

Instructional Rubric

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| P1 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 1. Know your students</p> <p>This means...</p> <ul style="list-style-type: none"> A variety of sources are used to obtain student performance levels and those sources inform planning Teachers use student interests, backgrounds and learning needs to inform planning | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher proactively and appropriately¹ shares information with other individuals who can impact student achievement (e.g. resource teachers, other content area teachers a student sees, counselors) | <ul style="list-style-type: none"> A variety² of sources are regularly used to attain students' current levels of performance. Knowledge of students' levels of performance is regularly used to plan instruction³. Teacher regularly uses knowledge of students' interests, backgrounds, and learning needs in the planning process. | <ul style="list-style-type: none"> One to two sources are used to attain students' current levels of performance and/or resources used may not accurately determine students' current levels of performance. Knowledge of students' levels of performance is sporadically or occasionally used to improve instruction. Teacher sporadically or occasionally uses knowledge of students' interests, backgrounds, and learning needs in the planning process. | <ul style="list-style-type: none"> Sources do not accurately determine students' current levels of performance. Knowledge of students' current levels of performance is not used to plan instruction. Teacher does not use knowledge of students' interests, backgrounds, and learning needs in the planning process. |

¹ Teachers do not share information that may be confidential or sensitive to students without first obtaining appropriate permission to do so.

² Sources can include end-of-year assessment, interim assessments, interest surveys, learning style inventories, pre/post tests, and teacher created assessments.

³ Instructional plans can include creating flexible groups, targeted instructional strategies, and re-teaching.

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| P2 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 2. Set growth goals based on students' performance levels</p> <p>This means...</p> <ul style="list-style-type: none"> Annual and interim goals are set to measure student progress towards standard mastery A data system is used to track progress Students can articulate annual and interim goals | <p>In addition to all of the elements in Effective, Highly Effective includes:</p> <ul style="list-style-type: none"> Multiple annual and interim goals are used to effectively monitor student progress towards mastery of standards⁴. All students are able to articulate annual and interim goals using developmentally appropriate language. | <ul style="list-style-type: none"> Annual and interim goals effectively measure student progress towards mastery of standards. A system is used that provides data on progress, both class and individual, towards growth goals⁵. Almost all students are able to articulate annual and interim goals using developmentally appropriate language. | <ul style="list-style-type: none"> Annual and interim goals created may not effectively measure student progress towards mastery of standards. A system, that may be unorganized or ineffective, is used that provides data on progress, both class and individual, towards growth goals. Less than half of students are able to articulate annual and interim goals using developmentally appropriate language. | <ul style="list-style-type: none"> Annual and interim goals do not measure student progress towards mastery of standards. No evidence that a system is used that provides data on progress, both class and individual, towards growth goals. Few or no students are able to articulate annual and interim goals using developmentally appropriate language. |

⁴ Multiple goals may include those for different content areas and are likely informed by different assessments measures.

⁵ Systems for measuring progress can be done in multiple ways. One method could be teacher created charts that show students scores on formative, summative and/or benchmark assessments along with targeted growth goal. Another method could be Excel documents where teacher or students can input assessments scores and then create graphs and charts to illustrate progress towards growth goals.

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| P3 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 3. Develop standards-based units and long-term plans</p> <p>This means...</p> <ul style="list-style-type: none"> Discrete skills are connected to broad concepts to create units Units are connected to each other to create a long-term plan aligned to interim assessments and end of year achievement goals Summative assessments provide concrete evidence of standard mastery Rubrics and exemplars are developed prior to beginning each unit | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Common student misconceptions are anticipated and identified for units and time is built in to units to address misconceptions. Multi-leveled⁶ rubrics and exemplars⁷ are developed prior to teaching each unit. | <ul style="list-style-type: none"> Standards are grouped into units so that discrete skills are connected to broad, overarching concepts. All units are connected to each other to create a long-term plan that aligns to interim assessments and end of year achievement goals. All student learning outcomes are determined prior to the unit being taught.³ All summative assessments provide concrete evidence of student mastery of standards in units. Rubrics and/or exemplars for summative assessments are developed prior to teaching each unit in order to share these with students at the beginning of the unit. | <ul style="list-style-type: none"> Some standards are grouped into units but connections between discrete skills and broad concepts are unclear or tenuous. Some units are connected to create a long-term plan that aligns to interim assessments and end of year achievement goals. Some student learning outcomes are determined prior to the unit being taught. Some standards within units are not assessed or students are not asked to provide concrete evidence of their mastery of standards Rubrics and/or exemplars are developed prior to some but not all units. | <ul style="list-style-type: none"> Standards are not grouped into units but are taught in isolation and treated as a checklist. Units are not connected to each other nor are they aligned to interim assessments and end of year achievement goals. Student learning outcomes are not determined before the unit is taught. Summative assessments do not evaluate students' mastery of standards. Rubrics and/or exemplars are not developed prior to all units. |

⁶ For example, a teacher may show students multiple projects. One of the projects will receive a grade that is equivalent to an "A." A second project will receive a grade that is equivalent to a "C" and a third project that will receive a grade equivalent to an "F."

