

SPC Rubric

**A Rubric for Observing Classroom Enactments of CREDE’s *Standards for Effective Pedagogy***

SPC	Not Observed	Emerging	Developing	Enacting	Integrating
<b>General Definition</b>	The standard is not present.	One or more elements of the standard are enacted	The teacher designs and enacts activities that demonstrate a partial enactment of the standard.	The teacher designs and enacts activities that demonstrate a complete enactment of the standard.	The teacher designs, enacts, and collaborates in activities that demonstrate skillful integration of multiple standards simultaneously
<b>Standard One</b> <b>Joint Productive Activity</b> <b>Teacher and Students Producing Together</b>	Joint Productive Activity is not observed	Students are seated with a partner or group, AND (a) collaborate* and 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*.	Students collaborate on a joint product.	Students work in a small group or fully inclusive whole-class activities in which teacher and students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration* of multiple standards simultaneously.



**Standard Two  
Language &  
Literacy  
Development**

**Developing  
Language and  
Literacy Across  
the Curriculum**



Language & Literacy Development is not observed.	The teacher (a) listens and responds to student talk in ways that are comfortable for students, (b) questions, (c) rephrases, (d) connects student comments to content area knowledge, or (e) explicitly models appropriate language; ; OR (f) students engage in reading, writing, or speaking activities using content vocabulary.	The teacher assists* student language expression and development through incidental use of questioning, listening, rephrasing or modeling, AND there are structured opportunities throughout much of instruction for student written or verbal language expression and development.	The teacher assists student language expression and development through questioning, listening, rephrasing or modeling throughout much of instruction; AND instructional activities generate language expression and development of content vocabulary.	The teacher designs, enacts, and collaborates in language development activities that demonstrate skillful integration of multiple standards simultaneously.
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**Standard Three  
Contextualization**

**Making Meaning -  
Connecting School  
to Students' Lives**



Contextualization is not observed.	(a) The teacher inquires about students' knowledge and experiences from outside school, or (b) parents or community members participate in activities or instruction, OR (c) classroom activities are connected only by topic.	The teacher makes incidental connections between students÷ prior experience/knowledge from home, school, or community and the new activity/ information, OR some aspect of students÷ everyday experience or prior knowledge is included in instruction.	The teacher <u>integrates</u> the new activity /information with what students already know from home, school, or community.	The teacher designs, enacts, and collaborates in contextualized activities that demonstrate skillful integration of multiple standards simultaneously
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<p><b>Standard Four</b> <b>Challenging Activities</b></p> <p><b>Teaching Complex Thinking</b></p>	<p>Challenging Activity is not observed</p>	<p>The teacher (a) sets and presents standards for student performance, (b) accommodates students ÷ varied ability levels, (c) connects instructional elements to academic concepts, OR (d) provides students with feedback on their performance.</p>	<p>The teacher designs and enacts activities that advance student understanding to more complex levels*, OR connects instructional elements to academic concepts.</p>	<p>The teacher presses, assists, and uses challenging standards to advance student understanding to more complex levels; connects instructional elements to academic concepts; AND provides students with feedback on their performance.</p>	<p>The teacher designs, enacts, and collaborates in challenging activities that demonstrate skillful integration of multiple standards simultaneously</p>	
<p>IV</p>	<p><b>Standard Five</b> <b>Instructional Conversation</b></p> <p><b>Teaching Through Conversation</b></p>	<p>Instructional Conversation is not observed.</p>	<p>The teacher (a) converses* with students, OR (b) uses questioning, listening, rephrasing or modeling to elicit student talk.</p>	<p>The teacher converses with a small group of students on an academic topic AND elicits student talk with questioning, listening, rephrasing, or modeling.</p>	<p>The teacher: designs and enacts an instructional conversation with a clear academic goal; listens carefully to assess and assist student understanding; AND questions students on their views, judgments, and rationales. Also, all students are included in the IC, and student talk occurs at higher rates than teacher talk.</p>	<p>The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple.</p>
<p>V</p>	<p><b>Not Observed</b></p>	<p><b>Emerging</b></p>	<p><b>Developing</b></p>	<p><b>Enacting</b></p>	<p><b>Integrating</b></p>	

## **Glossary of Terms**

**Collaboration:** Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated sub-sections.

**Assistance:** Assistance is a two part process in which the teacher first monitors current student performance capacity, and then provides tailored assistance that advances performance ability. Types of assistance may include: (1) Modeling -- Providing a demonstration; (2) Feeding Back -- Providing information about student performance as compared with a standard; (3) Contingency Management: -- Providing rewards or punishments contingent on student performance; (4)

Questioning -- Providing questions that guide the student to advance their understanding; (5) Instructions -- Providing clear verbal directions for performance; (6) Cognitive Structuring -- Providing explanations or rules for proceeding; or (7) Task Structuring -- Providing assistance by segmenting or sequencing portions of the task.

**Product:** Products may be tangible or intangible. Examples of tangible products are: worksheet, essay, report, pottery, word-web, a math problem solved on the black-board, play, skit, game, debate. Intangible products include 'story time,' introductory lectures (the product is an accurate or elaborated understanding of a concept, procedure, idea), some ICs, or some PE activities (increased physical fitness is the product). The intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

**Complex thinking; activities that advance student understanding:** (a) the 'why' is addressed, not merely the 'what' or the 'how to;' (b) the activity requires that students generate knowledge or information, or use or elaborate on information provided (apply, interpret, categorize, order, evaluate, summarize, synthesize, analyze, explore, experiment, determine cause and effect, formulate and solve problems, explore patterns, make conjectures, generalize, justify, make judgments, interpret); (c) the teacher connects the specific content or activity to a broader concept or abstract idea to advance student understanding; or (d) the teacher provides instruction in critical thinking, or problem solving or metacognitive strategies.

**Integrating:** A single activity with two or more standards present at the enacting level.

**Conversation (converse):** Conversation is inclusive of topics familiar and interesting to students, is responsive to student contributions to the conversation, and includes joint participation structures that are responsive to students' interaction preferences. Conversation also includes sustained dialogue on a single topic and the asking of open-ended questions. A precondition or precursor of conversation is discourse between teacher and student(s) that is extended to at least two speech turns each, with each turn consisting of more than just providing an answer or providing a fact (responses to convergent teacher questions).