



Coaching with the Rubric in Mind

Participants will:

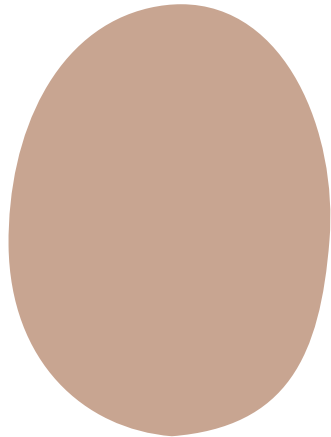
1. Become aware of how National Board rubrics connect to Core Propositions
2. Share coaching strategies used to help candidates respond to prompts showing evidence of Accomplished Teaching





01

**Teachers are committed to
students and their learning**



How can you coach candidates to:

Provide strong
evidence of insight
into student learning
through **recognition of**
students' individual
learning differences?

Provide strong
evidence of
knowledge of
individual students?





02

**Teachers know the subjects
they teach and how to teach
those subjects to students**

How can you coach candidates to:

Provide strong evidence of **knowledge of the subject** through **instruction** and **assignments** that develop individual student's abilities?

Provide strong evidence that demonstrates **ability to differentiate** and **apply the appropriate pedagogy** to develop individual student's understanding of key concepts?



03

**Teachers are responsible for
managing and monitoring
student learning**

How can you coach candidates to:

Provide strong evidence of **setting appropriate goals** for student learning and **connecting those goals** to ***differentiated*** instruction and ***individual*** student needs?

Provide strong evidence of giving **appropriate individual feedback** and **next steps** to each student?

Provide strong evidence of accurately **describing, analyzing, and evaluating** student work?

The background features a large, light beige organic shape in the center. To its left is a solid brown circle, and to its right is a solid grey circle. On the far left, there is a circular pattern of white lines forming a hexagonal grid with internal star-like shapes. On the far right, there is a vertical pattern of overlapping, rounded, scale-like shapes in a light brown color.

04

**Teachers think systematically
about their practice and learn
from experience**



How can you coach candidates to:

Provide strong evidence of **reflective thinking** around **how instruction is differentiated** to meet the needs of individual students?

Provide strong evidence of **insight on future instructional practices?**

Domains of Support

Emotional

How you promote positive relationships, help candidates find enjoyment in learning, feel comfortable in the cohort and experience appropriate choice and independence

Organizational

Your behaviors establish an effective structure for learning through the organization and management of candidates' behavior, time, and attention in the cohort session

Instructional

The ways in which you implement lessons and activities to engage candidates in learning and promote cognitive development



Questions?



Thanks

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