⁷ In some cases, teachers may not be able to provide exemplars for all assessment types, in particular standardized tests.

³ Student learning outcomes are determined through the assessments for the unit. Summative assessments should be selected or created before the unit being planned. This will allow teachers to communicate assessment expectations and criteria ahead of time to students and help teachers choose instructional strategies that will ultimately enable students to be successful on the summative assessment. If the summative assessment is not designed first, this type of purposeful planning cannot occur.

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| P4 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 4. Design daily lessons to meet learners' unique needs</p> <p>This means...</p> <ul style="list-style-type: none"> Lesson objectives are standards-based Instructional activities have a purpose relative to objectives Lessons are scaffolded Checks for understanding occur throughout the lesson Formative assessments are designed to determine objective mastery and identify concepts to be re-taught | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Lesson plans include options for students who are struggling with the content and those who are moving quickly based upon real-time data. Lesson plans incorporate other disciplines where connections can be made to enhance learning.⁸ Lesson design anticipates student misunderstandings and misconceptions. | <ul style="list-style-type: none"> Lesson objectives are standards-based and designed to tell students what they will be learning and what they will be able to do by the end of the lesson⁹. All instructional activities have a purpose relative to the objectives¹⁰. Lessons are appropriately scaffolded¹¹ towards the objectives based on developmental stages, levels of performance, and interests of students.¹² Checks for understanding assess student learning of key ideas throughout the lesson. Formative assessments are designed to determine if students have met lesson objectives and identify areas for re-teaching. | <ul style="list-style-type: none"> Lesson objective are not standards-based and designed to tell students what they will be learning or what they will be able to do by the end of the lesson. Some instructional activities clearly have a purpose relative to accomplishing the objective while others keep students busy without a purposeful use of time. Lessons only address one unique need of students; either developmental stages, levels of performance, or interests of students. Checks for understanding assess student learning of key ideas occasionally or at the end of the lesson. Formative assessments do not determine if students have met lesson objective. | <ul style="list-style-type: none"> Lesson objectives are not standards-based and are designed to tell students what activity they will complete. Instructional activities are not aligned to lesson objectives. Lessons are not aligned to the developmental stages, levels of performance, or interests of students. Checks for understanding do not occur. Formative assessment is not developed. |

⁸ Examples can include an English teacher's mini-lesson on the history of the Harlem Renaissance before a unit on writing poetry or a math teacher including a work station about meteorologists and weather prediction technology during a lesson on probability.

⁹ The intent here is that objectives are ultimately used by students to help them self-assess and self manage their needs relative to objectives. In order for students to do this, objectives need to be clear and understood by all.

¹⁰ To create purposeful activities relative to lesson objectives, activities should have the same level of rigor as the objective (or scaffold to that level). Additionally, purposeful activities take into account student interest, readiness, and prior knowledge so that activities are relevant to all students.

¹¹ Appropriate scaffolding also addresses lesson pacing. A proactive plan for accelerating the pace of lessons or allowing time for re-teaching should be included in daily lesson plans based on students' developmental stages, levels of performance and interests.

¹² Teachers do not need to create individual lessons tailored to the individual needs of students. Rather, teachers should gear plans towards groups of students with similar needs.

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| P5 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 5. Use and align resources strategically</p> <p>This means...</p> <ul style="list-style-type: none"> Lesson plans use resources that stimulate student interests Resources support activities designed to help students master standards Resources are leveled and differentiated based on student needs | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Resources enrich the activities that help students achieve mastery of standards. Resources take student interests into account. Students actively contribute to the selection of resources and take responsibility for finding relevant resources when appropriate. | <ul style="list-style-type: none"> Lesson plans use resources¹³ that stimulate student interest in the appropriate content. Resources support activities that help students achieve mastery of standards¹⁴. Resources are leveled or differentiated specifically based on student needs. | <ul style="list-style-type: none"> Lesson plans use resources that inconsistently stimulate student interest in the content. Resources inconsistently support activities that help students achieve mastery of standards. | <ul style="list-style-type: none"> Lesson plans do not use resources that stimulate student interest in the content. Resources do not support activities that help students achieve mastery of standards. |

¹³ Resources can include curriculum textbooks, models, content related books, teacher-made materials, real-world examples, pictures, websites, video clips, or manipulatives.

