



HOME ACTION UPDATE BULLETIN BOARD **TEACHERS** SCHOOL LEADERS ALL STAFF TEACHER SUPPORT AND DEVELOPMENT

Evaluation

Introduction

Announcements

Evaluation Components

Observations

Professional Expectations

Student Learning Objectives

Key Dates, Milestones and References

Evaluation Outcomes

Frequently Asked Questions

Research

Classroom Observations — and the Observers

Classroom observations are one tool for providing evidence of a teacher's strengths and areas for development. When done frequently and purposefully, and when coupled with discussion that includes actionable feedback, they are integral to improving instructional practice.

As part of the Teacher Effectiveness Evaluation for 2014-15, classroom observations using the district's [Instructional Framework](#) are one of the two components that measure teachers' professional practice. Developed over many months with input from hundreds of teachers, the framework defines what effective teaching looks like and guides the district's efforts to develop and offer high-quality professional development opportunities. Specifically for the purposes of evaluation, the framework guides and focuses school leaders' classroom observations of teachers' practice, enabling them to collect evidence that can in turn be used to connect teachers with professional development opportunities.

The observation component of the evaluation encompasses both formal and informal observations over the course of the school year.

At a glance

- Teachers are observed on the nine key actions of the framework's Teach component
- Teachers receive two formal observations and frequent informal observations during the school year
- Formal observations are completed by observers who are both qualified under Maryland state law and certified by City Schools

Types of observations

Formal observations are opportunities for

- Teachers to demonstrate their practice, receive feedback and show what they have learned throughout the year
- School leaders to observe teacher performance and provide information for the purpose of evaluation

Every teacher receives two formal observations during the school year, one by December 1 and the second by April 1. All formal observations include a scheduled pre-observation conference where the content of the lesson to be observed is discussed and the date, time and duration of the observation are established. It is recommended that the observation last for at least 30 minutes. Observers also must schedule a post-observation conference within 10 days of the observation, to review the evidence collected during the observation and provide the teacher with concrete, actionable feedback on her or his professional practices. Finally, observers must ensure that data from the observation are recorded in the Online Performance Management System (OPMS), by the system close date.

Note that, as per COMAR, a teacher's evaluation shall be based on at least two observations during the school year.

Informal observations are brief, focused and designed to provide a "temperature check" on teacher growth. Informal observations may range from general "walk-throughs" to extended observations around an identified area.

Like formal observations, informal observations should serve a developmental purpose. They should be conducted regularly throughout the year, but do not require advanced scheduling. As with formal observations, observers should provide teachers with feedback and coaching based on the Instructional Framework and evidence collected during the observation. All informal observations should have knowledge of and be able to provide feedback based on the Instructional Framework. Data from informal observations are not entered into OPMS or recorded as part of the Teacher Effectiveness Evaluation.

Taken together, formal and informal observations should be used to provide ongoing, critical feedback to teachers about their professional practices throughout the year.

Observers

To conduct **formal observations**, observers must be both qualified and certified.

- In accordance with state law, a qualified observer must hold either the Administrator I or Administrator II endorsement from the Maryland State Department of Education. BTU members cannot serve as qualified observers.
- To be certified by City Schools, observers must complete a process in which they view videos of several classroom observations, rate the teachers using the Instructional Framework and rubric and pass an assessment demonstrating that they rated the teachers accurately.

City Schools recommends that, whenever possible, teachers receive their two formal observations from two different qualified, certified observers. Having observations conducted by different observers significantly increases validity and reliability of observation as a measure of effectiveness. In schools with only one observer, school leaders can consult their Executive Director and fellow school leaders for assistance with collaborative evaluations.

Note that year-end ratings of "Ineffective" **must include at least two observations, with at least one observation by an individual other than the immediate supervisor.**

Informal observations can be completed by a school leader, peer or colleague who has knowledge of the Instructional

Framework and Rubric.

