



Learning Places

**Self-Assessment Teaching
Rubrics**



Mindful Teaching Rubric

Focusing on Learner Readiness

Activating Learner Interest

Rarely Sometimes Often Always

A. I begin each lesson with the “why learn this” discussion to activate cognitive dissonance prior to formal instruction.

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Improvement Notes::

B. I demonstrate personal interest in the content to generate interest and enhance learner motivation for learning.

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Improvement Notes:

Connecting to Prior Knowledge

Rarely Sometimes Often Always

A. I rely on verbal exchanges and questioning strategies to engage learners and build confidence.

Improvement Notes: _____

B. I use previewing activities to establish a personal connection between new material and what students already know.

Improvement Notes:: _____

Communicating Expectations

Rarely Sometimes Often Always

A. I post learning goals, objectives and criteria for class work and assessments.

Improvement Notes: _____

B. I conduct reviews to clarify difficult terms at the start of the lesson.

Improvement Notes: _____

Framing the Content

Rarely Sometimes Often Always

A. I create and use verbal advance organizers and graphic visuals to provide learners with a “big picture” of the content prior to learning. These subject matter unifers are easily remembered and aid understanding.

Improvement Notes: _____



Mindful Teaching Rubric

Engaging Learner Thinking

Exchanging Ideas

Rarely Sometimes Often Always

A. I use verbal cues as well as graphic organizers to gain and maintain the attention of the learner during the lecture.

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Improvement Notes: _____

B. I provide opportunities for learners to organize and share their thoughts during content lectures.

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Improvement Notes: _____

Probing with Questions

Rarely Sometimes Often Always

A. I use Bloom's Taxonomy to vary the levels of complexity when planning questions for an interactive exchange.

Improvement Notes:: _____

B. I change physical position (proximity) in order to gain and maintain the attention and interest of learners.

Improvement Notes: _____

Affirming Understanding

Rarely Sometimes Often Always

A. I summarize (and re-teach when necessary) important concepts to bolster student understanding and performance.

Improvement Notes: _____



Mindful Teaching Rubric

Supporting Learner Performance

High-Involvement Guided Practice

Rarely Sometimes Often Always

A. I engage students in a variety of individual and group practice tasks that promote demonstrating mastery and solving problems.

Improvement Notes: _____

B. I link lectures and guided practice tasks that challenge students to work together to explain, interpret and apply what they are learning.

Improvement Notes: _____

High-Involvement Guided Practice (continued)

Rarely Sometimes Often Always

C. I organize guided practice tasks to give students opportunities to pool resources for learning.

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Improvement Notes: _____

D. I implement self-directed learning tasks to reinforce learner initiative and responsibility.

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Improvement Notes: _____

Using Feedback to Sustain Student Effort

Rarely Sometimes Often Always

A. I provide students with feedback concerning the quality of their work to promote greater accuracy and success and to impact student motivation and effort.

Improvement Notes: _____

B. I shift the responsibility for improving learning performance from the teacher to the learner by equipping students with self-assessment strategies.

Improvement Notes: _____

Using Feedback to Sustain Student Effort

Rarely Sometimes Often Always

C. I evoke mindfulness in my students by allocating “quiet time” for personal reflection via contemplation and/or reflective writing.

Improvement Notes: _____



Mindful Teaching Rubric

Validating Learning

Validating Student Learning

Rarely Sometimes Often Always

A. I reward student effort and publicly affirm the value of learning with verbal compliments, displays of best work, celebrations of success, etc.

Improvement Notes:: _____

B. I strive to help students overcome personal obstacles to learning by providing extra time for difficult concepts.

Improvement Notes: _____

Validating Student Learning

Rarely Sometimes Often Always

C. I create a classroom where, with effort, experiencing success is unavoidable.

Improvement Notes: _____



Mindful Teaching Rubric

Promoting Respectful Behavior

Promoting Respectful Behavior

Rarely Sometimes Often Always

A. I am mindful that I can organize my teaching in ways that reduce student disruptions in the classroom.

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Notes: _____

B. I clearly communicate expectations for responsible classroom behavior by creating, posting and discussing general rules for cooperative behavior.

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Notes: _____

C. I teach, model and reinforce respectful behavior.

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Notes: _____

D. I use student contracts detailing procedures for handling disruptive and/or disrespectful conduct.

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Notes: _____

Promoting Respectful Behavior

Rarely Sometimes Often Always

E. I organize cooperative classroom activities to teach students the value of working together and taking responsibility for their own learning.

Improvement Notes:: _____