¹⁴ Resources (including core texts, intervention programs or supplementary materials) are selected based on their alignment to standards and student's needs where appropriate. Resources are not simply used because they are adopted; rather, the teacher is thoughtful and strategic about how to use the resource given the students needs in the classroom.

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| P6 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 6. Mobilize families and stakeholders in student success</p> <p>This means...</p> <ul style="list-style-type: none"> On-going communication to families, including positive reinforcement, is planned | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> In cases where family involvement is challenging, extra steps¹⁵ are taken to involve at least one family member. Students and/or families are included in the planning positive reinforcements. | <ul style="list-style-type: none"> On-going communication to families is planned regarding student progress towards growth goals. Positive reinforcement of student progress towards growth goals is planned. | <ul style="list-style-type: none"> Communication regarding student progress towards growth goals to families may be sporadic or inconsistent. Student progress toward growth goals is proactively acknowledged, but not reinforced or promoted. | <ul style="list-style-type: none"> Communication regarding student progress towards growth goals to families is limited or there is no evidence of communication. Student progress towards growth goals may not be acknowledged, reinforced, and/or promoted. |

¹⁵ An example of an extra step towards involving families would be creating a website with up to date information, emailing, or offering incentives to students.

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| P7 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>PLAN 7. Organize classroom space and materials</p> <p>This means...</p> <ul style="list-style-type: none"> The physical arrangement of the room allows for effective student movement and transitions Space is designed to access materials without instructional interruption Space and material are designed to promote learning | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students have the option of self-selecting resources and tools to support their own learning. Space and materials are designed to extend learning of current or recent content.¹⁶ | <ul style="list-style-type: none"> Physical arrangement of classroom allows for effective student movement and transitions. The design of classroom space will allow students to access and return instructional materials without interrupting instruction. Space and materials are designed to promote learning¹⁷. | <ul style="list-style-type: none"> Physical arrangement of classroom may not allow for effective student movement or transitions. The design of classroom space will cause occasional interruptions of instruction when students access and return instructional materials. Space and materials do not always promote learning. | <ul style="list-style-type: none"> Physical arrangement of classroom does not allow effective transitions and student movement. The design of classroom space will cause frequent interruptions of instruction when students access and return instructional materials. Space and materials rarely promote learning. |

¹⁶ Examples include posting indicators of mastery with student-friendly explanations or materials that students can use to extend their learning after they have completed instructional assignments.

¹⁷ At all levels, elementary, middle school, and high school, materials to promote learning can include reading areas, classroom libraries, technology centers, areas for resource materials or grouping of desks. At the elementary level these items should be developmentally appropriate for students by having centers, having leveled libraries, or a reading area.

| TEACH | | | | |
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| T1 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 1. Engage students in standards-based lesson objectives</p> <p>This means...</p> <ul style="list-style-type: none"> Lesson objectives are communicated to students Objectives are connected to standards Mastery is explained to students Students can explain how the lesson objective relates to broader content they are learning Teacher provides multiple opportunities for students to engage in objectives | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> All students can explain lesson objective and how it relates to what they are learning.¹⁸ Communication of the mastery of the objectives includes multi-leveled exemplars. | <ul style="list-style-type: none"> Lesson objective is communicated to students using developmentally appropriate language Lesson objective is connected to standards (See PLAN 4). Mastery of the objective is explained to students¹⁹. Almost all students can explain the lesson objective and how it relates to what they are learning. Teacher provides multiple opportunities for engagement in lesson objectives by connecting prior knowledge, explaining the importance of the objective, or asking students to retell the objective in their own words. | <ul style="list-style-type: none"> Lesson objective is communicated to students using developmentally inappropriate language Lesson objective is vaguely connected to standards. Mastery of the objectives is vaguely explained to students. Students can retell the objective or describe the task they are completing but are unable to make connections to what they are learning. Teacher provides limited opportunities for engagement in lesson objectives. | <ul style="list-style-type: none"> Lesson objective is not communicated to students Lesson objective is not connected to standards. Mastery of the objectives is not explained to students. Students cannot retell the objective or explain the task they are completing. Teacher does not provide opportunities for engagement in lesson objectives. |

¹⁸ To determine if students can explain the lesson objectives, observe times when the teacher engages students in the lesson objective and/or if the teacher facilitates a conversation with students about the lesson objective.

