

Figure 2. Standards Performance Continuum Plus Observation Rubric from Teemant, A. 2015. Living critical sociocultural theory in classroom practice. *MinneTESOL Journal*. Fall.

| | NOT OBSERVED | EMERGING | DEVELOPING | ENACTING | INTEGRATING |
|---|---|--|--|---|--|
| <i>General Definition:</i> | <i>The standard is not observed.</i> | <i>One or more elements of the standard are enacted.</i> | <i>The teacher designs and enacts activities that demonstrate a partial enactment of the standard.</i> | <i>The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.</i> | <i>The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.</i> |
| Joint Productive Activity <i>Teacher and Students Producing Together</i> | Students work independently of one another. | Students are seated with a partner or group, AND (a) collaborate or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product. | The teacher and students collaborate on a joint product in a whole-class setting, OR students collaborate on a joint product in pairs or small groups. | The teacher and a small group of students collaborate on a joint product. | The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously. |
| Language & Literacy Development <i>Developing Language and Literacy Across the Curriculum</i> | Instruction is dominated by teacher talk. | (a) The teacher explicitly models appropriate language; OR (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities; OR (c) students engage in social talk while working. | The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities. (Sustained means at least 10 minutes. If it is a whole class arrangement, then more than 50% of the students are participating. No turn taking.) | The teacher designs and enacts instructional activities that <i>generate</i> language expression and development of 'content vocabulary,' AND <i>assists student language use or literacy development</i> through questioning, rephrasing, or modeling. | The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously. |
| Contextualization <i>Making Meaning – Connecting School to Students' Lives</i> | New information is presented in an abstract, disconnected manner. | The teacher (a) includes some aspect of students' everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction, OR (d) connects student comments to content concepts. | The teacher makes incidental connections between students' prior experience/knowledge from home, school, or community and the new activity/academic concepts. | The teacher integrates the new activity/academic concepts with students' prior knowledge from home, school, or community to connect everyday and schooled concepts. | The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously. |
| Challenging Activities <i>Teaching Complex Thinking</i> | Activities rely on repetition, recall, or duplication to produce factual or procedural information. | The teacher (a) accommodates students' varied ability levels, OR (b) sets and presents quality standards for student performance, OR (c) provides students with feedback on their performance. | The teacher designs and enacts 'challenging activities' that connect instructional elements to academic content OR advance student understanding to more complex levels. | The teacher designs and enacts challenging activities with clear standards/expectations and performance feedback, AND assists the development of more complex thinking. | The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously. |
| Instructional Conversation <i>Teaching Through Conversation</i> | Lecture or whole-class instruction predominates. | With individuals or small groups of students, the teacher (a) responds in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing to <i>elicit student talk</i> , OR (c) converses on a nonacademic topic. | The teacher converses with a small group of students on an academic topic AND <i>elicits student talk</i> with questioning, listening, rephrasing, or modeling. | The teacher: designs and enacts an instructional conversation (IC) with a clear academic goal; listens carefully to assess and assist student understanding; AND questions students on their views, judgments, or rationales. Student talk occurs at higher rates than teacher talk. | The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously. |
| Critical Stance <i>Teaching to Transform Inequities</i> | Instruction reflects appropriate content area standards. | The teacher designs instruction using variety, which includes (a) multiple sources of information; OR (b) values and respects multiple perspectives; OR (c) supports learning through multiple modalities. | Using variety, the teacher designs instruction that positions students to generate new knowledge resulting in (a) original contributions, products, or expertise; OR (b) students' questioning and reflecting on issues from multiple perspectives. | The teacher designs or facilitates instruction that consciously engages learners in (a) interrogating conventional wisdom and practices; AND (b) reflection upon ramifications of such practices; AND (c) actively seeks to transform inequities within their scope of influence within the classroom and larger community. | The teacher designs, enacts, and assists in critical stance activities that demonstrate skillful integration of multiple standards simultaneously. |