

Figure 6.8:
Instructional Practices Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Classroom Culture	<p>Teachers see mistakes as bad or challenges to overcome rather than a learning tool.</p> <p>Students sit in rows and seldom, if ever, discuss learning with one another.</p> <p>Teachers establish routines and procedures for movement in the classroom but not necessarily for expectations during learning.</p>	<p>Students begin to learn from mistakes, but may not feel safe making mistakes.</p> <p>Students sit in groups but may not fully utilize one another as resources for learning.</p> <p>Teachers establish routines and procedures, but neither they nor students always follow them.</p>	<p>Students and teachers authentically learn from mistakes and feel safe making mistakes while productively struggling to learn.</p> <p>Students sit in groups for learning and utilize one another as resources.</p> <p>Teachers and students practice routines and procedures to maximize the time they spend learning.</p>	<p>Teachers see mistakes as opportunities for learning and embrace them in a manner that encourages all students to try any task.</p> <p>Students sit in groups and learn from and challenge one another.</p> <p>Teachers and students establish and practice routines and procedures for learning.</p>
First-Best Instruction: Lesson Design	<p>Instruction is lecture only (telling information) with optional note taking.</p> <p>The lesson is the same for all students throughout the class period or block of time.</p> <p>The lesson focuses on an activity rather than a standard, or students simply mimic what teachers model throughout the lesson.</p> <p>There is no closure present beyond instructions for preparing to leave or put things away.</p>	<p>Teachers instruct using the guided release method with structured I do, you do, we do. We do is independent.</p> <p>Teachers intervene for students struggling in a lesson.</p> <p>Teachers tie the lesson to a standard but do not make that clear to students.</p> <p>Students complete an exit slip for closure.</p>	<p>Teachers use flexible instruction with students doing the work and learning through reading, writing, and discussions that include inquiry.</p> <p>Teachers plan for intervention and keep students who finish early busy with tasks.</p> <p>Teachers tie the lesson to a standard and students understand the relationship to the learning target. Tasks include various levels of rigor for which critical thinking and reasoning are necessary. Teachers give time for productive struggle.</p> <p>Students close the lesson by explaining what they learned related to the learning target.</p>	<p>Teachers act as facilitators, managing some direct instruction with more student-led involvement.</p> <p>Teachers plan for intervention and enrichment so all students are engaged in learning throughout the lesson.</p> <p>Teachers tie the lesson to a standard and students understand and can articulate the connections in the lesson to the unit and other units. Students experience different levels of rigor and productively struggle as necessary.</p> <p>Students close the lesson and reflect on their understanding of the learning target.</p>
First-Best Instruction: Discourse	<p>Teachers are the primary person talking in class.</p> <p>Teachers ask “right there” questions, which match the language in the text, and students call out answer or raise their hands to answer.</p> <p>Students only learn from the teacher.</p>	<p>Teachers are the primary person talking in class and directing all conversations.</p> <p>Teachers affirm or refute all answers from questions students pose.</p> <p>Students primarily learn from the teacher, though sometimes from one another.</p>	<p>Teachers pose higher-level questions and students listen to the responses and justifications.</p> <p>Students listen to one another and respond to one another.</p> <p>Students work in groups and learn from one another as well as from the teacher.</p>	<p>Teachers and students pose questions in class and listen and respond fluidly to answers.</p> <p>Students initiate conversations as necessary to learn and make sense of the standard.</p>
First-Best Instruction: Formative Process	<p>Teachers focus on finishing a lesson and do not check student work or think to provide quality feedback.</p> <p>Lessons do not provide opportunities for visible or audible student thinking that teachers can give quality feedback to quickly and effectively.</p>	<p>Teachers check for understanding by having students show thumbs up or down, for example, and then continue teaching accordingly.</p> <p>Lessons provide opportunities to see or hear student thinking, but teachers make no adjustments to instruction.</p>	<p>Teachers provide feedback to students or student groups who are able to connect their thinking as necessary.</p> <p>The teacher sees or hears student thinking in the lesson and adjusts instruction as necessary.</p>	<p>Teachers provide feedback to students and students provide feedback to one another throughout the lesson.</p> <p>Teachers and students see and hear one another’s thinking and work together to learn.</p>
Response to Student Learning	<p>Collaborative teams discuss student learning (not always using data) and make individual plans after the discussion to address student learning.</p>	<p>Collaborative teams determine trends and misconceptions in student learning and each design in-class opportunities for remediation, intervention, or extension as necessary.</p>	<p>Collaborative teams determine trends and misconceptions in student learning to design quality intervention, remediation, and extension as necessary.</p>	<p>Collaborative teams analyze data to collectively design intervention, remediation, and extension as necessary and use data to monitor the effectiveness of each.</p>