

Instructional Practice

	1	2	3	4
Student Engagement	<ul style="list-style-type: none"> Students are rarely engaged and are distracted during direct instruction as indicated by not completing instructional activities, unresponsiveness to questions, inaccurate following of teacher directions, and not asking appropriate questions. 	<ul style="list-style-type: none"> Students are somewhat engaged and interactive during direct instruction as indicated by some completion of instructional activities, some responsiveness to questions, following of some of teacher directions, and asking of some questions. 	<ul style="list-style-type: none"> Students are actively engaged and interact appropriately during direct instruction as indicated by completion of instructional activities, responsiveness to questions, participating in discussions, and accurate following of teacher directions. 	<ul style="list-style-type: none"> Students are actively engaged and interact attentively during direct instruction as indicated by completion of instructional activities, responsiveness to questions, participating in discussions that are meaningful to their lives, accurate following of teacher directions, asking of appropriate questions, and communicating lesson content authentically through student led dialogue.
	<ul style="list-style-type: none"> The lesson moves at a pace in which students are frequently disengaged or left with nothing meaningful to do 	<ul style="list-style-type: none"> The lesson moves at a moderate pace but students are sometimes disengaged or left with nothing to do 	<ul style="list-style-type: none"> The lesson moves at a pace, such that students are rarely disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class) 	<ul style="list-style-type: none"> The lesson moves at an appropriate pace such that students are rarely disengaged, provides options for student decision making during independent work time, and/or students who finish assigned work early have something else meaningful to do that relates to the objective.
	<ul style="list-style-type: none"> Teacher does not explain concepts and/or does not engage students with instructional strategies 	<ul style="list-style-type: none"> Explanations of concepts are unclear or disorganized and/or uses only one instructional strategy to engage students 	<ul style="list-style-type: none"> Teacher clearly explains concepts and allows students to explore the concept. Teacher uses various instructional strategies to engage students. 	<ul style="list-style-type: none"> Teacher provides an environment in which students are able to discover concepts and are actively involved in the learning process
	<ul style="list-style-type: none"> Students are disengaged during independent and/or group work 	<ul style="list-style-type: none"> Students display an effort to meet minimum expectations in independent and/or group work 	<ul style="list-style-type: none"> Students display active engagement in independent and group work as indicated by participation of most group members working cooperatively and/or independent work meeting lesson expectations 	<ul style="list-style-type: none"> Students display active engagement in independent and group work as indicated by participation of all group members working cooperatively and/or independent work goes beyond the lesson expectations
	<ul style="list-style-type: none"> Teacher does not provide a balance between direct instruction and student-centered learning so that students are not able to apply their learning 	<ul style="list-style-type: none"> Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning 	<ul style="list-style-type: none"> Teacher provides a balance between direct instruction and student-centered learning so that students are able to apply their learning 	<ul style="list-style-type: none"> Students take a leadership role during the lesson to develop conceptual understanding and require little guidance from the teacher when appropriate
	<ul style="list-style-type: none"> Teacher does not use instructional time so that students are engaged from the beginning of class to the end of class 	<ul style="list-style-type: none"> Teacher uses instructional time so that some students are engaged from the beginning of class to the end of class 	<ul style="list-style-type: none"> Teacher effectively uses instructional time so that students are engaged from the beginning of class to the end of class 	<ul style="list-style-type: none"> Students assume responsibility for utilizing instructional time

