

BOSTON TEACHER RESIDENCY PLANNING and TEACHING GATEWAYS 2012-13

The purpose of these rubrics is to assess the **Planning and Teaching Gateways**. The rubrics are also designed to help Residents monitor and analyze their planning and delivery of instruction on a regular basis. The criteria in these rubrics are based on the indicators outlined in the BTR Instructional Vision and the Michigan Levels of Novice Performance rubric.

- Residents must meet the expectations for proficient in the **shaded** areas of the rubric for the **fall** planning and teaching event.
- Residents must meet the expectations for proficient in **all** areas of the rubric for the **spring** planning and teaching event.

All of the Instructional Practices in these Gateways will be assessed in terms of whether they are enacted in a way that is consistent with the BTR Principles. CTEs and Directors of CTE will be assessing the Residents on the Gateway rubrics.

Boston Teacher Residency Planning Gateway Rubric 2012-13

		Advanced	Proficient	Developing	Performance Needs Work
<p>Instructional Goal #3: Assess students' understanding everyday to inform instructional decisions and plan cognitively demanding lessons and units of instruction.</p> <p>Instructional Goal #4 Ensure Students Read and Write in All Content Areas, in meaningful ways, and on a regular basis.</p>	A	Resident demonstrates that the learning goal for the lesson is derived from a deep knowledge of the content, has done the work of the lesson prior to planning. (E.g. worked out the math problem, read the book) and designs/re-designs lesson plan based on their learning from doing the work.	Resident demonstrates that s/he knows the content and has done the work of the lesson prior to planning. (e.g. worked out the math problem, read the book)	Resident demonstrates that s/he has knowledge of the content, and has attempted the work of the lesson. (e.g. worked out the math problem, read the book) Resident has, however, a few misconceptions or shows a lack of proficiency in the content of the lesson.	Resident demonstrates that s/he does not know the content and has not done the work of the lesson. (e.g. worked out the math problem, read the book)
	B	Resident articulates clear instructional objectives and how they connect to the "big Ideas" of the unit and build on the lessons that came before.	Resident articulates clear instructional objectives and how they connect to the "big ideas" of the unit	Resident articulates clear instructional objectives but does not articulate how the objective connects to the "big Ideas" of the unit	Resident does not articulate clear instructional objectives or does not articulate understanding of the big ideas of the unit.
	C	Lesson is clearly planned in advance so no time is taken away from instruction. Resources are selected thoughtfully to enhance student learning.	Lesson is clearly planned in advance so no time is taken away from instruction for last minute preparation of lesson goals or materials.	Lesson is mostly planned for, but some time is taken away from instruction for last minute preparation.	Lesson is not planned, and /or materials are not prepared in advance of lesson.
	D	Resident coordinates multiple sources of assessment data (student work, assessments, notes from class discussion) to plan for and make changes to instruction in the moment and over time	Resident coordinates multiple sources of assessment data (student work, assessments, notes from class discussions) to plan for instruction	Resident utilizes only the most recent student work data to plan for changes to instruction	Resident does not utilize student work or assessments in the planning process.

Boston Teacher Residency Planning Gateway Rubric 2012-13 (continued)