¹⁹ Students should see examples, and non-examples in some cases, that relate to the instructional activity that is used for students to demonstrate their understanding. Examples can be from previous students' work with the objective or teacher-created exemplars.

| TEACH | | | | |
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| T2 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 2. Communicate content clearly</p> <p>This means...</p> <ul style="list-style-type: none"> • Content is accurate • Key points are emphasized • Connections are made between content areas, students experiences, interests, and future skills • Content is differentiated. • Instructions are clear | <p>In addition to all of the elements in Level 3, a Level 4 teacher does at least one of the following:</p> <ul style="list-style-type: none"> • Students explain concepts to each other with the support of teacher facilitation. • Students have deep understanding beyond the scope of content with teacher support. | <ul style="list-style-type: none"> • Content is accurate. • Key points are emphasized. • Connections are routinely drawn between content areas, student experiences, student interests, and previous and future skills. • Content is differentiated based on students' needs²⁰. • Instructions are clear to all students | <ul style="list-style-type: none"> • Content is mostly accurate.²¹ • Sometimes key points are emphasized. • Connections are sporadically drawn between content areas, student experiences, student interests, and previous skills. • Content may be differentiated based on students' needs. • All students understand instructions after multiple clarifications. | <ul style="list-style-type: none"> • Content is inaccurate. • Key points are not emphasized. • Connections are not drawn between content areas, student experiences, and student interests. • Content is not differentiated based on students' needs. • Students are confused because instructions are unclear. |

²⁰ Using visuals, tangible items, like scenarios, etc. can be methods for differentiating the presentation of content.

²¹ Content is "mostly accurate" when a student's ability to master the objective is unthreatened by inaccuracies in content (i.e. objective is that planets rotate around the sun, and the teacher inaccurately categorizes Pluto as a planet when it is actually a dwarf).

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| T3 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 3. Use strategies and tasks to engage all students in rigorous work</p> <p>This means...</p> <ul style="list-style-type: none"> Strategies are aligned to lesson objectives to provide purpose and intentionality Strategies are differentiated and scaffolded Strategies result in deeper understanding of content Strategies provide accessibility to content | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students are provided with choices and taught how to self-select strategies that will help them master lesson objectives. Teacher engages students in reflection on the rigor of strategies and tasks relative to lesson objectives. | <ul style="list-style-type: none"> All strategies and tasks are aligned to the rigor²² of lesson objectives.²³ All strategies and tasks have a clear, intentional purpose beyond keeping students engaged or busy. Strategies enable all students to meet or exceed lesson objectives through appropriate scaffolding²⁴ and differentiation²⁵. Strategies lead all students to a deeper understanding of the content²⁶. Strategies support all students in such a way that rigorous tasks become accessible to all students. | <ul style="list-style-type: none"> Some strategies are aligned to the rigor of lesson objectives resulting in occurrences of student engagement without clear intent or purpose. Strategies enable some students to meet lesson objectives through appropriate scaffolding and differentiation. Strategies lead some students to a deeper understanding. Student supports are provided but some students are disengaged and continue to struggle with the tasks. | <ul style="list-style-type: none"> Strategies are not aligned to the lesson objectives. Strategies do not enable students to meet lesson objectives. Strategies do not lead students to a deeper understanding of content. Few student supports are provided resulting in most students being disengaged in lesson. |

²² Rigor is determined by the level thinking (as measured by Bloom's Taxonomy) required by the strategy and tasks in which students are engaged. In some cases, the rigor of strategies and tasks in a lesson may exceed the rigor or the lesson objective if the goal is to provide a variety of activities that allow students to extend their learning beyond the lesson objective should they be ready for that. In other cases, the rigor of instructional strategies and tasks may start lower than the rigor required by the lesson objectives but slowly build so that students are ultimately meeting objectives through scaffolded strategies.

²³ Lesson objectives should meet the criteria outlined in PLAN 4.

²⁴ Appropriate scaffolding does not mean teachers are scaffolding every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding.

²⁵ This occurs by using student performance levels to differentiate the process students use to engage in content and/or the products students are required to produce as long as the differentiated products are ultimately aligned to the level of rigor required by lesson objectives.

²⁶ In order to do this, teachers must understand students' current levels of performance and then purposefully design instructional strategies that will scaffold student learning to a deeper level.

