Candidate:
Cooperating Teacher:
Fieldwork Supervisor:
Date of Lesson:

Criteria for Success Codes

Green: Residents should be able to demonstrate this criteria at this point in the year (all 3s or 4s).
Yellow: Residents may be able to demonstrate this criteria at this point in the year but with varying levels of proficiency (all 2s, 3s, or 4s)
Gray: Residents are not expected to demonstrate this criteria at this point in the year because it has not been taught and/or practiced in their coursework yet.

Rating Notation

1	No evidence of this expectation
2	Approaching Expectations
3	Meets Expectations
4	Exceeds Expectations

SDTR Gateway I Lesson Rubric: PLANNING

Category	Criteria for Success	Candidate Self-rating	Team Rating
Purpose	The lesson is designed around a clear and developmentally appropriate goal intended to help students develop intellectually and social-emotionally. (TPEs 3.2, 4.1, 4.2)		
	The lesson reflects deep knowledge of and respect for students' identities, interests, and funds of knowledge. (TPEs 1.1, 1.3, 3.2, 4.1, 5.7, 5.8)		
	The lesson is connected to previous and future lessons, and to the big ideas and key skills of the subject area, and/or to the project. (TPEs 3.1, 3.2, 3.3., 4.1, 4.3)		
	The lesson invites students to critically explore questions of positionality and power in the classroom and/or the world. (TPEs 1.5)		
Process	The lesson has a clear arc, including an opening (Launch), middle (Explore), & closing (Drop Anchor).		
	The lesson includes a variety (2-3) of learning modalities: teacher-led; student-led; whole-group; small-group; individual. (TPE 2.2, 4.7)		
	The lesson helps to cultivate a culture of thinking and dialogue in which ideas are evaluated on their own merit rather than on the status of the speaker. (TPEs 1.5, 2.5)		

	The lesson is designed to include opportunities for social-emotional learning, for example: practicing empathy; building community with diverse peers; or engaging in self-reflection and self-assessment. (TPEs 1.3, 2.1, 5.3)		
Access	Visual and/or kinaesthetic aids are designed to support comprehension and engagement. Lesson materials are culturally inclusive. (TPEs 3.2, 3.4, 4.4)		
	The lesson plan includes scaffolds to support access and engagement as well as extension options to offer challenge. (TPEs 1.4, 2.5, 3.2, 3.4, 4.4)		
	The lesson plan includes language scaffolds to support students from all linguistic backgrounds to engage fully. (TPEs 1.6, 2.5, 2.6, 4.4.)		
Assessment	The lesson includes a detailed plan for how the candidate will monitor and assess student thinking. Success is defined and measured in multiple ways. (TPEs 1.4, 1.8, 5.1, 5.2, 5.3)		
	The candidate has done key lesson tasks ahead of time in order to identify opportunities for scaffolding, status interventions, and strategic questioning. When possible, the candidate has sought outside support to audit the lesson for bias. (TPEs 1.4, 1.5, 6.2)		

PLANNING Essential Questions:

- How does the lesson's design connect to who students are, what they know, and what they need in order to develop intellectually and social-emotionally?

- How does the lesson reflect a commitment to antiracist/antibias teaching?

Candidate: write an extended reflection on your lesson plan here, using the essential questions above as a guide. Use specific evidence. The lesson states" Sometime we feel mad when things do not go the way we want."
1. The "Sometimes We Feel Mad" material provides real life scenarios that encourage students to recognize and normalize their feelings. Essentially laying the groundwork for SEL. Lesson also provides stargites for managing these emotions such as," When we feel mad, we can take deep breaths or talk to someone who can help."(Second step)

1-2 criteria that you believe will be useful and logical to focus on during your coaching and supervision in the next months

Supervisor: synthesize the comments offered by the support team here. Make sure to identify 1-2 criteria that the team thinks would be useful and logical for the candidate to focus on during the next months. Priority should be on the green criteria if the candidate has not yet reached "extensive evidence" in these.

