

Teaching Sample Planning Form (Critical Thinking)

Teaching Sample Planning Form (CT)				
Demonstrates the ability to break down complex ideas and convey information in a clear and logical manner				
Lesson content is aligned to stated objective				
Analyzes and interprets information accurately				
NFA	FA-	FA	FA+	E
<p>Planned activities and /or key points indicate that the candidate significantly misunderstands how to complete the planning form and/or the lesson objective</p> <p>Candidate does not choose a provided objective from the list</p> <p>Key points are inaccurate/incorrect</p> <p>Key points are not relevant to the objective</p> <p>Planned lesson activities are missing or are not logically aligned to the objective</p> <p>Activities will take significantly more or less time than allotted</p> <p>Lesson does not include checking for student understanding</p>	<p>Candidate does not submit a form (either via TT2 or in person)</p> <p>Candidate does not teach the objective as a whole (i.e. leaves out a key part of the objective or doesn't use a text when specified in the objective)</p> <p>Some of the key points do not align with objective</p> <p>Candidate does not specify what students should be during some points of the lesson</p> <p>Planned lesson activities are not logically aligned to the objective or are confusing</p> <p>Sample lesson does not include student practice</p> <p>Check for student understanding is misaligned with lesson objective and content</p>	<p>Most key points are aligned to the chosen objective</p> <p>Candidate logically and appropriately completes the planning form, including what students will be doing throughout the lesson</p> <p>Planned lesson activities are logically aligned to the objective</p> <p>Check for understanding is logical and addresses lesson objective and content</p>	<p><u>All indicators for FA are met and:</u></p> <p>All key points are aligned to the chosen objective and include only essential information for the lesson</p> <p>Teacher and student actions are explained in detail and are logical and relevant</p>	<p>Key points are aligned to the chosen objective and clearly facilitate mastery of the lesson objective</p> <p>All content is explained in detail, including key points and teacher and student actions.</p> <p>Planned lesson activities are logically aligned to the objective and facilitate student mastery</p> <p>Planned check for student understanding requires students to demonstrate that they have mastered the objective</p>

Teacher Presence

Teacher Presence				
Exhibits the ease, poise, and self-assurance to be in command of a classroom of students.				
Exudes confidence through body language and tone				
Demonstrates authority in interactions				
Is engaging in interactions and presentation				
Is clear and concise in communications				
NFA	FA-	FA	FA+	E
<p>Candidate is visibly nervous or uncomfortable, to the extent that it makes the lesson difficult to understand and/or follow</p> <p>Candidate speaks in a muted or muffled voice for the majority of the lesson, making it difficult to hear the content of the lesson</p> <p>Candidate rarely makes eye contact with students or often has back turned to students</p> <p>Candidate breaks out of character multiple times throughout the Teaching Sample</p>	<p>Candidate is visibly nervous or uncomfortable several times during the lesson and it interferes with clear instruction</p> <p>Candidate's tone is occasionally overly informal</p> <p>Candidate's body language is informal by not facing the class or not making eye contact with the class</p> <p>Candidate speaks in a low voice or is overly loud at several points during the lesson which distracts the class</p> <p>Candidate rambles occasionally during the lesson or speech is interrupted by unnecessary phrases or words such as "um" or "uh" to the point that it detracts from the content being presented</p>	<p>Candidate is confident for the majority of the lesson, but interactions are not necessarily engaging.</p> <p>Candidate projects his/her voice loudly enough that all students can hear and tone is formal most of the time</p> <p>Candidate makes eye contact with students most of the time and may sometimes turn his/her back to the class for periods of 15 seconds or longer</p> <p>Candidate speaks succinctly and clearly, but may pause or lose economy of language while answering questions</p>	<p>Candidate is confident consistently throughout the lesson and attempts to be engaging through variation of tone.</p> <p>Candidate projects voice at an appropriate volume and maintains a formal tone</p> <p>Candidate maintains eye contact with students consistently and is almost always facing the class</p> <p>Candidate speaks succinctly and clearly, with instances where strength in economy of language is demonstrated, but may pause when answering questions</p>	<p>Candidate is confident throughout the lesson and uses variation of tone and body language to build engagement</p> <p>Candidate projects voice at an appropriate volume and maintains a formal, but warm tone</p> <p>Candidate's eye contact and body language consistently address students; the candidate circulates</p> <p>Candidate employs economy of language by focusing communication on the essentials and speaks without pauses or fillers</p>

