

Induction Early Completion Option (ECO) Application Rubric

Score	Admission Decision
Total Score 32/36 or more AND All Section Scores 10/12 or more	Qualified for Induction Early Completion Option. An updated Planned Course of Study will be sent to Candidate and Site-Based Mentor.
Total Score less than 32/ 36 OR Any Section Score less than 10/12	Not qualified for Induction Early Completion Option. General Induction program Planned Course of Study will remain for both Candidate and Site-Based Mentor.

Section	Criteria	Scoring			
		3	2	1	0
1	Resume <i>1–2 page resume outlining teaching experience</i>	Included in application and outlines teaching experience.	N/A	N/A	Missing or does not outline teaching experience.
	Verification of Employment <i>Verification(s) of employment for 3 years of instruction. Employment verification must include a letter on official letterhead from Vice Principal or Principal confirming employment and/or documentation from HR.</i>	3 or more years of successful teaching as teacher of record or completion of an intern program on official letterhead from Vice Principal or Principal.	N/A	N/A	Less than 3 years of successful teaching as teacher of record and did not complete intern program and/or not listed on official letterhead from Vice Principal or Principal. (DISQUALIFIES)
	Summative Performance Evaluation <i>Most recent summative performance evaluation</i>	Effective summative performance evaluation.	N/A	N/A	Not effective and/or not summative performance evaluation. (DISQUALIFIES)
	Administrator Confidential Recommendation <i>Administrator Confidential Recommendation Google Form completed by current administrator or an administrator who can best speak to teaching experience and skills.</i>	Responses average “Integrating” (>3–4).	Responses average “Applying” (>2–3).	Responses average “Exploring” (>1–2).	Responses average “Emerging” (0–1).
2	Classroom Management Plan Narrative Description <i>Write a narrative description of your classroom management plan that provides a comprehensive support system for students (e.g., whole group, individual contracts, table groups) and addresses routines, structure, and positive behavior support. Explain how the classroom management plan is communicated with students, parents, and other support/service providers. 2-3 paragraphs.</i>	Thorough, detailed description of a classroom management plan that provides a comprehensive support system for students (both whole group, and individually) and addresses routines, structure and positive behavior support. Included in the narrative is a strong explanation of how the classroom management plan is communicated with students, parents, and	Detailed description of the classroom management plan that provides a support system for students and addresses routines, structure, and positive behavior support (either whole group or individually). Included in the narrative is an explanation of how the classroom management plan is communicated with either students, parents, or other support/service providers (not all three).	Basic description of the classroom management plan. Classroom management plan provides limited support for student behavior. Routines and structures are not addressed, and narrative contains little/ or no evidence of communication with students, parents, and other support/service providers.	Little to no details about specific supports in place for managing whole group and individual behaviors. No evidence of communication with students, parents, and other support/service providers.

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		3	2	1	0
		other support/service providers.			
	<p>Classroom Management Plan Artifacts & Narrative Description <i>Upload a photo of a minimum of two artifacts that reflect your classroom management plan described above (e.g., charts, rules, parent communication, contracts, behavior logs, anecdotal notes, point systems, positive behavior supports).</i></p> <p><i>Explain how these 2 artifacts support your classroom management.</i></p>	Two artifacts accurately reflect the classroom management plan. Thorough, detailed description gives clear connection between the artifacts and the narrative description.	Two artifacts accurately reflect the classroom management plan and description gives some connection between artifacts and the narrative description.	Two artifacts are a limited representation of the behavior management plan and/or do not clearly connect with the classroom management plan outlined in the narrative description.	Single artifact provided or artifacts are not directly connected to the behavior management plan described in the written narrative.
	<p>Photos of Physical Classroom & Narrative Description <i>Upload two photographs of your physical classroom.</i> 1) <i>One whole class view</i> 2) <i>One section of the room that highlights your ability to create a rigorous and/or student-centered learning environment</i></p> <p><i>Explain your rationale for each photograph of your physical classroom.</i></p>	Two photos give insight into the instructional environment. Explanations of photos are detailed and provide thorough reasoning for structure / groupings, and/or furniture arrangement, and clearly highlights the applicant's ability to create a rigorous and/or student-centered learning environment.	Two photos give insight into the instructional environment. Explanations of photos are thorough and provide adequate reasoning for structure / groupings, and/or furniture arrangement, instructional practice.	Two photos show the instructional environment. Explanations of photos are brief and provide basic reasoning for structure / groupings, and/or furniture arrangement. Little connection to instructional practice.	Less than two photos, or photos do not adequately depict the instructional environment. Vague explanation of the photos with little to no connection to instructional practice.
	<p>Written Lesson Plan Template <i>Submit a written lesson plan for a single lesson that you will use for the video component portion of this requirement. Use the lesson plan template.</i></p>	Written Lesson Plan is complete using the template provided, and has detailed objectives, standards, and outcomes listed for students and student work. Tasks are meaningful and related to objectives. Descriptions of what the teacher is doing and what the students are doing are clear. Appropriate supports and scaffolds for learning are evident in the lesson plan—making the content accessible to all students.	Written Lesson Plan is complete using the template provided and has stated objectives, standards and outcomes identified for students and student work. Descriptions of what the teacher and students are doing are brief and not detailed. Tasks are related to objectives. Some supports and scaffolds for learning are evident in the lesson plan.	Written Lesson Plan is incomplete using the template provided and has few objectives for students and student work. Standards are not listed. Tasks have limited connections to objectives. Supports and scaffolds for learning are not evident in the lesson plan.	Written Lesson Plan has few to no objectives listed for students and student work. The template is not utilized. Standards are not listed. Tasks are not/have very limited connections to objectives. Supports or scaffolds for learning are not evident.
3	<p>Lesson Video Recording <i>Submit a 15-minute video of your lesson. You may edit the video however you would like to highlight important aspects of your instruction and the lesson. Upload your video to a shareable hosting site such as YouTube, Google Drive, etc. Please make sure to grant access to the video until you have received your Early Completion Option application decision.</i></p>	Video is 15 minutes and accurately reflects elements of the Written Lesson Plan.	Video is 15 minutes and mostly reflects elements of the Written Lesson Plan.	Video is less than 15 minutes and has limited connections to the Written Lesson Plan.	Video is less than 15 minutes and is not related to the Written Lesson Plan.

