

CORE INSTRUCTION

Improving Rigorous Instruction with Team-Centered Classrooms

This is a companion tool to standards-based lesson planning. It is a student evidence rubric, NOT a teacher observation rubric.

Student Evidences	TEACHER-CENTERED CLASSROOM	STUDENT-CENTERED CLASSROOM (Teacher-Led Student Groups)	TEAM-CENTERED CLASSROOM (Student-Led Teams)
STUDENT GROUPS			
Student Grouping	Whole class or clustered into small groups doing independent work	Groups working on a common task	Teams working to solve or accomplish a real-world applied task
Group Task Taxonomy Level	Recall and skill/concept ¹	Application of skill/concept ¹	Extending knowledge through strategic, analytical, and visionary thinking ¹
Student Discussions	Talks mostly when prompted by teacher	Talks unprompted to other students about the content, common task, or group process; limited use of academic vocabulary	Talks using academic vocabulary with meaning and understanding, questions other students' thinking or claims, cites text evidence for own thinking or claims, probes other students' thinking and claims, takes various positions on a subject to examine its merits
Taxonomy Level of Student Discussions	Recall and skill/concept ¹	Application of skill/concept ¹	Extending knowledge through strategic, analytical, and visionary thinking ¹
Student Group Dynamic	Whole class, but little small group dynamic	Functions with low autonomy, roles often unclear, awkwardness and uneven effort among group members	Team roles and norms are clear, all members engaged in discussions and tasks, peer coaching is evident, members question each other and examine claims, members encourage each other and recognize effort and progress
STUDENT ACCOUNTABILITY			
Definition of Success	Students are often unable to identify what success is or looks like other than a grade	Definition of success is provided for the performance task by the teacher and known by the students	Students are involved in determining what success is and looks like for performance tasks aligned to rigorous standards
Peer Accountability for Learning	Little to no peer accountability	Limited peer accountability for their role in the group, most accountability coming through the teacher	Team is only successful if all team members reach their goals, members hold each other accountable for achieving the team and individual learning goals with peer support visible, teams self-regulate behavior to optimize learning
Students Tracking Their Own Progress	Students rarely track their own progress to academic goals	Students are tracking their progress to academic goals	Students have a role in determining their own academic goals and tracking their progress to those goals aligned to rigorous standards
Tracking of Team Progress	Little to no tracking of group progress to academic goal	Teacher tracks the group progress to academic goal	Team tracks its own progress to the academic goal
PRACTICAL APPLICATION			
External Real-World Application	Passive glimpse of the real world through images, videos, lecture-based examples	Performance tasks reflect a real- or future-world scenario and authentic resources	Students help design the performance task with the real- or future-world scenario and authentic resources
Use of Technology	Technology predominately augments lecture such as interactive whiteboards and student-response devices or students using computer-aided interventions or learning programs	Technology used to retrieve facts and definitions or automate traditional functions like taking notes and writing a paper using word-processing software	Technology used to investigate, explore, create, analyze, and connect the classroom to real-world experiences
Self-Actualization²	Low self-actualization due to lack of choice, limited work with peers, lack of empowerment, lack of feelings of accomplishment through effort and contribution to something greater than self	Moderate self-actualization through working with peers on shared tasks and collaboration with limited autonomy during group work	High self-actualization through ability to make choices, empowerment to drive one's own learning, accomplishment through reaching individual and team goals through persistence and effort, making a meaningful and valuable contribution to something greater than oneself through helping others achieve their goals, celebrating team successes, and continuous improvement