Teaching Sample Rubrics

Content Alignment (TS)				
Presents a lesson in service to the objective				
Analyzes and interprets information accurately				
Lesson content is aligned to stated objective				
Conveys accurate content to students				
NFA	FA-	FA	FA+	E
<p>Candidates interpretation of provided objective is incorrect as evidenced by lesson materials or delivery</p> <p>Candidate's objective and content are completely misaligned</p> <p>Candidate spends most of the lesson on content that is not relevant for mastery of the objective</p> <p>Candidate uses examples, activities, or materials that are confusing to the participants and not logical for the content</p> <p>Candidate makes significant, noticeable content errors</p> <p>Candidate's response to a student question does not answer the question or is entirely inaccurate</p>	<p>Candidate interpretation of provided objective is mostly correct but may not address the objective fully</p> <p>Candidate includes minor pieces of extraneous content which detract from the lesson briefly</p> <p>Candidate uses examples, activities, or materials that are slightly confusing to the participants but logical for the content</p> <p>Candidate conveys mostly accurate content necessary for students to achieve the objective with a maximum of two minor inaccuracies that do not affect overall understanding</p> <p>Candidate's response to a student question is incomplete or unclear or candidate affirms major inaccurate statements from students</p>	<p>Candidate interpretation of provided objective is correct and lesson addresses the full objective</p> <p>Candidate prioritizes important content and avoids extraneous details</p> <p>Candidate uses examples, activities, and materials that are mostly logical and relevant, and relate to the lesson objective</p> <p>Candidate conveys accurate content necessary for students to achieve the stated objective but may make one minor misstatement or relay an inaccurate detail</p> <p>Candidate's response to a student question is accurate, but candidate may affirm minor incorrect statements from students</p>	<p>Candidate interpretation of provided objective is correct and lesson addresses the full objective</p> <p>Candidate prioritizes content and spends most time on what's important for mastery of the objective</p> <p>Candidate uses examples, activities, and materials that are in service to the objective.</p> <p>Candidate conveys accurate content during planned introduction of material, but may relay an inaccurate minor detail when answering a question that does not affect mastery of the objective</p>	<p>Candidate interpretation of provided objective is correct and lesson addresses the full objective</p> <p>Candidate prioritizes the most important content and spends almost all of the lesson on what's necessary for mastery</p> <p>Candidate uses examples, activities, and materials that support mastery of the objective</p> <p>Candidate conveys accurate content at all times</p>

Content Delivery (TS)

Facilitates understanding through delivery.

Clearly communicates the objective to describe the goal of the lesson

Breaks content into smaller pieces that are easily understood by students

Presentation of content is clear and logical

NFA	FA-	FA	FA+	E
<p>The lesson objective is not clear to students</p> <p>Candidate does not present information</p> <p>Candidate does not check for understanding</p>	<p>The lesson objective is only somewhat clear to students</p> <p>Candidate presents information in a way that impedes mastery and key ideas are not clear</p> <p>Candidate talks about content but does not model it (i.e. this is definition of alliteration - no example provided)</p> <p>Candidate does not check for understanding or the candidate's check for understanding does not assess the objective</p>	<p>The lesson objective is mostly clear to students</p> <p>Candidate presents information linearly or uses a model to convey content knowledge</p> <p>Candidate uses materials and questioning to support mastery of the objective</p> <p>Candidate attempts to check for understanding and assesses the objective at least in part</p>	<p>The lesson objective is clear to students because it was either implicitly or explicitly stated</p> <p>Candidate uses a model to clearly convey information</p> <p>Candidate checks for understanding by asking students to apply a skill or support their response with evidence</p>	<p><u>All indicators at FA+ are met and at least one indicator at E is met:</u></p> <p>Candidate checks for understanding multiple times</p> <p>Candidate checks for understanding before layering on new content</p> <p>Candidate adjusts instruction in response to checks for understanding</p>

Engages Students (TS)

Promotes student engagement throughout the lesson

Candidate is intentional in engaging all participants actively through multiple modes in the lesson (questioning, hand signals, note taking, etc.)

NFA	FA-	FA	FA+	E
<p>Candidate lectures the entire lesson and doesn't give participants any opportunities to participate in the lesson; or, engagement is ineffective, accidental, or not aligned with the objective</p> <p>Candidate lets more than one significant incorrect answer by a participant go unaddressed</p> <p>Candidate overtly chastises or embarrasses students who give the wrong answer</p> <p>Candidate ignores raised hands or requests for assistance from class</p>	<p>Candidate has minimal interaction with participants and provides only one way for participant engagement (<i>e.g., only asking one or two students a question, allowing the same participants to answer every question, or using only choral response questioning</i>)</p> <p>Candidate lectures for more than half of the lesson</p> <p>Candidate ignores raised hands or requests for assistance from class</p>	<p>The candidate purposefully engages most participants at least once during the lesson, but the engagement may not drive instruction forward or push academic thinking (e.g. non-academic questions, underlining, choral response, copying notes, rote or physical engagement)</p> <p>The candidate effectively gives some participants more than one way to participate in the lesson (verbal, writing, kinesthetic)</p> <p>Candidate addresses questions but may have a slow response time to raised hands or requests for assistance</p>	<p>The candidate purposefully engages all participants at least once during the lesson in a way that drives instruction forward and pushes academic thinking (e.g. turn and talk, cold call, guided notes/cloze activity, written question, volunteers)</p> <p>The candidate gives most participants more than one way to participate in the lesson (verbal, writing, kinesthetic)</p> <p>Candidate addresses all questions from class when they arise</p>	<p>The candidate purposefully engages all participants at least twice during the lesson in a way that drives instruction forward and pushes academic thinking (e.g. turn and talk, cold call, taking notes, written question, volunteers)</p> <p style="text-align: center;">AND</p> <p>All participants have more than one way to participate in the lesson (verbal, writing, kinesthetic)</p> <p>Candidate addresses all questions from class when they arise</p>

Maximizes Instructional Time (TS)

The lesson progresses at a quick pace, with no unnecessary pauses or wasted time

Candidate uses Sample Lesson time efficiently

NFA	FA-	FA	FA+	E
<p>Lesson pace is too slow to achieve lesson objective or too rushed for participants to follow.</p> <p>Candidate finishes lesson more than one minute before the end of the allotted time</p> <p>Candidate stops the lesson to refer to lesson notes or to remember steps</p>	<p>Lesson pace is uneven or time is misallocated on activities, causing wasted time (e.g., talking quickly, followed by 1-2 minutes on a worksheet).</p> <p>Candidate finishes the lesson at least one minute early or is extending planned activities to fill time</p> <p>Candidate significantly slows the lesson to refer to lesson notes or to remember steps</p> <p>Based on the TSPF, this candidate missed a key component of their lesson when they were stopped at five minutes (i.e. misses significant practice time).</p>	<p>Lesson pace is generally steady, but candidate presents a rushed finish to the lesson.</p> <p>Candidate may refer to lesson notes but does not stop the lesson in order to do so</p> <p>Candidate finishes the lesson less than a minute early</p>	<p>Lesson pace is steady, but candidate may have to adjust pace to allow all activities</p> <p>Candidate finishes lesson but may have a shortened, but not rushed, conclusion</p> <p>Most of the lesson time is spent on the most important activities to advance student understanding</p>	<p>Lesson pace is steady and even from start to finish, with efficient use of time and no wasted time.</p> <p>Candidate presents the complete lesson using the time allotted in the lesson planning form</p> <p>Nearly all of the lesson time is spent on the most important activities to advance student understanding</p>

Group Activity Rubric (Critical Thinking)