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BALTIMORE CITY
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[HOME](#) |
 [ACTION UPDATE](#) |
 [BULLETIN BOARD](#) |
 [TEACHERS](#) |
 [SCHOOL LEADERS](#) |
 [ALL STAFF](#) |
 [TEACHER SUPPORT AND DEVELOPMENT](#)

Evaluation

- [Introduction](#)
- [Announcements](#)
- [Evaluation Components](#)
 - [Observations](#)
 - [Professional Expectations](#)
 - [Student Learning Objectives](#)**
 - [Key Dates, Milestones and References](#)
 - [Evaluation Outcomes](#)
 - [Frequently Asked Questions](#)
 - [Research](#)

Student Learning Objectives

Student learning objectives (SLOs) are specific, measurable long-term goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. SLOs can be used to measure student growth for teachers in non-tested grades and subjects as well. While they have the potential to provide valuable information to raise the effectiveness of teachers and school leaders.

In order to build capacity across the district at each school, every school will have SLO Ambassadors. SLO Ambassadors will become school-based experts on the SLO process, and along with principals and assistant principals, will help teachers at their school understand and participate in this process. Unlike principals and assistant principals, however, SLO Ambassadors will serve in a non-evaluative role. Ambassadors primarily will support teachers at their school in using data to set ambitious and attainable growth goals for students, help teachers monitor their progress on those goals throughout the year, and support teachers in preparing their SLO for final submission.

At a glance

- SLOs are academic goals for student learning, customized to a teacher's particular students.
- SLOs are designed to support instruction and measure student growth for teacher evaluation.



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Evaluation

- Introduction
- Announcements
- Evaluation Components
 - Observations
 - Professional Expectations**
 - Student Learning Objectives
- Key Dates, Milestones and References
- Evaluation Outcomes
- Frequently Asked Questions
- Research

The Professional Expectations Measure

This measure, along with [classroom observations](#), is one of the evaluation components for 2014-15 that consider a teacher's professional practice. In two distinct parts, it gauges a teacher's core responsibilities as a professional, outside of her or his instructional role. The measure was used in the 2013-14 evaluation and may be revised for the 2014-15 school year.

The extent to which a teacher **meets professional expectations** for compliance with district and school policies and testing integrity is evaluated on a binary "does meet" or "does not meet" scale.

The second part of the measure, measures the extent to which a teacher **meets standard skills**. It considers four areas: communication, job knowledge, professionalism and teamwork. For each area, teachers are evaluated on five separate indicators.

At a glance

- This measure considers four expectations for professional skill judged on a rubric and four expectations for professional practice evaluated by a meets/does not meet standard.

Professional expectations

The evaluator completes a checklist for teachers, indicating whether these expectations have been met. This part of the measure includes 20 possible points: for each expectation that is met, 5 points are awarded; when an expectation is not met, 1 point is awarded.

Professional skills

For each of the four areas — communication, job knowledge, professionalism, teamwork — there are five indicators, each of which is scored on a 4-point scale (with 4 indicating "highly effective" and 1 indicating "not effective"). This rolls up to 20 points possible for each area, and 80 points total for this part of the professional expectations measure.



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Key Dates, Milestones and References*

Milestone*	Purpose	Description	Forms and References
Review of evaluation process (By September 30)	<ul style="list-style-type: none"> Provide general information to teacher about the evaluation process 	With the teacher, the evaluator... <ul style="list-style-type: none"> Reviews steps of the evaluation process Discusses the evaluation components Explains possible evaluation outcomes Reviews student achievement data 	BTU Evaluations by Job Title ERP Portal Access
Initial planning conference (By October 15)	<ul style="list-style-type: none"> Identify baseline data to be used to measure student growth Review teacher's Individual Development Plan, the state-mandated plan required of all teachers that describes a plan for continued professional growth and/or remediation in areas identified for improvement Review teacher's PIP, if required 	The evaluator and teacher discuss... <ul style="list-style-type: none"> Student and school growth measures The teacher's plans to address students' strengths and weaknesses Instructional strategies or support to increase student achievement Artifacts the teacher will maintain and share at future evaluation conferences Professional development opportunities Teacher certification status 	Individual Development Plan (IDP) (Same as PBES) Initial Planning Conference Form (Same as PBES)
Formal observation 1 (By December 1)	<ul style="list-style-type: none"> Observe teacher's professional practices Analyze evidence from the observation Provide teacher with actionable feedback 	The evaluator and teacher discuss... <ul style="list-style-type: none"> Lesson/activity to be observed and estimated time of the observation The observation, student work, assessments and other data Evidence collected during the classroom observation 	Pre-Observation Conference Form (Same as PBES) Formal Observation - Instructional Framework (OPMS) <ul style="list-style-type: none"> Instructional Framework Observation Evidence Collection and Rating Form OPMS - Initiating the Pre-Observation Conference (Teacher) OPMS - Completing the Pre-Observation Conference - Main Observer OPMS - Change Main Observer (Supervisor)

