

Questions from Rubric

This podcast helps the NBCT reader coach to understand how to isolate the key concepts in the entry rubric and make the connections as they read and respond to candidates' drafts.

The NBPTS rubrics for each entry are public and enable the candidate and NBCT reader coach to use the rubric as a lever to improve teaching and guide decisions for completing the portfolio. Just like the questions in the portfolio instructions, using the rubrics enable the candidates to reflect on evidence that they align their thinking about teaching to all the aspects of the Architecture of Accomplished Teaching.

At the beginning of each rubric, there is a statement that explains the performance levels for that portfolio entry. NBPTS set levels one through four in each rubric. The bulleted statements are organized in the order of the questions. NBCT reader coaches may support candidates to outline the key concepts in each of the bulleted statements in the rubric and match them to the question.

It is assumed that candidates have outlined the rubric and know what evidence is expected as they draft written commentaries. Many candidates may have read the rubrics as complete statements and only focus on some of the key concepts in the bulleted statements. They may or may not have made the connections among the key concepts. The rubric is rich in language about the thinking of a teacher and there are multiple key concepts in each bulleted statement. Prior to the candidate submitting a draft to you, ask the candidate to outline the rubric to identify key concepts. It is important for the candidate to independently analyze and isolate the key concepts so they may understand and make decisions they own. The candidate should submit to you the outline of the key concepts and the draft.

There are two handouts for you to compare from the MCGEN level 4 rubric for Entry 2—Building a Classroom Community through Social Studies. One handout is the actual opening statement and level 4 rubric and in the handout, “Finding Evidence of the Rubric—MCGEN” you can see an outline of the key concepts in the rubric. Note that each line has a short phrase. The phrases are color coded by the bulleted statement. Each statement has multiple key concepts broken into phrases on the lines.

NBCT reader coaches may use their own outline for multiple purposes:

- a. To familiarize and look for evidence of specific examples and statements in the candidate's writing.
- b. To use the rubric words and phrases in questions to candidates about finding evidence of that key concept.
- c. To stimulate discussion—face-to-face or electronically or through feedback— about the key concepts.

As you read for a candidate, you may respond with questions and directions to specific key concepts in the rubric to help the candidate think deeply about the evidence. You may ask questions in multiple ways using different key concepts from the rubric. By breaking it apart into discrete phrases, you can help the candidate focus on how to show evidence of all the key concepts in the rubric. You may read the candidate response with rubric key concepts in mind by matching sections of the rubric with questions. As you learn about your candidate, you may find that the same ideas in the instructions are also misunderstandings in the rubric. You may direct candidates to reread the questions and the rubric key concepts to see if they can clarify the meaning and facilitate a discussion. As always, the standards will have a more in-depth explanation with information, rationales, and examples.

Let's look at using the rubric to coach the teacher who selected the lesson for students to identify capitol cities for states. The coach can help the candidate to compare evidence in responses to the questions and what students are doing on the video to the key concepts in bullet 5 of the rubric highlighted in green on the key concepts outline chart.

Bullet 5 states, “that the teacher can plan, organize, and facilitate students’ active participation in a meaningful discussion that develops their expression of ideas and opinions, their consideration of others’ points of view, and their assumption of responsibility for their own actions.”

The candidate may or may not have understood that the lesson should be about a discussion that is meaningful with students sharing ideas and opinions as they consider others’ points of view. They may argue that knowing capitals of states is meaningful. They may believe that students reciting or responding to a detail question is a discussion. You can help them to focus on the discussion by asking questions about the evidence.

- a. How are you showing evidence that you facilitate a discussion?
- b. How are students expressing opinions and ideas?
- c. What does a teacher do and what do students do to express opinions and ideas?
- d. How can you show evidence in your writing or in the video that students are considering others’ points of view?
- e. How does that look?
- f. What do you see students doing and saying if they are considering others’ points of view?

Using the rubric key concepts enables you to help the candidate understand the meaning of effective teaching. In this example, the candidate must define or expand thinking about what a discussion looks like. Using the outline of the key concepts in the rubric enables you to direct candidates to the key concepts in the rubric and ask how they showed the evidence. You may ask questions about how they can show the evidence by showing how the teaching practice looks or what they do and students say to show evidence of the key concept. You may ask questions about the meaning of the words in the key concept of the rubric. In this example, does the teacher understand the difference between students reciting and the rubric key concept of a “meaningful discussion” or “expressions of opinions,” or “considering” or “considering others’ points of view?”

As you discover what your candidate knows and does not know about the key concepts in the rubric, you can also guide them to the portfolio instruction criteria and questions and the standards for further clarification. Many times, it is helpful to candidates to use the rubric key concept to guide their study of the standards. You can help them to identify or direct them to the appropriate standard that may have more in-depth information, explanations, and examples to push their thinking further. As you read and respond to the candidate, you may focus on key concepts in the rubric and make connections to the portfolio instructions criteria and questions and the standards.