| TEACH | | | | |
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| T4 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 4. Use questioning to bring students to higher-order thinking</p> <p>This means...</p> <ul style="list-style-type: none"> The teacher poses clear questions that lead students from their current thinking to a higher level Wait time is provided for students to think before answering Questions are posed equitably to students Helpful and positive suggestions are provided to students when they get stuck answering a question Correct and/or appropriate responses are encouraged | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher explicitly models his or her own thought process for generating questions and asks students to develop their own questions for each other as a result. Students' questions (of their peers and teacher) push students beyond their initial thinking. | <ul style="list-style-type: none"> Questions are clear and scaffolded in a way that leads students from their current level of thinking to a higher level²⁷. Wait time is provided for students to think before answering questions²⁸. Questions are posed equitably to students in classroom.²⁹ Teacher provides helpful and positive suggestions when students are unable to answer rather than simply providing the answer to the students. Teacher supports and encourages students to use correct and/or appropriate responses³⁰. | <ul style="list-style-type: none"> Some questions may be unnecessarily complex or confusing to students and may lack scaffolding. Wait time is provided but may be too long or too short thus being ineffective. Questions are primarily posed to the same individual or small groups or simply to the entire class in most cases. Teacher generally defaults to answering his/her own questions or giving students answers when students get stuck. Teacher accepts some responses that are not appropriate or incorrect. | <ul style="list-style-type: none"> Teacher does not ask questions or all questions are confusing to students and are not scaffolded. No wait time is provided for students to generate responses to questions. Questions are always posed to the same individuals or to the entire class. Answers to questions are not provided or are incorrect. Teacher accepts any response even if it is inappropriate or incorrect. |

²⁷ In order to develop questions that effectively move students from current levels of thinking to higher ones, teachers must clearly identify the level of thinking (Bloom's Taxonomy) required by the content/standards for the lesson as well as students' current level of understanding of lesson content/standards.

²⁸ Wait time does not have to be silence in the classroom. Teachers may employ strategies such as Think-Pair-Share to give students a way to process the questions posed to them.

²⁹ Teacher does not always ask questions of the same students.

³⁰ Examples of appropriate responses include, but are not limited to, students using complete sentences to fully answer questions at the level of rigor in which they are asked, students asking for clarification of the questions posed to them and then answering the question, students stating that they do not know the answer and thinking out loud about what they may need to do to discover the answer.

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| T5 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 5. Check for understanding and respond to misunderstandings</p> <p>This means...</p> <ul style="list-style-type: none"> • Checks for understanding are frequent, appropriate and effective • Checks for understanding do not interrupt flow of the lesson • Student misunderstandings are anticipated and addressed | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Student misunderstandings are addressed with scaffolding.³¹ • Real-time adjustments to lesson pacing, student tasks, and interventions are made from the information gathered from checks for understanding. | <ul style="list-style-type: none"> • Frequent, appropriate, and effective checks for understanding occur throughout the lesson and while students are working.³² • Checks for understanding do not interrupt the flow of the lesson or student independent work³³. • Student misunderstandings are addressed in a timely manner. • Corrections offer explanations that clarify the process or concept. • Most misunderstandings and misconceptions are anticipated. | <ul style="list-style-type: none"> • Few checks for understanding occur throughout the lesson and while students are working and/or checks may be inappropriate or ineffective. • Checks for understanding cause some interruption in the flow of the lesson or student independent work. • Student misunderstandings are not addressed in a timely manner. • Corrections offer explanations that somewhat clarify the process or concept. • Few misunderstandings and misconceptions are anticipated. | <ul style="list-style-type: none"> • There are no checks for understanding during the lesson or when students are working. • Student misunderstandings are not addressed. • Corrections offer explanations that do not clarify the process or concept. • Misunderstandings and misconceptions are not anticipated. |

³¹ Examples of scaffolding include asking leading questions, connecting concepts/content to previous knowledge, and explaining concepts in a new way.

³² Effective and appropriate checks for understanding should occur when it is necessary to determine whether or not a teacher can move forward in a lesson, such as before moving on to the next step or concept in the lesson or during guided practice to ensure students are applying content and skills accurately before moving on to independent practice. These are not the only times checking for understanding should occur but provide examples of this concept. Additionally, checks for understanding should provide multiple ways for students to demonstrate their learning. Always using the same strategy to check for understanding will likely not be appropriate.

³³ Teacher checks for understanding do not eliminate teachable moments or prevent students from asking questions. Teachable moments and student questions can be handled quickly and efficiently by addressing an individual or group or coming back to the issue/question at a more appropriate time (e.g., during a debrief or a Do Now the next day).

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| T6 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 6. Facilitate student-to-student interaction and academic talk</p> <p>This means...</p> <ul style="list-style-type: none"> Students have opportunities to interact with each other in a structured, strategic and flexible manner. Students are using academic vocabulary and standard grammatical structures | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Opportunity for collaboration for a variety of purposes and lengths of time is provided. Students effectively self-select structures for collaborating as a result of teacher modeling and discussion about the intent and purpose of different structures Students hold each other accountable for using academic vocabulary and standard grammatical structures | <ul style="list-style-type: none"> Opportunity for student-to-student interaction is provided. Effective structures for student collaboration³⁴ to be successful are set up. Student groups and/or pairings are strategic, purposeful, and flexible Teacher models academic vocabulary and uses standard grammatical structures, and students use it. Students are given multiple opportunities to engage in academic talk. | <ul style="list-style-type: none"> Opportunity for student-to-student interaction is provided; however, students are not managed effectively. Student collaboration may not be strategic, purposeful, or flexible. Teacher models academic vocabulary, but it may not be apparent or used by students. Students are given some opportunities to engage in academic talk. | <ul style="list-style-type: none"> Opportunity for student-to-student interaction is not provided or student interaction rarely occurs and is unfocused. Student collaboration is not designed based on student attributes. Teacher does not model academic vocabulary and standard grammatical structures. Students are not given opportunities to engage in academic talk. |