			<ul style="list-style-type: none"> • OPMS - Initiating and Completing Formal Observation (Supervisor) • OPMS - Review and Respond to Formal Observation (Teacher)
<p>Formal observation 2 (By April 1)</p>	<ul style="list-style-type: none"> • Observe teacher’s professional practices • Analyze evidence from the observation • Provide teacher with actionable feedback 	<p>The evaluator and teacher discuss...</p> <ul style="list-style-type: none"> • Lesson/activity to be observed and estimated time of the observation • The observation, student work, assessments and other data • Evidence collected during the classroom observation 	<p>Pre-Observation Conference Form (Same as PBES)</p> <p>Formal Observation - Instructional Framework (OPMS)</p> <ul style="list-style-type: none"> • Instructional Framework Observation Evidence Collection and Rating Form • OPMS - Initiating the Pre-Observation Conference (Teacher) • OPMS - Completing the Pre-Observation Conference - Main Observer • OPMS - Change Main Observer • OPMS - Initiating and Completing Formal Observation (Supervisor) • OPMS - Review and Respond to Formal Observation (Teacher)
<p>Professional expectations (By April 1)</p>	<ul style="list-style-type: none"> • Determine whether the teacher meets standard skills and expectations 	<p>The evaluator...</p> <ul style="list-style-type: none"> • Submits the professional expectations forms • Reviews results with the teacher 	
<p>Performance Improvement Plan (PIP)</p>	<ul style="list-style-type: none"> • To help employees and supervisors determine areas for improvement and document the improvement process. 	<ul style="list-style-type: none"> • An evaluating supervisor can place an employee on a PIP at any time when an area for improvement is noted. The PIP should reflect consensus between the employee and supervisor, and through OPMS: <ul style="list-style-type: none"> • Supervisors can initiate, update, and close a PIP • Employees can review, respond, and acknowledge completion of a PIP 	<p>BTU PIP Form</p> <p>BTU PIP Supervisor Initiate Update and Close</p> <p>BTU PIP Employee Review and Respond</p>

<p>Annual evaluation (By May 1 for teachers rated "Ineffective" based on all components; by one week before the last day of work for all others)</p>	<ul style="list-style-type: none"> • Assign an overall effectiveness rating to the teacher • Identify areas of strength and areas for improvement 	<p>The evaluator...</p> <ul style="list-style-type: none"> • Uses data from multiple observations to determine a rating for each key action of the Instructional Framework • Discusses the professional expectations report with the teacher • Discusses the overall effectiveness rating with teacher 	<p>Annual report will be available in OPMS</p>
<p>Access Completed Evaluation Tasks</p>	<p>This document provides instructions for accessing evaluation tasks that have been completed in OPMS.</p>	<p>Please remember that for SY 13-14, you will access your Teacher Effectiveness Rating through the Employee Effectiveness folder in your ERP and not through completed tasks.</p>	<p>Teacher help guide OPMS accessing the annual report Supervisor help guide OPMS accessing the annual report</p>