<p>Instructional Goal #3: Assess students' understanding everyday to inform instructional decisions and plan cognitively demanding lessons and units of instruction.</p> <p>Instructional Goal #4 Ensure Students Read and Write in All Content Areas, in meaningful ways, and on a regular basis.</p>	E	Resident plans a high cognitive demand task in content and anticipates how to maintain the demand of the task throughout the lesson.	Resident plans a high cognitive demand task in the appropriate content.	Resident attempts to plan a high cognitive demand task, but the task does not match the level of demand appropriate for the content/students.	Resident does not design a high cognitive demand tasks in content.
	F	Resident articulates criteria for success that measure and connect to the content objectives of the lesson and "big picture" unit goals.	Resident articulates criteria for success that measure and connect to the content objectives of the lesson	Resident articulates criteria for success that connect to some but not all of the content objectives of the lesson	Resident does not articulate criteria for success or the articulated criteria for success do not connect to the content objectives of the lesson
	G	Resident anticipates student reasoning/ideas, challenges, and misconceptions that students might have as they work on the activity and how they might reason during the lesson.	Resident anticipates student reasoning/ ideas, challenges, and misconceptions that students might have as they work on the activity.	Resident anticipates reasoning/ ideas, challenges, and misconceptions that students might have as they work on the task/activity.	Resident does not anticipate reasoning/ ideas, challenges, and misconceptions that students may have as they work on the task/activities
	H	Resident talks through multiple entry points in the lesson that respond to identified students needs and therefore make content specifically accessible to the learners in the classroom.	Resident talks through multiple entry points in the plan to make the content accessible to a range of learners, demonstrating knowledge of his/her students. (using UDL and /or differentiation)	Resident talks through how to make content accessible through one entry point.	Resident does not talk through how students go about the work of the lesson to ensure access to the content.
	I	Resident plans specific and clear language objectives that will be taught, assessed and that support access to the content of the lesson and students ability to demonstrate their understanding of key ideas of the lesson and unit.	Resident plans specific and clear language objectives that will be taught, assessed and that support access to the content of the lesson and students' ability to demonstrate their understanding of key ideas of the lesson.	Resident writes language objectives, but language objectives do not support access to the content, nor support students' ability to demonstrate their understanding of key ideas of the lesson.	Resident does not plan specific and clear language objectives
	J	Resident plans specific and clear accommodations that correspond with each student's respective IEPs, lesson objectives, unit goals and other forms of data (recent classroom performance, teacher observations, student feedback)	Residents plans accommodations for students (where necessary) based on their IEPs lesson objectives, or other forms of classroom data (recent classroom performance, teacher observations, student feedback)	Resident plans accommodations for students based on information in the students' IEPs and the unit goals.	Resident does not have information about the students in IEP's learning needs.
	K	Resident strategically plans for all adults in the room in response to lesson objectives/student needs.	Resident plans for all adults in the room based on the lesson objectives.	Resident plans, but does not explicitly design focus of each adult.	Resident does not plan for all adults in the classroom.

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Boston Teacher Residency Teaching Gateway Rubric 2012-13

Instructional Goal #1: Build a productive learning environment where every student matters and participates		Advanced	Proficient	Developing	Performance Needs Work
	A	Resident engages all students in thinking and talking about the content throughout the lesson.	Resident engages the majority of students in thinking and talking about the content throughout the lesson.	Resident engages students in thinking and talking about the content at hand most of the time.	Resident does not engage students in thinking and talking about the content.
	B	Resident communicates positively; with eye contact, warm confident voice, and respectful language cultivating positive interactions with students.	Resident engages with students and communicates positively; with eye contact, warm confident voice, and respectful language.	Resident communicates positively most of the time, though expresses frustration or lack of engagement in 1-2 circumstances.	Resident does not communicate positively; displays frustration, lack of engagement in 3 or more circumstances.
	C	Talk moves are used routinely and appropriately by Resident and students to enhance engagement and sense making.	Resident uses talk moves to allow students to think and formulate their ideas (e.g. wait time, turn and talk, re-voicing)	Resident tries a talk move once in the lesson to allow students to think and formulate their ideas	Resident does not use talk moves with students to think and formulate their ideas
	D	Rules and expectations are clear and consistently reinforced, and students hold each other accountable to them.	Resident clearly communicates rules and expectations and consistently reinforces them.	Rules and expectations are clearly stated but not consistently enforced.	Rules and expectations are absent, unclear and /or inconsistently reinforced.
	E	Instructional directions are clear, precise, and direct. Most, if not all, students demonstrate understanding of the instructional directions. The purpose of directions and the relationship to other classroom experiences is also explicitly communicated to students	Instructional directions are clear, precise and direct. Most, if not all, students demonstrate understanding of the instructional directions.	Instructional directions are communicated obscurely, ambiguously, or indirectly. Some students have difficulty following the instructional directions.	Instructional directions are communicated obscurely, ambiguously, or indirectly. Most students are unable to follow them
	F	Learning time is maximized through purposeful, smooth transitions, in which students help each other transition quickly and efficiently.	Learning time is maximized through purposeful, smooth transitions with little instructional time lost.	Purposeful transitions are directed, but they are awkward, chaotic, and /or lengthy. Some learning time is lost.	Purposeful transitions are not directed and /or executed, resulting in substantial learning time lost.
	G	When students are off –task, Resident uses what s/he knows about the students as learners in content to re-engage them in the learning so they are contributing members of the learning community. Students re-engage,	When students are off-task, Resident uses what s/he knows about the students as learners in content to re-engage them in the learning. Students re-engage.	When students are off –task, Resident attempts to use what s/he knows about the students as learners in content to re-engage them in the learning.	Resident does not attempt to re-engage students by eliciting their thinking and ideas.
	H	Students support each other to recognize errors and misunderstandings and use them as opportunities for learning	Resident recognizes errors and misunderstandings and models how errors are opportunities for learning.	Resident recognizes errors and misunderstandings but does not use them so they are opportunities for learning	Resident does not recognize errors and misunderstandings when they come up