Instructional Practice

	1	2	3	4
Assessment and Feedback	<ul style="list-style-type: none"> Teacher infrequently or never checks for understanding 	<ul style="list-style-type: none"> Teacher checks for understanding using only one method 	<ul style="list-style-type: none"> Teacher routinely checks for understanding using a variety of methods 	<ul style="list-style-type: none"> Teacher implements a system of checking for understanding that results in a substantive awareness of all students' progress and needs that guides instruction during the lesson
	<ul style="list-style-type: none"> Teacher does not diagnose misunderstandings and misconceptions or the checks are ineffective in accurately assessing student understanding 	<ul style="list-style-type: none"> Teacher inconsistently diagnoses misunderstandings and misconceptions and/or responds with incomplete scaffolding 	<ul style="list-style-type: none"> Teacher accurately diagnoses misunderstandings and misconceptions and responds with appropriate scaffolding 	<ul style="list-style-type: none"> Teacher anticipates student misunderstandings and misconceptions and preemptively addresses them
	<ul style="list-style-type: none"> Teacher does not answer student questions or responds to their needs and interests during a lesson. Does not reteach. 	<ul style="list-style-type: none"> Teacher occasionally answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary 	<ul style="list-style-type: none"> Teacher answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary 	<ul style="list-style-type: none"> Students answer each others' questions and teacher supplements answers to ensure understanding if needed
	<ul style="list-style-type: none"> Teacher provides no opportunity for students to engage in self-assessment and reflection 	<ul style="list-style-type: none"> Teacher provides limited opportunity for students to engage in self-assessment and reflection 	<ul style="list-style-type: none"> Teacher provides an opportunity for students to engage in self-assessment and reflection 	<ul style="list-style-type: none"> Students self-assess and reflect on their understanding of lesson objectives and provide feedback to the teacher or their peers
	<ul style="list-style-type: none"> Teacher provides incorrect feedback or no feedback during a lesson 	<ul style="list-style-type: none"> Teacher provides limited feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking 	<ul style="list-style-type: none"> Teacher provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking 	<ul style="list-style-type: none"> Teacher provides opportunities for tailored feedback from a variety of sources such as students, the teacher, or outside subject matter experts that affirms correctly understood content, clarifies misunderstood content, and allows students to explain why they have or have not met the expectations

Instructional Practice

	1	2	3	4
Differentiation	<ul style="list-style-type: none"> Teacher does not ensure all students have access to the lesson and are appropriately challenged 	<ul style="list-style-type: none"> Teacher ensures that some students have access to the lesson and are appropriately challenged 	<ul style="list-style-type: none"> Teacher ensures that all students have access to the lesson and are appropriately challenged (for example, teacher adjusts depth, pace and delivery of content or design content or processes to address needs) 	<ul style="list-style-type: none"> Teacher ensures that all students have access to the lesson and students take ownership of challenging themselves
	<ul style="list-style-type: none"> Teacher does not provide additional supports or enrichment in order to meet the needs and learning style of each student 	<ul style="list-style-type: none"> Teacher occasionally provides additional supports or enrichment, in order to meet the needs and learning style of each student 	<ul style="list-style-type: none"> Teacher provides additional supports or enrichment in order to meet the needs and learning style of each student (for example, flexible grouping) 	<ul style="list-style-type: none"> Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning styles
	<ul style="list-style-type: none"> Teacher provides one way to engage lesson content 	<ul style="list-style-type: none"> Teacher provides two ways to engage lesson content but does not include various learning styles 	<ul style="list-style-type: none"> Teacher provides multiple ways to engage lesson content and that includes various learning styles 	<ul style="list-style-type: none"> Teacher provides multiple ways to engage lesson content that includes various learning styles and offers personalized instruction according to the student's needs

Instructional Practice

	1	2	3	4
Problem-Solving and Critical Thinking	<ul style="list-style-type: none"> Teacher does not create opportunities for analysis, problem solving, or drawing conclusion. 	<ul style="list-style-type: none"> Teacher creates limited opportunities for students to analyze, problem solve, and/or draw conclusions. 	<ul style="list-style-type: none"> Teacher creates situations that challenge students(independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions. 	<ul style="list-style-type: none"> Teacher creates situations that challenge students(independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions and students communicate their reasoning processes
	<ul style="list-style-type: none"> Teacher does not develop and use various instructional strategies that challenge students 	<ul style="list-style-type: none"> Teacher develops and uses one or two instructional strategies that challenge students 	<ul style="list-style-type: none"> Teacher develops and uses various instructional strategies that challenge students to think independently or critically about the content 	<ul style="list-style-type: none"> Teacher develops and uses instructional strategies that allow students to design and think through inquiry based problems or projects
	<ul style="list-style-type: none"> Teacher does not probe for higher-level thinking through questioning strategies 	<ul style="list-style-type: none"> Teacher occasionally probes for higher-level thinking through questioning strategies 	<ul style="list-style-type: none"> Teacher consistently probes for higher-level thinking through questioning strategies 	<ul style="list-style-type: none"> Students exhibit higher-level thinking through their communicating with each other
	<ul style="list-style-type: none"> Students are not engaged in authentic tasks, real world problems, or substantial endeavors. 	<ul style="list-style-type: none"> Students are engaged in some authentic tasks, real world problems, or substantial endeavors. 	<ul style="list-style-type: none"> Students are engaged in authentic tasks, real world problems, or substantial endeavors 	<ul style="list-style-type: none"> Students base their learning in authentic tasks, real world problems, or substantial endeavors as evidence of their ownership of independent and group work