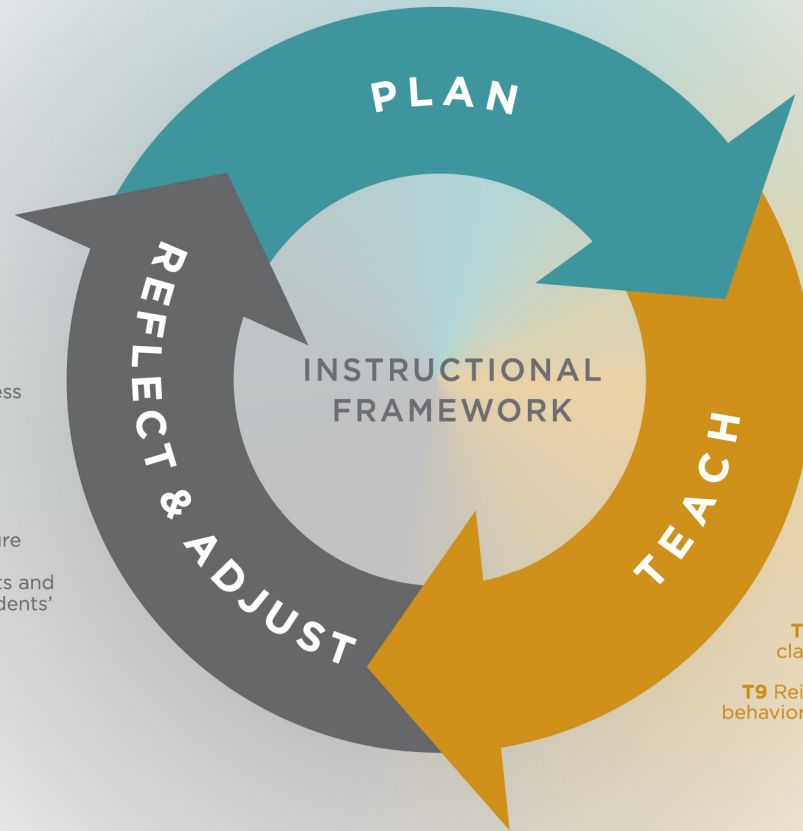
Please note that you are responsible for reading, understanding and complying with the provisions outlined on City Schools' websites and other internal communications channels.

* The dates for Student Learning Objectives will be added.

** If any date falls on a weekend, holiday or other day that is not a work day, the due date is the next day.

For more detail on your classroom observation scores, visit the Employee Performance Management section of the Employee Self-Service portal on the district website.

- P1** Know your students
- P2** Set and track goals based on student performance levels
- P3** Develop standards-based units and long-term plans
- P4** Design lessons to meet learners' unique needs
- P5** Use and align resources strategically
- P6** Mobilize families and stakeholders in student success
- P7** Organize classroom space and materials



RA1 Analyze student progress toward goals

RA2 Modify instruction in response to data

RA3 Assess and refine classroom space and culture

RA4 Partner with students and families to reflect on students' progress

T1 Communicate standards-based lesson objectives

T2 Present content clearly

T3 Use strategies and tasks to engage all students in rigorous work

T4 Use evidence-dependent questioning

T5 Check for understanding and provide specific, academic feedback

T6 Facilitate student-to-student interaction and academic talk

T7 Implement routines to maximize instructional time

T8 Build a positive, learning-focused classroom culture

T9 Reinforce positive behavior, redirect off-task behavior and de-escalate challenging behavior

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PLAN 1. Know your students

P1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Determination of current student performance levels</i> • <i>Instructional plans that account for student characteristics</i> 	<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 and solicits information from other individuals² who can affect student achievement. 	<ul style="list-style-type: none"> • Teacher regularly uses varied, quality sources³ to determine students' accurate, current levels of performance. • Teacher regularly uses knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction. 	<ul style="list-style-type: none"> • Teacher sometimes uses quality sources to determine students' accurate, current levels of performance, but they are not varied, or teacher uses varied sources but they yield inaccurate or unhelpful data. • Teacher sporadically or occasionally uses knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction. 	<ul style="list-style-type: none"> • Teacher does not use sources to determine students' current levels of performance. • Teacher does not use knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction.

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

² Examples include, but are not limited to, counselors, social workers and other teachers a student sees including resource teachers.

³ Examples include, but are not limited to, diagnostics, interim assessments, pre- and post-tests, teacher-created assignments and exit tickets.