³⁴ Collaboration between students can occur in pairs or in groups. Other structures provided within pairs or groups may be include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities by each group, rubrics for effective group work, sentence stems students use to facilitate conversations, and timers to balance talk time within groups.

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| T7 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 7. Implement routines to maximize instructional time</p> <p>This means...</p> <ul style="list-style-type: none"> Routines and transitions are well managed and smooth resulting in little/no loss of instructional time | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students direct many of the transitions and routines³⁵. Students are never idle, even while teacher does administrative tasks such as taking attendance or preparing materials. | <ul style="list-style-type: none"> Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. Transitions are generally smooth with some teacher direction. Students are only idle for very brief periods of time while waiting for the teacher³⁶. | <ul style="list-style-type: none"> Routines and procedures are in place but require significant teacher prompting and direction; students may be unclear about what they should be doing and may ask questions frequently. Transitions are fully directed by the teacher and may be less orderly and efficient. Students may be idle for short periods of time while waiting for the teacher. | <ul style="list-style-type: none"> There are no evident routines and procedures, so the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. Transitions are disorderly and inefficient. Students may be idle for significant periods of time while waiting for the teacher. |

³⁵ Teachers do not have to direct all transition and routines in the classroom. Student can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. In lower grades, the transitions and routines are more developmentally appropriate like quickly and quietly putting supplies away or getting in line.

³⁶ Students may be idle only while the teacher takes attendance or prepares materials.

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| T8 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 8. Build a positive, learning-focused classroom culture</p> <p>This means...</p> <ul style="list-style-type: none"> Teacher-student and student-student interactions are positive and respectful Students are invested in their work and value academic success Students feel safe to take risks and new challenges Teacher has high expectations for students Students take ownership and are active participants in class work | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students are invested in the success of their peers. For example, they can be seen collaborating with and helping each other without prompting from the teacher. Students may give unsolicited praise or encouragement to their peers for good work, when appropriate. Students may demonstrate frequent positive engagement with their peers. For example, they might show interest in other students' answers or work. | <ul style="list-style-type: none"> Interactions between teacher and students demonstrate a positive rapport and mutual respect³⁷. Students are invested in their work and value academic success³⁸. The classroom is a safe environment for students to take on challenges and risk failure³⁹. High expectations⁴⁰ are communicated for every student. Students take ownership of work and are active participants in class work and discussions. | <ul style="list-style-type: none"> Some interactions between teacher and students demonstrate a positive rapport and mutual respect while other interactions demonstrate a lack of support/respect. Students are generally engaged in their work but are not highly invested in it⁴¹. Some students are willing to take academic risks, but others may not be⁴². High expectations are communicated for some students. Students take ownership of work and participate in class only when teacher encourages them. | <ul style="list-style-type: none"> Little to no interactions between teacher and students demonstrate a positive rapport and mutual respect. Students are not engaged nor invested in their work. Students are not willing to take academic risks. Student interests and opinions are not sought out and/or not respected. Expectations are low or are not communicated. Student engagement or participation is low. |

³⁷ This may include the teacher seeking out and respecting a variety of student opinions and interests.

³⁸ Examples include, but are not limited to, students working hard, remaining focused on learning without frequent reminders, and persevering through challenges.

³⁹ Examples may include, but are not limited to, students being eager to answer questions, feeling comfortable asking the teacher for help, and not responding negatively when a peer answers a question incorrectly.

⁴⁰ High expectations include academic and behavioral expectations.

⁴¹ Students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.

⁴² Some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.

| TEACH | | | | |
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| T9 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior</p> <p>This means...</p> <ul style="list-style-type: none"> Behavioral expectations are clear to students Positive behavior is reinforced Off-task behavior is redirected Challenging behavior is de-escalated Students are held accountable to high behavioral expectations | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Behavioral expectations are clear to all students and there is little to no evidence of off-task behavior in the classroom. Students lead conversations regarding behavior and they self-manage and monitor their peers. Expectations for student behavior are so clearly understood that there is little, if any need to continuously refer to them. | <ul style="list-style-type: none"> Behavioral expectations are clear to most students resulting in only occasional off-task behavior. Positive behavior is reinforced and promoted⁴³. Off-task behavior is redirected in a manner that solves the issue and maximizes instructional time. Challenging behavior is de-escalated with little interruption to instructional time. High expectations for student behavior are apparent and students are held accountable for meeting those expectations. | <ul style="list-style-type: none"> Behavioral expectations may be unclear or inconsistent resulting in frequent off-task behavior in the classroom. Positive behavior is acknowledged but not reinforced and/or encouraged. Off-task behavior is redirected in a manner that may not solve the issue and/or interrupts some instructional time. Challenging behavior is de-escalated with some interruption to instructional time. High expectations for student behavior are apparent. | <ul style="list-style-type: none"> There are no clear or consistent behavioral expectations established in the classroom. Positive behavior is not acknowledged. Off-task behavior is not redirected in a manner that solves the issue and/or significantly interrupts instructional time. Challenging behavior causes significant interruption to instructional time. Expectations for student behavior are low or are not communicated. Student misbehavior, disruptions, or off-task behavior is not addressed or redirected. |

⁴³ Positive reinforcements can include rewards (i.e., calls home, stickers, raffle tickets, notes, etc.) or verbal praise. For teachers who have a strong culture and do not use tangible rewards, positive reinforcement can be more subtle.

| REFLECT AND ADJUST | | | | |
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| RA 1 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>RA: 1. Analyze student progress</p> <p>This means....</p> <ul style="list-style-type: none"> Multiple aspects of students progress are analyzed Accurate descriptions of student performance are provided Data organized and easily accessible to multiple stakeholders Analysis of data is timely | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher proactively leads data analysis with colleagues and offers positive suggestions. Teacher critically examines the utility of assessments relative to the type of data they provide and whether or not that data is informative for modifying instruction. When appropriate, teacher proactively offers alternative assessments that will yield more useful data relative to instruction. | <ul style="list-style-type: none"> Analysis of student data includes the use of assessments that measure many aspects of student progress⁴⁴. Analysis of data provides an accurate description of currently levels of student progress. Data is easily accessible to teacher, students, and families, and is organized. Timely analysis of data⁴⁵ occurs after assessment is given and results are determined. | <ul style="list-style-type: none"> Analysis of student data includes the use of assessments that measure one to two aspects of student progress. Analysis of data provides a description of currently levels of student progress but the description may not be accurate. Data is accessible to teacher, students, and families, but may not be organized. Analysis of data occurs too late for results to be helpful to students. | <ul style="list-style-type: none"> Analysis of student data does not include the use of assessments that measure additional aspects of student progress. Analysis of data does not provide an accurate description of currently levels of student progress. Data is not accessible to teacher, students, and families, and/or not organized. Analysis of data does not occur after assessment is given and results are determined. |

⁴⁴ Aspects of student progress can include areas such as critical thinking, behavior, attendance, and mastery of content knowledge.

⁴⁵ Examples of data analysis can include identifying trends, item analysis, identifying areas for re-teaching.

| REFLECT AND ADJUST | | | | |
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| RA 2 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>RA 2. Modify instruction in response to data</p> <p>This means...</p> <ul style="list-style-type: none"> • Daily instruction and long-term plans are modified as a direct result of data • Re-teaching meets group and individual needs • Skills and concepts are spiraled as necessary • Intervention is targeted and strategically designed based on data results | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Opportunities for students to self-manage on-going practice of a skill are provided in addition to formal reteaching.⁴⁶ • Teacher actively seeks feedback from peers and makes adjustments to instruction as a result. | <ul style="list-style-type: none"> • Daily instruction⁴⁷ is routinely⁴⁸ modified based on results of data, when needed. • Long-term plans are routinely adjusted to accommodate re-teaching. • Re-teaching meets the needs of individuals and groups in order to ensure student progress⁴⁹. • Skills and concepts are spiraled⁵⁰ to ensure maintenance of knowledge. • Intervention is targeted and strategically designed based on deficiencies in skills or knowledge as identified by data results⁵¹. | <ul style="list-style-type: none"> • Instruction is infrequently⁵² modified based on results of data, when needed or changes in instruction occur but they are not based on data. • Long-term plans are infrequently adjusted to accommodate re-teaching. • An attempt is made at re-teaching but it does not meet the needs⁵³ of individuals and/or groups. • An attempt is made to provide students with an intervention when knowledge of skills and concepts are deficient; however, the attempt is an isolated event and maintenance of knowledge does not occur. | <ul style="list-style-type: none"> • Instruction is not modified based on results of data, when needed. • Long-term plans are not adjusted to accommodate re-teaching. • No attempt is made to re-teach. • No attempt is made to intervene when students' knowledge of skills and concepts are deficient. |

⁴⁶ An example of an opportunity can include stations that focus on different skills or standards that students can go to when they finished their assignments.

