Sacramento State Multiple Subject Teacher Preparation Program

Prioritized Skills Rubric

**RATING RUBRIC WITH DESCRIPTORS**

**A4.**   Promotes students’ critical and creative thinking and analysis through activities that provide opportunities for [inquiry](https://www.teachthought.com/pedagogy/4-phases-inquiry-based-learning-guide-teachers/), problem solving, responding to and framing meaningful questions, and reflection.

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| PERFORMANCE CRITERIA DESCRIPTORS | | | |
| **Beginning:** Poses few questions and these focus only on facts related to learning in subject matter. Questions/Tasks/Texts are: Primarily lower level Blooms and DOK Level 1. | **D Developing:** Provides opportunities for students to engage in analysis and problem solving. Questions/Tasks/Texts:        are somewhat cognitively demanding (mid Level Blooms and  DOK Level 2) | **Maturing:** Uses deliberate strategies (e.g., questioning) to promote analysis in inquiry, problem solving, responding to and framing questions, and reflection. Questions/Tasks/Texts:        are cognitively demanding (Upper Level Blooms and  DOK Level 3) | **Integrating:** Consistently facilitates regular opportunities for students to think critically and creatively in inquiry, problem solving, responding to and framing meaningful questions, and reflection. Questions/Tasks/Texts:     are cognitively demanding (Upper Level Blooms and DoK Levels 3 and 4) |
| WHAT OBSERVERS SHOULD LOOK FOR (descriptors of practice) | | | |
| T **Beginning: Te**acher might: ask a question about whether an answer is right or wrong, whether a term is used correctly, whether students have questions, students to state a fact or facts  S Sttudents can be observed: copying answers, following procedures step-by-step, labeling/providing terms  St Students construct responses and share them with peers, but rarely engage each other’s ideas: students may use evidence (e.g., explanations, diagrams, graphs, tables, examples, texts, etc.) to support an idea | T  **Developing**: Teacher might: ask students to explain using a model, to summarize referencing specific steps.  S Students can be observed: explaining relationships, evaluating examples and non-examples, interpreting models  Students construct responses and share them with peers, but rarely engage each other’s ideas: students usually use evidence (e.g., explanations, diagrams, graphs, tables, examples, texts, etc.) to support an idea | **Maturing**: Teacher intersperses lesson with opportunities for students to engage in extended discourse, with each other and with the teacher.  Even when not engaged in discussion, students appear engaged and are ready to respond when “cold” called upon.  Students work in partnerships, groups to solve the problem and engage in multiple “turns” to discuss how to solve the problem. | T **Integrating:** Teachers might: ask students to explain and/or justify their responses citing evidence or other students’ thinking, use questions to probe, provide non-examples to determine students’ misconceptions.  S Students can be observed: citing other students’ thinking, applying understanding in a novel way, relating concepts to other content areas, explaining. Without being reminded, students engage each other and build upon each others’ utterances to support existing ideas and create new ones.  Students can be observed: in productive confusion/struggle, making connections, posing questions about other possibilities/applications.  Students critique each other’s thinking and negotiate understand using evidence (e.g. explanations, diagrams, graphs tables, examples, texts, etc.) to support an idea. They create new ideas or revise their thinking. |

**A8.** Instruction is structured so that students are actively engaged and contributing ideas.

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| PERFORMANCE CRITERIA DESCRIPTORS | | | |
| **Beginning:** Instruction does not provide opportunities for students to be actively engaged and to contribute ideas. | **D Developing:** Instruction is structured so that few students are actively engaged and contributing ideas. | **Maturing:** Instruction is structured so that some students are actively engaged and contributing ideas. | **Integrating:** Instruction is structured so that most students are actively engaged and contributing ideas. |
| WHAT OBSERVERS SHOULD LOOK FOR (descriptors of practice) | | | |
| **Beginning:** Students are listening to the teacher as the teacher teaches.   Questions are not asked during the teaching. Once instruction by the teacher is finished, students work independently and do not pose questions to the teacher or classmates. | T  **Developing**: Teacher asks questions of students whose hands are raised. Students only pose questions or responses to the teacher. When not contributing, other students are disengaged.  S Students work independently to solve the problem and respond to teacher’s questions when called upon. Some students pose questions to their classmates. | **Maturing**: Teacher intersperses lesson with opportunities for students to engage in extended discourse, with each other and with the teacher.  Even when not engaged in discussion, students appear engaged and are ready to respond when “cold” called upon.  S Students work in partnerships, groups to solve the problem and engage in multiple “turns” to discuss how to solve the problem. | T **Integrating:** Students work in partnerships or groups to solve the problem. In discussing how to solve the problem, students often restate their partner’s reasoning, whether or not they agree, and why. |

**C3**.   Plans, designs, implements, and monitors instruction using subject-specific practices and implement cross-disciplinary learning sequence, including integrating the [visual and performing arts (VAPA)](https://www.cde.ca.gov/be/st/ss/vamain.asp).