PLAN 2. Set and track goals based on student performance levels

P2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Setting of goals</i> • <i>Communication of goals</i> • <i>Systems to track progress</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher includes students in setting ambitious goals that increase students' independence. • Teacher sets clear goals for the class and for individual students. • Teacher provides structures for students to track their progress toward goals. 	<ul style="list-style-type: none"> • Teacher sets rigorous, measurable goals. • Teacher sets and communicates clear goals for the class and for instructional groups of students.⁴ • Teacher uses an organized and effective system that tracks progress toward goals.⁵ 	<ul style="list-style-type: none"> • Teacher sets goals, but they are not measurable. • Teacher sets and communicates clear goals for the class. • Teacher uses a system, but it may be unorganized or somewhat ineffective, that tracks progress toward goals. 	<ul style="list-style-type: none"> • Teacher does not set goals. • Teacher sets and communicates vague goals or does not set goals. • Teacher does not use a system that tracks progress toward goals.

⁴ All students should be in instructional groups appropriate to their learning needs, and students should know what goals pertain to them.

⁵ Examples include, but are not limited to, teacher-created charts that show students' scores on formative, summative and/or benchmark assessments, along with targeted growth goal or Excel documents on which teacher or students can input assessment scores and create graphs and charts to illustrate progress toward goals.

PLAN 3. Develop standards-based units and long-term plans

P3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Grouping of standards into units</i> • <i>Connection of units into a long-term plan</i> • <i>Determination of student learning outcomes</i> • <i>Development of assessments</i> • <i>Alignment of unit assessments</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher builds time into units to address fluency in foundational skills and anticipated misconceptions. • Units and long-term plans incorporate other disciplines when appropriate to enrich learning. 	<ul style="list-style-type: none"> • Teacher groups standards into units so that discrete skills are connected to broad, overarching concepts. • All units are connected to one another to create a coherent, focused, long-term plan. • Teacher determines all student learning outcomes prior to teaching the unit. • Teacher develops or selects assessments, rubrics and/or exemplars for summative assessments prior to teaching units in order to guide instruction. • All unit assessments are aligned to standards taught within the unit. 	<ul style="list-style-type: none"> • Teacher groups standards into units but connections among discrete skills and broad concepts are unclear or tenuous. • Some units are connected to create a somewhat coherent long-term plan. • Teacher determines some student learning outcomes prior to teaching the unit. • Teacher develops or selects some assessments, rubrics and/or exemplars prior to teaching units. • Some unit assessments are aligned to standards taught within the unit. 	<ul style="list-style-type: none"> • Teacher does not group standards into units, and they are taught in isolation and/or treated as a checklist. • Units are not connected to one another. • Teacher does not determine student learning outcomes before the unit is taught. • Teacher does not develop or select assessments, rubrics and/or exemplars prior to teaching units. • Unit assessments are not aligned to standards taught within the unit.

PLAN 4. Design lessons to meet learners' unique needs

P4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Planning of standards-based lesson objectives</i> • <i>Design of formative assessments</i> • <i>Alignment of instructional activities</i> • <i>Planning of opportunities to engage with complex texts and/or rigorous tasks</i> • <i>Planning of scaffolded and differentiated tasks</i> • <i>Planning of checks for understanding</i> • <i>Progression of modeling to independence</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Lesson design anticipates student misunderstandings and misconceptions. • Lessons incorporate other disciplines where connections can be made and teacher plans explicit links to the lesson objective. 	<ul style="list-style-type: none"> • Standards based lesson objectives tell students what they will be learning and what they will be able to do by the end of the lesson. • Formative assessments are designed to determine if students have met lesson objectives. • All instructional activities are aligned to the objective. • Opportunities⁶ and appropriate time are planned for students to grapple with complex texts and/or rigorous tasks. • Key tasks are scaffolded and differentiated.⁷ • Questions are planned to require students to ground their responses in evidence. • Checks for understanding are planned to inform instructional adjustment throughout the lesson. • Lesson plans reflect a clear and appropriate progression⁸ from teacher modeling to student independence.⁹ 	<ul style="list-style-type: none"> • Lesson objectives, though possibly standards based, tell students what they will be learning but not what they will be able to do by the end of the lesson. • Formative assessments are developed, but they do not determine if students have met lesson objectives. • Some instructional activities are aligned to the objective. • Insufficient opportunities¹⁰ are planned for students to engage with complex texts and/or rigorous tasks. • Some key tasks are not scaffolded and differentiated. • Questions are planned, but they do not require students to ground responses in evidence. • Checks for understanding are planned but are not designed to inform instructional adjustment. • Lesson plans reflect an unclear and/or inappropriate progression from teacher modeling to student independence. 	<ul style="list-style-type: none"> • Lesson objectives tell students what activity they will complete, and they may not be standards based. • Formative assessments are not developed. • No instructional activities are aligned to the objective. • Opportunities are not planned for students to engage with complex texts and/or rigorous tasks. • Tasks are not scaffolded or differentiated. • Questions are not planned. • Checks for understanding are not planned. • Lesson plans do not reflect a progression from teacher modeling to student independence.