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	<p>Lesson Video Narratives</p> <ul style="list-style-type: none"> • <i>Other than what is stated in the lesson plan, what occurred prior to and after what is seen in the video that is important to know to understand and interpret the interactions between you and your students? Please provide any other information needed to interpret the events and interaction in the recording. 2-3 paragraphs.</i> • <i>In the instruction seen in the video, how did you further the students' knowledge / skills and engage them with the content? 2-3 paragraphs.</i> • <i>Cite one or two examples of strategies you used to address the diverse needs of your students (academic, language, etc.). 2-3 paragraphs.</i> • <i>Cite one or two examples of what students said / did in the video or in assessments related to the lesson that indicates progress toward accomplishing the lesson's learning objectives. 2-3 paragraphs.</i> 	Video narrative accurately and thoroughly responds to each of the four prompts. Responses are detailed and demonstrate insight and reflection upon individual teaching practice.	Video narrative thoroughly responds to each of the four prompts. Responses are detailed and related to the prompts. Some insight and/or reflection is evident.	Video narrative thoroughly responds to some but not all prompts. Responses are related to the prompts, but some are lacking in detail and insight.	Video narrative responses are not related to the prompts or are lacking in detail and insight.
	<p>Planning and Organization Narratives, Artifacts, & Artifact Narrative Description</p> <ul style="list-style-type: none"> • <i>How do you organize the planning of weekly instruction? Describe any tools, materials, resources, or practices you use. 2-3 paragraphs</i> • <i>How do you manage and prioritize other professional responsibilities? Describe any tools, materials, resources, or practices you use. 2-3 paragraphs</i> • <i>Upload a minimum of two artifacts as a sample of your weekly planning materials (e.g. plan book, weekly outline, screenshot of class website, etc.). Explain how each of these artifacts support your weekly planning. 2-3 paragraphs</i> 	Written prompts are answered thoroughly, providing detailed descriptions of tools, materials and/or resources used to plan for instruction, and professional responsibilities. Two or more artifacts submitted are clearly connected to the descriptions given in the prompt.	Written prompts are answered adequately and provide descriptions of personal organization strategies for lesson planning materials, and professional responsibilities. Two artifacts submitted are clearly connected to the descriptions given in the prompt.	Written prompts are answered providing limited descriptions of personal organization strategies for lesson planning materials, and professional responsibilities. Two artifacts submitted are not clearly connected to the descriptions given in the prompt.	Written prompts are answered providing limited descriptions of personal organization strategies for lesson planning materials, and professional responsibilities. Fewer than two artifacts submitted and/or are not clearly connected to the descriptions given in the prompt.
	<p>Reflective Practice Narrative</p> <p><i>"Exceptional teachers are reflective practitioners, who continually improve their practice."</i></p> <p><i>Describe the role that reflection plays in your daily work as a professional educator. Explain how your reflection impacts your students' learning. Give three specific examples from your own teaching practice. Minimum 250 words.</i></p>	Essay response directly addresses the prompt, gives examples and 3 or more detailed descriptions of the role that reflection plays in his/her daily work as a professional educator. Response clearly meets the minimum 250-word guideline and uses graduate level writing—including conventions and grammar.	Essay response addresses the prompt and gives at least 2 examples or descriptions of the role that reflection plays in his/her daily work as a professional educator. Response clearly meets the minimum 250-word guideline and uses graduate level writing—including conventions and grammar.	Essay response indirectly addresses the prompt and gives fewer than 2 examples or descriptions of the role that reflection plays in his/her daily work as a professional educator. Response meets the minimum 250-word guideline and uses a basic style of writing. Conventional and grammatical errors are present, but do not detract from the overall meaning of the essay.	Essay response does not clearly address the prompt and gives little to no examples or descriptions of the role that reflection plays in his/her daily work as a professional educator. Response does not meet the minimum 250-word guideline and uses a basic style of writing. Conventional and grammatical errors are present and detract from the overall meaning of the essay.