Identifying Roberta’s Area of Focus

5D+™ Rubric for Instructional Growth and Teacher Evaluation, version 3

Roberta is in her 23rd year of teaching. This is her first year teaching 8th grade at Startown Middle School. Prior to teaching 8th grade language arts, she has been a successful 5th grade teacher at an elementary school in the district.

School district’s professional development focus:

* Aligning daily learning targets to the grade level Common Core State Standards (CCSS) in literacy and math, communicating the targets to the students (P1, P4).
* Developing success criteria and performance tasks tied to the learning target and making sure students understand the success criteria and performance tasks (P5).

School’s area of focus:

* Learning more about the standards in ELA and math and student learning progression towards the standards.
* Creating performance tasks and formative assessments that are aligned to the standards.

Roberta has noticed the following within her classroom:

* Students engage in and lead learning routines that allow for discourse about content for extended periods of time.
* Students support a culture of risk-taking and respect.
* Students see each lesson as an isolated event. They have trouble articulating how what they learned yesterday connects with what they are learning today.
* On a recent performance task, several students could not apply information from previous lessons in order to successfully complete the task.
* Since this is Roberta’s first year teaching 8th grade, she is not sure she has an understanding of how concepts build upon each other over the course of a year and wonders if that might be what is preventing her students from understanding how lessons connect.
* Roberta is also not sure that she is providing adequate opportunities for students to both deepen and demonstrate understanding, both during discussion and through the tasks she is assigning.

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