Level" descriptions provided in the rubric. Reread these six exemplary descriptions highlighting key or critical words that best describe exemplary teaching for the six areas. Use the same procedure to read and study the remaining levels of proficiency for each of the areas and highlight only the key words that best describe current teaching behaviors.