⁶ Examples include, but are not limited to, group problem solving, class discussions, laboratories, investigations, and small group, student-to-student and whole group instruction.

⁷ Not all tasks need to be scaffolded and differentiated. A task requires scaffolding and differentiation only when the complexity of the task and/or students' prior knowledge requires it.

⁸ An appropriate progression allows for enough modeling and practice so that students will be able to perform independently. For further information, refer to the glossary for more on the *gradual release of responsibility*.

⁹ This may not be observable from an individual lesson plan, but rather from a series of lesson plans.

¹⁰ Insufficient opportunities could refer to complexity, rigor or pacing.

PLAN 5. Use and align resources strategically

P5 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Balance of resources</i> • <i>Resources aligned to objectives</i> • <i>Selection of increasingly complex texts</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher incorporates resources that address other disciplines where connections can be made with the course content. 	<ul style="list-style-type: none"> • Teacher selects a balance¹¹ of resources¹² aligned to standards. • Teacher incorporates resources that are aligned with lesson objectives. • Teacher selects grade-level texts that increase in complexity throughout the course/school year. 	<ul style="list-style-type: none"> • Teacher may select a balance of resources, but some are not aligned to standards. • Teacher incorporates resources, but they are sometimes not aligned with lesson objectives. • Teacher selects grade-level texts, but they do not increase in complexity throughout the course/school year. 	<ul style="list-style-type: none"> • Teacher does not select a balance of resources, and they are not aligned to standards. • Teacher does not incorporate resources or they are not aligned with lesson objectives. • Teacher does not select grade-level texts and resources.

¹¹ For English language arts (ELA), balance refers to the Common Core State Standards that require a balance of informational texts and fictional texts. For non-ELA classrooms, balance refers to using a variety of resources.

¹² Resources are not used simply because they have been adopted. Rather, a teacher is thoughtful and strategic about how to use the resources, given student needs. Examples of resources include, but are not limited to, textbooks, models, content-related books, teacher-made materials, real-world examples, pictures, websites, video clips and manipulatives.

PLAN 6. Mobilize families and stakeholders in student success

P6 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Communication of progress to families</i> • <i>Balanced contact to families</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher creates opportunities to involve families in class activities • Teacher creates structures to involve families in academic support. • Students and/or families are included in the planning of positive reinforcements for progress. 	<ul style="list-style-type: none"> • Teacher consistently communicates student progress to families.¹³ • Teacher proactively contacts families and outreach is a balance of positive feedback and intervention or corrective feedback. 	<ul style="list-style-type: none"> • Teacher inconsistently communicates student progress to families. • Teacher reactively contacts families, and outreach is mostly for intervention or corrective reasons. 	<ul style="list-style-type: none"> • Teacher rarely or never communicates student progress to families. • Teacher rarely or never contacts families for any reason.

¹³ Examples include, but are not limited to, sending home a newsletter or updating a class website.