SDTR Lesson Rubric: TEACHING

	Criteria for Success	Candidate Self-Rating	Team Rating
Framing	Candidate sets learning expectations during the opening of the lesson and connects the lesson to prior and/or future learning as well as to students' identities and experiences. (TPEs 1.1, 3.1)		
Presence	Candidate maintains a positive classroom presence and conveys authentic respect and care for all students, regardless of race/ethnicity, gender, English learner status, perceived ability, sexual orientation, or socioeconomic status. (TPE 2.1)		
	Candidate models personal engagement with the content. (TPE 1.3)		
	Candidate uses developmentally and culturally appropriate language and speaks slowly and audibly enough to be understood. (TPE 3.2, 4.2)		
Procedures	Candidate creates an environment that is intellectually and socially safe for learning. Candidate reminds students of community expectations and supports students in meeting these. (TPEs 2.1. 2.2, 2.3, 2.6)		
	Candidate gives clear, concise, "just in time" directions and maintains lesson-flow by having efficient procedures for distributing materials, creating groups, etc. (TPE 2.6)		
	Candidate includes all voices equally. Candidate values and rewards different ways of knowing and expressing knowledge.		
Cognitive Demand	Candidate supports students to engage in complex thinking and develop their own understandings linked to lesson goal(s). (TPE 1.3, 1.5, 2.5)		
	Candidate steps back whenever possible, letting students facilitate their own learning. (TPE 1.3, 1.5)		
Assessment	Candidate monitors student understanding throughout the lesson and confers during work time; candidate uses information to make strategic adjustments. (TPEs 1.8, 5.2, 5.3)		

TEACHING Essential Question:

- How does the teacher support access, engagement, belongingness, and deeper learning for all students?

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Candidate: write an extended reflection on the teaching of your lesson here, using the essential questions above as a guide. Use specific evidence.

Supervisor: synthesize the comments offered by the support team here. Make sure to identify 1-2 criteria that the team thinks would be useful and logical for the candidate to focus on during the next months. Priority should be on the highlighted criteria if the candidate has not yet reached "extensive evidence" in these.

SDTR Lesson Rubric: REFLECTION

Criteria for Success	Rating*
Candidate is receptive and responsive to constructive feedback. (TPEs 61., 6.2, 6.3)	
Candidate systematically analyzes evidence of student learning collected during class, disaggregating data and looking for trends. Candidate uses this analysis to inform decisions about next steps for instruction. (TPEs 5.1, 5.2, 5.8)	
Candidate can articulate their own assets and challenges and set specific goals for themselves. (TPE 6.1)	
Candidate demonstrates awareness of how their own positionalities and biases might have impacted their instruction and takes proactive steps to minimize harmful impact in future lessons. (TPE 6.2)	

REFLECTION Essential Questions:

- How does the candidate analyze and describe the impact of their lesson-planning, teaching, and assessments, and determine next steps to advance learning for this group of students?
- How does the candidate reflect on their strengths, challenges, and positionalities in ways that help to create more equitable instruction in the future?

Candidate: write an extended reflection on your reflective practice here, using the essential questions above as a guide. Use specific evidence.

Supervisor: synthesize the comments offered by the support team here. Make sure to identify 1 criterion that the team thinks would be useful and logical for the candidate to focus on during the next months. Priority should be on the green criteria if the candidate has not yet reached "extensive evidence" in these.

Supervisor: Please indicate here if the candidate has met the requirements of Gateway 1 (all green categories above have a 3 or a 4, all yellow categories above have a 2 or 3 or 4). If the answer is no, specify what steps will be taken, when, and by whom, to provide remediation in support of the candidate re-doing the Gateway by the end of January.

❏   YES, the candidate has met the Gateway requirements. Bravo!

❏   NO, the candidate has not yet met the Gateway requirements, and our plan for support is as follows: