

Hebrew Through Movement: Integration of 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 – An observer uses a highlighter to identify the actions or practices observed, whether in the Roses or Thorns columns. Budding practices are noted 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 (when absolutely necessary or 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. 		<ul style="list-style-type: none"> • Creates novel ways of introducing new words. • Creates novel ways to review known material, including songs and activities. • Uses games appropriately and with intention.
Groupings	<ul style="list-style-type: none"> • Consistently uses gender for groupings or gives attention to the same specific learners. • No novel groupings. • Ignores <i>madrihim</i> or teachers in the room when giving commands. 		<ul style="list-style-type: none"> • Uses a variety of groupings ("K'vutzah Alef," individual learner names, students wearing a specific color) regularly. • Includes other educators & madrichim. • Includes novel groupings.

<p>Sequencing</p>	<ul style="list-style-type: none"> • No clear use of the HTM sequence: 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 introduced at one time OR only one word introduced. • Does not check for comprehension of new words • No application of the 65% rule (that new vocabulary is introduced when 65% of the students demonstrate understanding of previous vocab). • Not all vocabulary is pronounced correctly, or grammar is incorrect. 		<ul style="list-style-type: none"> • Introduces no more than three new words per set. • Introduces new vocab combined with previously mastered words. • Uses hand motions, pictures, props and eye contact when first using new words. • Appropriate application of the 65% rule. • Hebrew is pronounced correctly and is grammatically correct.
<p>Classroom climate</p>	<ul style="list-style-type: none"> • Facilitator 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. • Social learning is discouraged. • Facilitator is constantly in motion, always modeling actions when giving commands so doesn’t give students a chance to demonstrate proficiency. 		<ul style="list-style-type: none"> • Facilitator has lots of energy and movement, smiling and excited about HTM. • Learners are reinforced with positive Hebrew feedback. • Social learning is encouraged. • Facilitator gives commands, but delays modeling 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"> • Reads directly from script. • Clearly unprepared with materials and set up. • Arrives late to class or not ready when students arrive or class is ready to begin. 		<ul style="list-style-type: none"> • Clearly organized with a detailed script. • Facilitator has reviewed new words and concepts. • Ready to teach when the students arrive or class is scheduled to begin.