PLAN 7. Organize classroom space and materials¹⁴

P7 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • Classroom arrangement's support of instruction • Classroom arrangement allowing for movement • Student access to materials 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Space and materials are designed to extend learning of current or recent content.¹⁵ • Teacher displays a variety of student work that communicates progression of student learning. 	<ul style="list-style-type: none"> • Teacher's arrangement of classroom is flexible enough to support various modes of instruction and grouping. • Teacher's arrangement of classroom allows for efficient student movement and transitions. • Teacher arranges materials and resources so that they are easily accessible for students. 	<ul style="list-style-type: none"> • Teacher's arrangement of classroom has limited flexibility, and some modes of instruction and grouping are difficult or impossible to facilitate. • Teacher's arrangement of classroom limits efficient student movement and transitions. • Teacher arranges materials and resources, but students must rely on teacher for access to most. 	<ul style="list-style-type: none"> • Teacher's arrangement of classroom is not flexible and does not support various modes of instruction and grouping. • Teacher's arrangement of classroom does not allow for efficient student movement and transitions. • Teacher controls access to all materials and students do not have access to them, or materials are not accessible due to lack of organization.

¹⁴ When teachers do not have a permanent classroom or are unable to adapt a classroom for other reasons, they use the given space as best as they are able to fit the needs of the class.

¹⁵ Examples include, but are not limited to, posting indicators of mastery with student-friendly explanations and posting material that students can engage with to extend their learning after they have completed instructional assignments.

TEACH 1. Communicate standards-based lesson objectives¹⁶

T1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Communication of objective</i> • <i>Communication of objective's significance</i> • <i>Communication of criteria for meeting objective</i> • <i>Student understanding of objective</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher facilitates a discussion of the lesson objective, its significance¹⁷ and/or how it applies to students' long-term academic and/or other goals. • When prompted, students can explain the objective, its significance and/or how it applies to their long-term academic and/or other goals. 	<ul style="list-style-type: none"> • Teacher clearly communicates lesson objective to students using developmentally appropriate language. • Teacher clearly explains the significance of the lesson objective. • Teacher shares clear criteria for meeting lesson objective. • When prompted, students can explain the objective in their own words and the criteria for meeting it. 	<ul style="list-style-type: none"> • Teacher communicates lesson objective but it is unclear to students, and/or teacher uses developmentally inappropriate language. • Teacher explains the significance of the objective, but the explanation is unclear or partial. • Teacher shares criteria for meeting lesson objective, but they are unclear to students. • When prompted, students can only retell the objective. 	<ul style="list-style-type: none"> • Teacher does not communicate lesson objective to students. • Teacher does not explain the significance of the objective. • Teacher does not share criteria for meeting lesson objective. • When prompted, students cannot retell the objective.

¹⁶ While introduction of a lesson objective typically happens at the beginning of a lesson, all descriptors can happen throughout a lesson, not just at the beginning.

¹⁷ An objective's significance could include connection to standards, relationship to the course's long-term goals, cross-curricular connections, real-world applications and connections to prior or future learning.

TEACH 2. Present content clearly

T2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Accuracy of content</i> • <i>Emphasis of key points</i> • <i>Alternate presentation of content when needed</i> • <i>Modeling of academic language</i> • <i>Modeling engagement with texts and tasks</i> • <i>Clear instructions</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher makes connections across disciplines in presentation of content. 	<ul style="list-style-type: none"> • Teacher presents accurate grade-level content. • Teacher emphasizes important points to focus learning of content. • Teacher presents content in various ways to make content clear.¹⁸ • Teacher consistently models academic vocabulary and standard grammatical structures. • Teacher explicitly and thoroughly models¹⁹ how to engage with texts and/or tasks to prepare students to do so independently. • Teacher’s instructions are clear to all students. 	<ul style="list-style-type: none"> • Teacher presents mostly accurate grade-level content with minor inaccuracies that do not hinder student learning of content. • Teacher sometimes emphasizes important points to focus learning of content. • Teacher attempts to present content in various ways, but attempts do not make content clear. • Teacher inconsistently models academic vocabulary and standard grammatical structures. • Teacher models how to engage with texts and/or tasks, but it does not prepare students to do so independently. • All students understand instructions after multiple clarifications. 	<ul style="list-style-type: none"> • Teacher presents inaccurate content that hinders student learning of content or content is not on grade level. • Teacher does not emphasize important points to focus learning of content. • Teacher does not present content in various ways. • Teacher does not model academic vocabulary and standard grammatical structures. • Teacher does not model how to engage with texts and/or tasks. • Students are confused because instructions are unclear.

