

The HTM Teaching Rubric: Integrating the Learning Principles

With thanks to Ted Dreier for his leadership in developing this form, and then sharing!

Goal for the lesson observed

Scoring the rubric – Circle the actions or practices observed, whether in the Roses or Thorns columns. Note budding (developing) practices in the middle column.

- Roses are identifiable actions or practices that a teacher does really well.
- Buds are identifiable actions or practices that are just beginning to take shape.
- Thorns are identifiable actions or practices that need improvement.

	Thorns	Buds	Roses
Use of English	<ul style="list-style-type: none"> • Consistent use of English. • English used for translating and giving commands; questions answered in English. 		<ul style="list-style-type: none"> • English use is rare and appropriate (only when absolutely necessary to manage the group).
Use of space	<ul style="list-style-type: none"> • Space is used ineffectively and/or with little thought. • Props are not organized or not easily accessible in the space. 		<ul style="list-style-type: none"> • Space is used appropriately and to the students' advantage. • Props are easily accessible within the space. • Supporting art/pictures/words are hung around the room.
Creativity	<ul style="list-style-type: none"> • Little or no spontaneity observed. • Repeated use of the same commands and vocabulary demonstrations. • Introduces games and non-HTM learning structures during the core lesson. 		<ul style="list-style-type: none"> • Creates interesting ways of introducing new words. • Creates unexpected/unusual ways to review known material, including songs and activities outside of the core lesson. • Uses games appropriately and with intention, usually after the core HTM lesson.
Groupings	<ul style="list-style-type: none"> • Consistently uses gender for groupings or gives attention to the same specific learners. • Ignores teen assistants or teachers in the room when giving commands. 		<ul style="list-style-type: none"> • Uses a variety of groupings (קבוצה אי בי, students wearing a specific color) regularly. • Includes other educators & teen assistants.

<p>Sequencing</p>	<ul style="list-style-type: none"> • The 3 segments of an HTM lesson are not obvious: warm-up/review, introduction of new vocabulary, integration of old words with the new. • If working on vocabulary from prayers/blessings, does not conclude lesson with the group reading/chanting the Hebrew. 		<ul style="list-style-type: none"> • Three clear segments to each lesson: warm-up/review, introduction of new vocabulary, integration of old words with new. • If working on vocabulary from prayers/blessings, concludes lesson with the group reading/chanting the Hebrew.
<p>Introduction of New Words/Terms</p>	<ul style="list-style-type: none"> • More than three new words consistently introduced at one time OR only one word introduced. • Does not check for comprehension of new words • No application of the 2/3 rule (that new vocabulary is introduced when two-thirds of the students demonstrate understanding of previous vocab). • Not all vocabulary is pronounced correctly, or grammar is incorrect. 		<ul style="list-style-type: none"> • Aims to introduce three new words per set (but sometimes there are exceptions). • Uses hand motions, pictures, props and eye contact when first using new words. • Combines new vocab with previously mastered words. • Appropriate application of the 2/3 rule. • Hebrew is pronounced correctly and is grammatically correct.
<p>Classroom climate</p>	<ul style="list-style-type: none"> • Teacher has low energy, stands/sits in one place, no voice modulation, closed off demeanor, uncomfortable with “noisiness” or movement in the space. • Little or no positive Hebrew feedback to the students. • Social learning is not encouraged. • Teacher is constantly in motion, always demonstrating actions when giving commands so students do not have a chance to independently demonstrate proficiency. 		<ul style="list-style-type: none"> • Teacher has lots of energy and movement, smiling and excited about HTM. • Learners are reinforced with positive Hebrew feedback. • Social learning is encouraged. • Teacher gives commands, but delays demonstrating actions once students show they know the meaning.

<p>Use of Props</p>	<ul style="list-style-type: none"> • Little to no use of props/images. • Props/images are similar in form. • Props are disorganized or not accessible. 		<ul style="list-style-type: none"> • Variety of props on hand (size, shape, color). • Props are organized and easily accessible.
<p>Preparation</p>	<ul style="list-style-type: none"> • Clearly unprepared with planning, materials and/or set up. • Reads directly from script. • Arrives late to class or not ready when students arrive or class is ready to begin. 		<ul style="list-style-type: none"> • Clearly prepared for the lesson: planning, materials and set up. • Learning is smooth – the script is available for reference, but it is obvious that the teacher has tried not to read from it directly. • New words and concepts are reviewed and integrated. • Ready to teach when the students arrive or class is scheduled to begin.