Instructional Practice

	1	2	3	4
Classroom Expectations	<ul style="list-style-type: none"> Objectives are not clear 	<ul style="list-style-type: none"> Objectives are somewhat clear 	<ul style="list-style-type: none"> Objectives provide clear expectations 	<ul style="list-style-type: none"> Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations
	<ul style="list-style-type: none"> Teacher does not know and understand student levels or does not provide activities which require students to apply their learning 	<ul style="list-style-type: none"> Teacher knows and understands some student levels and provides activities that require students to apply their learning 	<ul style="list-style-type: none"> Teacher knows and understands student levels and provides challenging activities that require students to apply and extend their learning 	<ul style="list-style-type: none"> Students know their levels and choose challenging activities that require them to apply and extend their learning
	<ul style="list-style-type: none"> Teacher does not provide opportunities for enrichment discussions 	<ul style="list-style-type: none"> Teacher provides limited opportunities for enrichment discussion 	<ul style="list-style-type: none"> Teacher provides multiple opportunities for enrichment discussion 	<ul style="list-style-type: none"> Students generate enrichment discussions or extensions to process lesson content
	<ul style="list-style-type: none"> No student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment. 	<ul style="list-style-type: none"> Some student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment. 	<ul style="list-style-type: none"> Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment. 	<ul style="list-style-type: none"> Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment and is clearly tied to learning goals/objectives
	<ul style="list-style-type: none"> Teacher delivers a lesson that is not aligned to state standards and district curriculum requirements 	<ul style="list-style-type: none"> Teacher delivers a lesson that is somewhat aligned to state standards and district curriculum requirements 	<ul style="list-style-type: none"> Teacher delivers a lesson that is aligned to state standards and district curriculum requirements 	<ul style="list-style-type: none"> Teacher delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts

Instructional Practice

	1	2	3	4
Routines and Procedures	<ul style="list-style-type: none"> Teacher does not clearly communicate developmentally appropriate student behavioral expectations 	<ul style="list-style-type: none"> Teacher communicates some developmentally appropriate student behavioral expectations 	<ul style="list-style-type: none"> Teacher clearly communicates developmentally appropriate student behavioral expectations 	<ul style="list-style-type: none"> Students demonstrate developmentally exemplary behavioral expectations through their actions. Students are responsive to teacher guidance & feedback.
	<ul style="list-style-type: none"> Teacher does not reinforce and encourage appropriate/positive behavior as needed 	<ul style="list-style-type: none"> Teacher inconsistently reinforces and encourage appropriate/positive behavior 	<ul style="list-style-type: none"> Teacher reinforces and encourages appropriate/positive behavior as needed 	<ul style="list-style-type: none"> Students hold each other accountable for appropriate behavior and encourage positive behavior. Students apply self-awareness and self-management skills
	<ul style="list-style-type: none"> Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect misbehavior 	<ul style="list-style-type: none"> Teacher inconsistently responds to behavior problems 	<ul style="list-style-type: none"> Teacher utilizes logical consequences which are respectful, relevant, and realistic 	<ul style="list-style-type: none"> Teacher handles individual behavior problems quickly, discreetly, respectfully OR no evidence of any student misbehavior
	<ul style="list-style-type: none"> Teacher does not address off-task or inappropriate behavior and it interferes with student learning 	<ul style="list-style-type: none"> Teacher addresses off-task or inappropriate behavior inconsistently and/or ineffectively, so that it interferes with student learning some of the time 	<ul style="list-style-type: none"> Teacher addresses off-task or inappropriate behavior consistently and effectively, so that it does not interfere with student learning 	<ul style="list-style-type: none"> Off-task or inappropriate behavior rarely occurs, so there is no interference with student learning
	<ul style="list-style-type: none"> Teacher does not account for student physical safety in the environment and transitions 	<ul style="list-style-type: none"> Teacher accounts for student physical safety in the environment and transitions some of the time 	<ul style="list-style-type: none"> Teacher effectively designs a physically safe environment for activities and transitions 	<ul style="list-style-type: none"> Teacher effectively designs a physically safe environment for activities and transitions and students assume responsibility for the routines with little or no direction
	<ul style="list-style-type: none"> Teacher does not design or implement consistent classroom routines and procedures that run smoothly and does not foster student independence 	<ul style="list-style-type: none"> Teacher designs and implements classroom routines and procedures that run smoothly some of the time and fosters some student independence for shared responsibilities 	<ul style="list-style-type: none"> Teacher effectively designs and implements consistent classroom routines and procedures that run smoothly and fosters student independence through shared responsibilities 	<ul style="list-style-type: none"> Teacher effectively designs and implements consistent classroom routines and procedures where students assume responsibility and carry them out in an efficient manner with little or no direction from the teacher