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Teacher Residency Teaching Gateway Rubric 2012-13 (continued)

		Advanced	Proficient	Developing	Performance Needs Work
Instructional Goal #2: Teach lessons with high cognitive demand, maintaining a consistent focus on student reasoning and enabling students to understand big ideas in academic content areas.	A	The resident launches a high cognitive demand task that results in the engagement of all students.	Resident launches a high cognitive demand task.	Resident designs a high cognitive demand task in which students are asked to reason with content, but lowers the demand in the launch.	Resident does not design or launch a high cognitive demand task for the students.
	B	Resident orchestrates a discussion where student interaction with content is the major component of the lesson and optimally facilitates learning and understanding.	Resident orchestrates a discussion where student interaction with content is the major component. Resident's voice is not the exclusive voice heard during the lesson	Resident orchestrates a discussion, but the resident voice predominates and minor student interactions take place.	Resident's voice is the exclusive voice during the lesson. Student interactions are not elicited.
	C	Students make connections among each other's ideas to further content areas	Resident directs students to make connections among each other's ideas to further the content goals	Resident makes connections among students' ideas but these connections do not further the content goals.	Resident does not make connections among students' ideas and the content goals
	D	Resident maintains high level of cognitive demand throughout lesson for all students.	Resident makes multiple attempts to maintain the level of cognitive demand throughout lesson for all of the students.	Resident makes attempts to maintain the high level of cognitive demand throughout lesson for some students.	Resident does not maintain the high level of cognitive demand throughout lesson.
	E	Students explain unclear aspects of their thinking	Resident presses students to explain unclear aspects of their thinking	Resident encourages students to explain unclear aspects of their thinking	Resident does not encourage students to explain unclear aspects of student thinking.
	F	Resident maintains routines whereby students pose clarifying and probing questions to each other to build on each other's ideas and deepen understanding of the content objectives	Resident presses students to pose clarifying and probing questions to each other to build on each other's ideas in relation to the content objectives	Resident is beginning to encourage students to pose clarifying and probing questions to each other,	Resident does not encourage students in posing clarifying and probing questions
	G	Resident makes deliberate decisions about the ideas to be presented in the discussion and can incorporate the unexpected ideas of students to further the learning of the content goals	Resident makes deliberate decisions about ideas to be presented in discussion to further the learning of the content goals.	Resident orchestrates discussion without making deliberate decisions about ideas that will be presented to further the learning of the content goals	Plan includes a discussion but the discussion is not observed during the actual lesson

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BTR Teaching Gateway Rubric 2012-13 (continued)

Instructional		Advanced	Proficient	Developing	Performance Needs Work
Goal #3: Assess students' understanding everyday to inform instructional decisions and plan cognitively demanding lessons and units of instruction.	A	Resident articulates learning goals and success criteria of the lesson to students and reinforces where appropriate, always checking for student understanding.	Resident articulates the learning goals and success criteria of the lesson to students. Resident checks for student understanding of these goals and criteria.	Resident articulates the learning goals and success criteria of the lesson when prompted by students.	Resident does not articulate learning goals and success criteria of the lesson/ these goals and criteria are implicit or undetermined.
	B	Resident monitors and gathers detailed evidence of students' understanding while they are working independently or in groups based on students' learning needs and lesson objectives.	Resident actively monitors and gathers evidence of understanding of specific students or groups while they are working independently or in groups.	Resident generally monitors and gathers evidence of students' understanding while they are working independently or in groups.	Resident does not monitor or gather evidence of students' understanding while they are working.
	C	Resident uses assessment to adapt instruction, extend student thinking and scaffold their understanding in ways that secure student learning of the objectives.	Resident uses assessment to adapt instruction, extend student thinking and/or scaffold their understanding of the lesson objectives	Resident uses assessment to assess students' understanding and attempts to use assessment to adapt instruction.	Lesson assessment is misaligned to lesson objectives. Resident uses general classroom evidence like amount of talk and student excitement to assess student understanding.