

ISLES 3 Rubric for Fall 2014

Levels/Criteria	Level 1	Level 2	Level 3	Level 4	Level 5	Score/Level
<p>Justifying Instructional Approach The TC uses knowledge of his/her students to justify instructional plans.</p>	<p>TC's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</p>	<p>TC justifies learning tasks with limited attention to students' prior academic learning</p> <p>OR</p> <p>personal/cultural/community assets.</p>	<p>TC justifies why learning tasks (or their adaptations) are appropriate using:</p> <p>examples of students prior academic learning</p> <p>OR</p> <p>examples of personal/cultural/community assets</p> <p>TC makes superficial connections to research and/or theory.</p>	<p>TC justifies why learning tasks (or their adaptations) are appropriate using both:</p> <p>examples of students' prior academic learning</p> <p>examples of personal/cultural/community assets</p> <p>TC makes connections to research and/or theory.</p>	<p>Level 4 plus:</p> <p>TC's justification is supported by principles from research and/or theory.</p>	1 2 3 4 5
<p>Learning Environment The TC creates a positive learning environment and supports students' engagement in learning.</p>	<p>Disrespectful interactions btw TC & students or btw students.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p> <p>TC engages in or allows disrespectful interactions.</p> <p>TC allows disruptive</p>	<p>TC demonstrates respect for students.</p> <p>Environment serves primarily to control student behavior.</p> <p>Environment minimally supports instructional strategies.</p> <p>TC attentively listens to student responses.</p> <p>Students are primarily led through a series of TC-directed tasks with little</p>	<p>TC shows rapport & respect for students.</p> <p>TC engages in positive interactions with students.</p> <p>TC provides positive, low-risk social environment that reveals mutual respect among students.</p> <p>Mutual respect is shared between TC and students.</p>	<p>TC shows rapport & respect for students.</p> <p>TC engages in positive interactions with students.</p> <p>TC provides challenging learning environment that promotes mutual respect among students.</p> <p>Mutual respect is shared between TC</p>	<p>TC demonstrates rapport & respect for students.</p> <p>TC engages in positive interactions with students.</p> <p>TC provides challenging learning environment that provides opportunities to express varied</p>	

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	behaviors that interfere with lesson flow and engagement.	discussion or interaction.	Students ask and answer questions openly.	and students. Students ask and answer questions openly. TC asks higher order questions like, "What's another way to think about that?" Or "Who has another perspective?"	perspectives & mutual respect among students. Mutual respect is shared between TC and students. Students ask and answer questions openly. TC asks higher order questions like, "What's another way to think of that?" Or "Who has another perspective?" Encourages students to present alternative responses or perspectives.	
Engaging Students in Learning The TC actively engages students in integrating 1 or more instructional strategies to develop content comprehension.	Students are passive or inattentive while TC directs use of strategies. Little or no evidence that TC links students' prior academic learning or personal, cultural, or community assets with new learning.	Students are participating in strategies focusing solely on content without developing understanding of the strategies. TC attempts to link new content to students' prior learning & experience, but the links are unrelated to the content or strategies or cause student confusion. Chosen & assigned	Students are intellectually engaged in strategies that develop their understandings of content & the strategies employed. TC links new content and learned strategies to students' prior academic learning. Chosen & assigned strategies correlate well with the lesson	Students are intellectually engaged in strategies that develop their understanding of the content through TC-student & student-student interaction. TC links both prior academic learning & personal, cultural, or community assets to new	Students are intellectually engaged in strategies tailored to specific student needs for comprehending the content through TC-student & student-student interactions. TC prompts students to make	

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	<p>Strategies don't match or correlate well with the lesson. Other strategies would have been more effective.</p> <p>OR</p> <p>Student misbehavior or TC disrespect for one or more students severely limits students' engagement in learning.</p> <p>Students are confused by links to content.</p>	<p>strategies correlate well with the lesson content & help students achieve learning.</p> <p>TC makes only limited connections between tasks and prior learning or students' lived experience.</p> <p>Tasks focus on low-level content.</p>	<p>objectives & help students achieve learning.</p> <p>Tasks focus on subject-specific understandings.</p>	<p>strategies.</p> <p>TC links tasks to students' lived experience.</p> <p>Strategies correlate well with the lesson objectives & help students achieve learning.</p> <p>Tasks develop or deepen subject specific understandings.</p>	<p>links to prior academic learning & personal, cultural, or community assets to new strategies.</p> <p>Students link tasks to lived experience.</p> <p>Strategies correlate well with the lesson objectives & help students achieve learning.</p> <p>Tasks develop or deepen subject specific understandings.</p>	