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| PERFORMANCE CRITERIA DESCRIPTORS | | | |
| **Beginning:** Uses instructional subject-specific strategies to support subject matter and/or concepts. | **Developing:** Uses subject-specific instructional strategies; Connections between subject matter and other disciplines are superficial. | **Maturing:** Plans and implements cross-disciplinary lessons at times integrating VAPA. | **Integrating:** Consistently plans and implements learning sequences that draw from multiple subject areas, including VAPA, and integrates authentic/real world problems. |
| WHAT OBSERVERS SHOULD LOOK FOR (descriptors of practice) | | | |
| **Beginning:** Content and learning target(s) are inconsistent with grade standards. The teacher superficially explains how skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and may or may not be aligned to standards.  Cross-discipline connections are not made to the students. | **Developing**: Content and learning target(s) are consistent with grade standards. The teacher only explains how skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and are aligned to standards. Mentions connection between subject matter and other disciplines. | **Maturing**: Teacher explains at the beginning and close of each lesson how the strategies and skills will help students understand the target concepts/ideas. This is repeated each week of the unit. When reviewing the week, teacher explains how the skills and strategies learned in the current lesson will be used in subsequent lessons. Teacher explicitly draws connections between disciplines for the students, and integrates VAPA Standards into his/her instruction and assessment. | T **Integrating:** Teacher explains at the beginning, middle and end of the lesson how the strategies and skills will help students understand the target concepts/ideas. The teacher reminds students that they can apply previously learned strategies and skills to the new concepts being learned. Teacher explicitly draws connections between disciplines for the students, and integrates VAPA Standards into his/her instruction and assessment. Students are asked to solve authentic/real world problems through application of new knowledge and skills. |

**D6**.   **Plan instruction that promotes a range of communication strategies and activity modes between teacher and students and among students that encourage student use of academic language and participation in learning (TPE 4.7) (AD 1, 2, 3).**

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| PERFORMANCE CRITERIA DESCRIPTORS | | | |
| **Beginning:** Explicitly teaches and uses scaffolds (e.g., sentence frames, discussion protocols) to build language and relationship skills for academic conversations (active listening, questioning, clarifying, negotiating, etc.). | **Developing:** Initiates the conversation; coaches students on how to use academic language and appropriate relationship skills to participate in academic conversations (active listening, questioning, clarifying, negotiating, etc.). | **Maturing:** Initiates most conversations; students engage in pairs, small groups. Makes explicit her/his expectation that students will participate in conversations using protocols for academic language and relationship skills (active listening, questioning, clarifying negotiating, etc.). | **I Integrating:** Uses students’ thinking to propel discussions.Students fluidly participate in conversations using internalized protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) Students initiate and drive the conversation. |
| WHAT OBSERVERS SHOULD LOOK FOR (descriptors of practice) | | | |
| **Beginning:** Teacher has posted and introduced sentence stems such as “What do you think about that?” or “Do you agree?” or “What is your evidence?” but students seem artificial when using them. Teacher is the primary driver of the conversation; most exchanges are teacher to student or student to teacher. Students robotically use sentence stems but neglect or listen to each other, discourse seems flat and artificial.  Few students are actively engaged and contributing ideas. | **Developing**: Teacher has posted and refers to sentence stems, such as “What do you think about that?” or “Do you agree?” or “What is your evidence?” signal words, and discussion protocols. Teacher prompts students to use the sentence stems during discussion. Teacher initiates the conversation. Students begin to engage in pairs. | **Maturing**: Teacher has posted and refers to sentence stems, signal words and discussion protocols. Teacher prompts students to use the sentence stems  or “signal words” during discussion. Students use sentence frames, phrases, and signal words as a routine to listen to and build discourse around a topic. Most students are engaged and actively contributing ideas. Students keep track of their own air time. | **Integrating:** Teacher has posted, refers to and expects students to use sentence stems, signal words and discussion protocols. Students do so naturally and without teacher prompting. All students are actively engaged and contributing ideas. |