Instructional Practice

	1	2	3	4
Classroom Climate	<ul style="list-style-type: none"> Students do not actively listen or respond positively to one another 	<ul style="list-style-type: none"> Students listen occasionally and respond to one another intermittently 	<ul style="list-style-type: none"> Students actively listen and respond positively to one another 	<ul style="list-style-type: none"> Students actively listen and respond positively and respectfully to one another
	<ul style="list-style-type: none"> Students do not actively listen or respond appropriately to the teacher 	<ul style="list-style-type: none"> Students listen occasionally and respond appropriately to the teacher intermittently 	<ul style="list-style-type: none"> Students actively listen and respond appropriately to the teacher 	<ul style="list-style-type: none"> Students actively listen and respond positively and respectfully to the teacher
	<ul style="list-style-type: none"> Teacher does not have a positive rapport with students and does not communicate or model expectations for respect of student differences 	<ul style="list-style-type: none"> Teacher has an inconsistent rapport with students and communicates and models expectations for respect of some student differences 	<ul style="list-style-type: none"> Teacher has a positive rapport with students and communicates and models expectations for respect of student differences 	<ul style="list-style-type: none"> Teacher has a positive rapport with students and students demonstrate respect for student differences and encourage positive and productive peer interactions
	<ul style="list-style-type: none"> Teacher does not ensure that all students contribute and their opinions/ideas are valued 	<ul style="list-style-type: none"> Teacher ensures that some students contribute and their opinions/ideas are valued 	<ul style="list-style-type: none"> Teacher ensures that most students contribute and their opinions/ideas are valued 	<ul style="list-style-type: none"> Students take the initiative to contribute their opinions/ideas and value the contributions of their peers
	<ul style="list-style-type: none"> Teacher does not celebrate student accomplishments 	<ul style="list-style-type: none"> Teacher celebrates some student accomplishments 	<ul style="list-style-type: none"> Teacher celebrates student accomplishments 	<ul style="list-style-type: none"> Students recognize and celebrate one another's accomplishments
	<ul style="list-style-type: none"> Class arrangement is not conducive to learning and does not change as needed for lessons 	<ul style="list-style-type: none"> Class arrangement is conducive to learning but does not change as needed for lessons 	<ul style="list-style-type: none"> Class arrangement is conducive to learning and changes as needed for lessons 	<ul style="list-style-type: none"> Class arrangement is flexible to allow for individual student learning needs and preferences
	<ul style="list-style-type: none"> Teacher does not provide opportunities for students to take risks and challenge themselves or the environment is not emotionally supportive 	<ul style="list-style-type: none"> Teacher provides a few opportunities for students to take risks and challenge themselves in an emotionally supportive environment 	<ul style="list-style-type: none"> Teacher provides opportunities for students to take risks and challenge themselves in an emotionally supportive environment 	<ul style="list-style-type: none"> Students openly take risks and challenge themselves and each other