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<p>Deepening Student Learning The TC elicits student responses to promote thinking and effectively use the chosen strategies associated with the selected lesson content.</p>	<p>TC does most of the talking & students provide few responses.</p> <p>Lecture is the primary instructional delivery strategy used.</p> <p>Teaches strategies without providing meaningful context.</p> <p>OR</p> <p>TC responses include significant strategy & content inaccuracies that will lead to student misunderstandings.</p> <p>Consistent or egregious content inaccuracies are present.</p>	<p>TC primarily asks surface-level questions & evaluates student responses as correct or incorrect.</p> <p>Questions prompt one-word answers.</p>	<p>TC elicits student responses related to use of strategies.</p> <p>TC asks questions that prompt some higher order thinking related to subject specific understandings.</p> <p>TC makes clear connections btw strategies & content.</p>	<p>TC elicits & builds on students' skills to explicitly portray, extend, or clarify a strategy.</p> <p>Questioning builds on student thinking about subject-specific understandings.</p> <p>TC prompts students to apply strategies in meaningful content.</p>	<p>TC elicits & builds on students' skills to explicitly portray, extend, or clarify a strategy.</p> <p>Questioning builds on student thinking about subject-specific understandings.</p> <p>TC prompts students to apply strategies in meaningful content.</p> <p>TC facilitates interactions among students to evaluate their own abilities to apply strategies in meaningful content.</p> <p>Students respond to and build upon peer comments.</p> <p>Students evaluate their own thinking.</p>	

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<p>Subject-Specific Pedagogy</p> <p>The TC supports students to apply the selected & chosen strategy to enhance content mastery?</p>	<p>Candidate does not teach students how to use the strategies to support comprehension.</p> <p>OR</p> <p>There is a clear mismatch btw or among strategies, skills, & students' readiness to learn.</p> <p>OR</p> <p>Materials used in the clip(s) include significant content & strategy use inaccuracies that will lead to student misunderstanding(s).</p>	<p>Candidate models the strategy(ies) without providing opportunities for students to practice or apply them.</p>	<p>Candidate models the strategy(ies) with limited opportunities for student practice.</p>	<p>Candidate explicitly teaches students how to apply the strategy(ies) & provides opportunities for guided practice through gradual release protocols.</p>	<p>Level 4 plus: TC explicitly teaches students when to apply the strategies in meaningful contexts and gives feedback on students' practices of the strategies.</p>	

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<p>Analyzing Teaching Effectiveness The TC uses evidence to evaluate & change instruction to meet students' varied needs?</p>	<p>TC suggests changes unrelated to evidence of student learning.</p> <p>Proposed changes address candidate's own behavior without reference to student learning.</p> <p>Proposed changes address problems with student behavior and how to "fix" it.</p>	<p>TC proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</p> <p>Proposed changes suggest "more practice" or time to work on similar or identical tasks without revision.</p>	<p>TC proposes changes that address students' collective learning needs related to the lesson content.</p> <p>Proposed changes address gaps in whole class learning/understanding.</p> <p>Proposed changes re-engage students in new, revised or additional tasks.</p> <p>TC makes superficial connections to research and/or theory.</p> <p>Proposed changes include surface level discussion of research or theory (e.g., name drop or use of a term without connection to TC's practice).</p>	<p>TC proposes changes that address individual & collective learning needs related to the lesson content.</p> <p>TC makes connections to research and/or theory.</p> <p>Proposed changes are concrete, specific and elaborated.</p> <p>Proposed changes address gaps in student learning for different students in different ways (e.g., modified tasks or different resources/materials, extra scaffolding with teacher or peer).</p> <p>Proposed changes are grounded in principles from theory or research (e.g., go beyond name dropping or jargon).</p>	<p>Level 4 plus: TC justifies changes using principles of research and/or theory.</p>	
Total Score						