Group Activity (CT)				
Demonstrates the ability to break down complex ideas and convey information in a clear and logical manner				
Presentation of content is clear and logical				
Analyzes and interprets information accurately				
NFA	FA-	FA	FA+	E
<p>Candidate is off topic while working in a pair</p> <p>Candidate significantly misunderstands the WTD teaching technique</p> <p>Candidate is significantly confused, to the extent that they are unable to generate logical WTD directions during planning for practice and/or gives their partner illogical feedback on their WTD instructions</p> <p>Candidate significantly misunderstands feedback received from their partner or from their Coach, and is unable to determine next steps as a result</p>	<p>Candidate is occasionally off topic during pair activity</p> <p>Candidate struggles or is somewhat confused about what to do during the "planning for practice" activity (i.e. directions need to be restated by peer or interviewer multiple times)</p> <p>Candidate's initial proposed directions during "planning for practice" are illogical and do not accurately incorporate any component of WTD directions</p> <p>Candidate's directions delivered during the practice activity indicate some confusion about the WTD technique</p> <p>Candidate misunderstands or is visibly confused by feedback from their partner and/or their Interviewer, and struggles to determine next steps to incorporate feedback; Candidate does not provide feedback to their partner</p>	<p>Stays on topic in the pair</p> <p>Candidate understands and appropriately participates in the "planning for practice" activity (i.e. follows directions for the activity/playing the correct role for each activity)</p> <p>Candidate's initial proposed directions during "planning for practice" accurately incorporate <u>two</u> components of WTD (for own directions)</p> <p>Candidate gives logical feedback to their partner during the "planning for practice" activity, although it may not make the partner's directions more concrete, specific, sequential or observable</p> <p>Candidate only gives positive feedback</p> <p>Incorporates feedback but without complete accuracy</p>	<p><u>All indicators for FA are met and there is a preponderance of the following indicators:</u></p> <p>Candidate's initial proposed directions during "planning for practice" accurately incorporate <u>three</u> components of WTD (for own directions)</p> <p>Candidate offers a strategy/suggestion for revising directions during the planning for practice section that would improve his or her partner's directions</p> <p>Candidate's revised directions during "practice" accurately incorporates feedback from interviewer</p>	<p>Candidate's proposed directions during "planning for practice" accurately incorporate all <u>four</u> components of WTD, thus significantly improving their quality</p> <p>Candidate offers a suggestion for revising directions during the planning for practice section that improves his or her partner's WTD by making them more concrete, specific, sequential or observable</p> <p>Candidate's revised directions during "practice" accurately incorporates feedback from interviewer</p> <p>Candidate's WTD instructions delivered during practice activity are strong, to the extent that the feedback is focused on a higher level skill (i.e. using economy of language)</p>

Teaching Sample Re-Teach Rubric (Critical Thinking)

Re-teach (CT)				
Demonstrates the ability to break down complex ideas and convey information in a clear and logical manner				
Presentation of content is clear and logical				
Analyzes and interprets information accurately				
NFA	FA-	FA	FA+	E
<p>Candidate illogically incorporates WTD directions into their Teaching Sample Re-Teach, demonstrating a significant misunderstanding of the WTD technique</p> <p>OR</p> <p>Candidate has no evidence of incorporating WTD directions</p>	<p>Candidate's attempt to incorporate WTD directions during the re-teach demonstrate that they don't fully understand what the WTD technique is (i.e. their instructions demonstrate that they misunderstand the purpose of using WTD instructions, or misunderstand what concrete and observable mean)</p>	<p>Candidate's attempt to incorporate WTD instructions during their re-teach is slightly imperfect (i.e. poor choice of observable or concrete component, directions not in the most logical sequence) given the content of their lesson, but does successfully incorporate some concepts of concrete and observable</p> <p>Candidate's WTD directions are clear, but do not move students toward completing an academic task</p> <p>Candidate incorporates WTD directions in one part of the lesson, but may miss other parts in the lesson where WTD directions should have been delivered.</p>	<p>Candidate accurately incorporates WTD directions into their Teaching Sample Re-Teach in a way that demonstrates a clear understanding of the technique by using at least <u>two</u> components of What to Do</p> <p>Candidate's WTD directions make sense in the context of their lesson, and lead students toward successfully completing an academic task</p> <p>Candidate incorporates WTD directions in most parts of the lesson where appropriate.</p>	<p>Candidate incorporates WTD so effectively that it drives their lesson forward, demonstrates a deep understanding of the purpose of WTD and how to use it</p> <p>Candidate accurately incorporates WTD directions wherever they are necessary to drive instruction forward</p> <p>Candidate uses a variety of concrete and observable components and demonstrates mastery of the skill and understanding of the purpose of WTD directions</p>