⁴⁷ Adjustments to instruction can include instructional activities, student placement in flexible groups, scaffolding, increased work time, or resources used.

⁴⁸ Routinely means that multiple pieces of classroom data are used including formative and summative classroom-based data.

⁴⁹ Student progress is defined by progress towards mastery of lesson objectives, interim benchmarks, and annual goals.

⁵⁰ Examples of spiraling include providing plans for when re-teaching will happen for individuals and groups of students and adjustments of current lesson plans.

⁵¹ Interventions for students, who are deficient with certain skills and concepts, should occur daily. Formative assessments should be used to determine deficiencies.

⁵² An example of infrequently modifying instruction based on data is when only benchmark assessments are used to modify instruction without considering more frequent assessment measures.

⁵³ An unsuccessful attempt at re-teaching can be the result of re-teaching in the same manner content was originally taught and/or a lack of understanding of why the first attempt was unsuccessful.

| REFLECT AND ADJUST | | | | |
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| RA 3 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>RA 3. Assess and refine classroom space and culture</p> <p>This means...</p> <ul style="list-style-type: none"> • Student input is included in an assessment of classroom space and culture • Timely adjustments are made to support a positive learning environment | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Students have the opportunity to formally reflect on the classroom culture.⁵⁴ • Teacher models and provides appropriate structure for students to lead conversations about classroom culture. | <ul style="list-style-type: none"> • An assessment for classroom culture and space includes student input and is developed and used several times throughout the year⁵⁵. • Based upon assessment results, timely adjustments are made to culture and space in order to support a progression towards a positive culture and learning environment⁵⁶. | <ul style="list-style-type: none"> • Classroom culture and space is only informally assessed. • Adjustments made to culture and space do not support progression towards a positive culture and learning environment and/or adjustments are not timely. | <ul style="list-style-type: none"> • Classroom culture and space is not assessed. • Adjustments to culture and space are not made. |

⁵⁴ Examples include classroom community discussion or a culture comment box.

⁵⁵ Assessing classroom culture should include multiple factors such as student motivation, behavior management, relationships with individuals and groups, student leadership, student autonomy, and student-to-student interactions.

⁵⁶ Informal adjustments to classroom culture and space should occur as needed.

| REFLECT AND ADJUST | | | | |
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| RA4 | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING | INEFFECTIVE |
| <p>RA 4. Partner with students and families to reflect on students' progress</p> <p>This means...</p> <ul style="list-style-type: none"> Teachers use multiple mechanisms to communicate data to stakeholders Students receive specific, constructive feedback Students articulate their own progress, strengths and areas for growth based on data Students reflect on feedback provided and develop action steps for moving forward Families are given opportunities to reflect on data and take action | <p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Families can articulate students' progress using data as a reference.⁵⁷ Families, students, and teacher engage in discussions about students' strengths and areas of growth and create an action plan to support students. | <ul style="list-style-type: none"> Teacher uses multiple mechanisms to communicate data to stakeholders⁵⁸. Almost all students can articulate their own progress, strengths, and areas of growth using data as a reference. Students can clearly articulate actions steps they can take to move forward using data as reference. Students are given the opportunity to reflect on feedback after data is shared. Families are provided with opportunities to reflect and take actions after they receive student progress data⁵⁹. Students receive constructive feedback in a timely manner⁶⁰. | <ul style="list-style-type: none"> Teacher only communicates data to a selected group of stakeholders. Some students can articulate their own progress, strengths, and areas of growth using data as a reference. Students have difficulty articulating the action steps they can take to move forward. Students are not given the opportunity to reflect on feedback after data is shared. Families are provided with opportunities to reflect on student progress data but not opportunity for action is provided. Feedback to students is provided but it does not describe specific areas of growth or is not given in a timely manner. | <ul style="list-style-type: none"> Teacher does not communicate data to stakeholders. Few students can articulate their own progress, strengths, and areas of growth using data as a reference. Students cannot articulate action steps they can take to move forward. Students are not provided with feedback. Families not are provided with opportunities to reflect and take actions after they receive student progress data. Feedback is not provided to students. |

⁵⁷ Student progress includes areas like academics, behavior, and attendance.

⁵⁸ For stakeholder groups like parents and the community, data may be mailed or displayed on a bulletin board. For students, data can be posted in the classroom in a manner that is accessible to them. Appropriate confidentiality is maintained at all times according to policy.

⁵⁹ Teachers may provide families and students with a structure for reflecting on progress data and ideas for taking action like a template for an "at-home action plan for student achievement" or a log to use for a family reading hour.

⁶⁰ Constructive feedback informs students of their strengths and detailed areas of growth.