**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.

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|  | Thorns | Buds | Roses |
| Use of English | * Consistent use of English.
* English used for translating and giving commands; questions answered in English.
 |  | * English use is rare and appropriate (only when absolutely necessary to manage the group).
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| Use of space | * Space is used ineffectively and/or with little thought.
* Props are not organized or not easily accessible in the space.
 |  | * 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.
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| Creativity | * 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.
 |  | * 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.
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| Groupings | * Consistently uses gender for groupings or gives attention to the same specific learners.
* Ignores teen assistants or teachers in the room when giving commands.
 |  | * Uses a variety of groupings (קְבוּצָה א' ב', students wearing a specific color) regularly.
* Includes other educators & teen assistants.
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| Sequencing | * 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.
 |  | * 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.
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| Introduction of New Words/Terms | * 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.
 |  | * 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.
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| Classroom climate | * 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.
 |  | * 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.
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| Use of Props | * Little to no use of props/images.
* Props/images are similar in form.
* Props are disorganized or not accessible.
 |  | * Variety of props on hand (size, shape, color).
* Props are organized and easily accessible.
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| Preparation | * 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.
 |  | * 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.
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