**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 | * 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). |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
|  |  |  |  |
|  |  |  |  |