Additional Skills Rubrics

Essential Professional Traits	
Demonstrated respect and willingness to learn	
Interacts with others in a direct and respectful manner	
Timely submission of materials and prompt arrival	
Demonstrates an eagerness to learn and is open to feedback	
NFA	FA
<p>Candidate is disrespectful to in-person interviewer and/or other candidates. Candidate interrupts in-person interviewer and/or other candidates, aggressively contradicts in-person interviewer and/or other candidates, or challenges activities.</p> <p>Candidate disputes feedback from staff or does not demonstrate they are willing to learn from peers; is not willing to accept feedback from peers or staff</p>	<p>Candidate is respectful of in-person interviewer and/or other candidates and sensitive to Selection Day norms.</p> <p>Candidate demonstrates a willingness to learn from peers and staff and attempts to implement feedback from staff.</p>

Communication Skills	
Demonstrates effective communication skills	
Demonstrates fluent command of English	
Displays mastery of grammar and usage	
NFA	FA
<p>At >5 points during Selection Day, candidate uses an incorrect word or cannot think of a word.</p> <p>Candidate makes significant errors in use of the English language or rambles or talks too fast, to the point that it makes understanding difficult.</p>	<p>Candidate demonstrates fluent use of English</p> <p>Grammatical or vocabulary errors are not significant or frequent enough to impede understanding.</p>

Overall Rubrics

Teaching Sample Overall Rubric	
Stands for...	Description
Exemplary	Candidate has at least one E rating in Engages Students and/or Content Delivery, and all ratings are FA+ or above.
Fully Acceptable (Strong)	Candidate has at least one FA+ rating in Engages Students and/or Content Delivery, and all ratings are FA or above.
Fully Acceptable	Candidate may have one FA- rating and must have FA or above in the other three competencies.
Fully Acceptable (Weak)	Candidate has more than one FA- rating; May have an NFA in Max Instructional Time.
Not Fully Acceptable	Candidate has an NFA in either Engages Students, Content Alignment, or Content Delivery.

Critical Thinking Overall Rubric	
Stands for...	Description
Exemplary	Candidate has at least one E rating in the Teaching Sample Reteach and/or Group Activity, and all other ratings are FA or above.
Fully Acceptable (Strong)	Candidate has at least one FA+ rating in the Teaching Sample Reteach and/or Group Activity, and all other ratings are FA or above.
Fully Acceptable	Candidate may have one FA- rating and must have FA or above in the other two competencies.
Fully Acceptable (Weak)	Candidate has more than one FA- rating.
Not Fully Acceptable	Candidate has at least one NFA rating.

Final Selection Decision	
Select-In	Select-Out
<p>Candidate is Fully Acceptable or above in Critical Thinking, Teacher Presence, or their overall Teaching Sample Rating and has at least one FA+ or above in Critical Thinking, Teacher Presence, or their overall Teaching Sample Rating.</p> <p>AND</p> <p>Candidate is Fully Acceptable in Essential Professional Traits and Communication Skills.</p>	<p>Candidate has one or more Fully Acceptable Weak (FA-) rating in any Selection Day competency (Teaching Sample Overall, Critical Thinking Overall, or Teacher Presence)</p> <p>OR</p> <p>Candidate has all Fully Acceptable with no FA+ or above ratings in Teaching Sample Overall, Critical Thinking Overall, or Teacher Presence. (typically HOLD)</p> <p>OR</p> <p>Candidate was Not Fully Acceptable in Essential Professional Traits or Communication Skills.</p>