

National Institute for Excellence In Teaching (NIET)

TAP Teaching Standards Rubric

The excerpts below show how the indicators of the TAP Rubric address the five classroom management strategies that are the focus of NCTQ's Classroom Management standard. All language is taken from the "Significantly Above Expectations" level of the rubric: The full rubric also provides descriptions of "At Expectations" and "Significantly Below Expectations." Some of the language below is currently being phased in.

Establishing Rules and Routines

Indicator	Description of "Significantly Above Expectations (Exemplary)"
Engaging Students and Managing Behavior	<ul style="list-style-type: none"> Teacher and students establish collective commitments for learning and behavior

Maximizing Learning Time

Indicator	Description of "Significantly Above Expectations (Exemplary)"
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions.
Environment	<ul style="list-style-type: none"> The classroom: <ul style="list-style-type: none"> has supplies, equipment and resources easily and readily accessible to provide equitable opportunities for all students. is arranged to maximize individual and group learning and to reinforce a positive classroom culture.

Reinforcing Positive Behavior

Indicator	Description of "Significantly Above Expectations (Exemplary)"
Motivating Students	<ul style="list-style-type: none"> The teacher regularly reinforces and rewards effort
Engaging Students and Managing Behavior	<ul style="list-style-type: none"> Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.

Redirecting Off-task Behavior

Indicator	Description of “Significantly Above Expectations (Exemplary)”
Engaging Students and Managing Behavior	<ul style="list-style-type: none">• Students are consistently engaged in behaviors that optimize learning and increase time on task.• Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.

Addressing Serious Misbehavior

Indicator	Description of “Significantly Above Expectations (Exemplary)”
Engaging Students and Managing Behavior	<ul style="list-style-type: none">• Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.• The teacher addresses individual students who have caused disruptions rather than the entire class.• The teacher quickly attends to disruptions with minimal interruption to learning.