¹⁸ Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.

¹⁹ Not every text and task must be modeled, but modeling may be appropriate when students have not been exposed to the material and/or will be expected to engage with a similar text or task independently.

TEACH 3. Use strategies and tasks to engage all students in rigorous work

T3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • Purposeful tasks • Scaffolded and differentiated tasks • Opportunities to engage with complex texts and rigorous tasks • Student application of prior skills and learning • Student perseverance 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher provides students with choices, and students are able to self-select strategies and tasks that best fit their learning needs and learning levels. 	<ul style="list-style-type: none"> • All tasks have a clear and intentional purpose. • Teacher provides access to grade-level material for all students²⁰ by scaffolding²¹ and/or differentiating²² tasks. • Students have opportunities and time to grapple²³ with complex texts and/or rigorous tasks. • Students independently apply foundational skills and prior learning to complex texts and/or rigorous tasks. • Almost all students persevere through complex texts and/or rigorous tasks.²⁴ 	<ul style="list-style-type: none"> • Some tasks have a clear, intentional purpose. • Teacher attempts to scaffold and differentiate tasks for instructional groups, but not all students receive tasks that support them in accessing complex texts and rigorous tasks. • Students have opportunities to engage with complex texts and rigorous tasks superficially. • Students struggle to independently apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher gives limited opportunities for students to apply foundational skills and prior learning. • Some students persevere through complex texts and/or rigorous tasks, while others do not have the strategies or willingness to do so. 	<ul style="list-style-type: none"> • For the most part, tasks do not have a clear, intentional purpose. • Teacher does not scaffold or differentiate tasks to support students in accessing complex texts and rigorous tasks. • Students have rare or no opportunities to engage with complex texts and rigorous tasks. • Students cannot apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher does not give opportunities for students to apply foundational skills and prior learning. • Students demonstrate little ability or willingness to persevere through complex texts and/or rigorous tasks and easily give up.

20 This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs.

Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels.

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

22 Differentiation's primary goal is accessibility to rigorous content for all students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires.

23 When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.

24 Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.

TEACH 4. Use evidence-dependent questioning

T4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Questions that push thinking</i> • <i>Questions requiring justification</i> • <i>Questions at key points</i> • <i>Clear and scaffolded questions</i> • <i>Wait time</i> • <i>Appropriate student response</i> 	<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 and responding to questions. • Students regularly pose questions that require their peers to cite evidence and explain their thought processes. • Students hold one another accountable for justifying their answers by citing evidence and/or elaborating on their thought processes, when needed. 	<ul style="list-style-type: none"> • Teacher poses questions that move students beyond their current level of thinking. • Teacher asks questions that require students to cite evidence²⁵ and clearly explain their thought processes. • Teacher asks questions at key points²⁶ throughout the lesson. • Teacher asks questions that are clear and scaffolded. • Teacher provides appropriate wait time.²⁷ • Teacher encourages and expects students to provide correct and/or appropriate responses. 	<ul style="list-style-type: none"> • Teacher poses questions that engage students in the material but do little to move students beyond their current level of thinking. • Teacher asks questions that require students to explain their thought processes but do not require them to cite evidence. • Teacher asks questions infrequently or in excess. • Teacher asks questions that are somewhat unclear to students or lack scaffolding. • Teacher provides wait time, but it may be too long or too short to be effective. • Teacher accepts some responses that are incorrect and/or inappropriate. 	<ul style="list-style-type: none"> • Teacher's questions do not engage students in the material or move students beyond their current level of thinking. • Teacher does not ask questions that require students to cite evidence or explain their thought processes. • Teacher does rarely or never asks questions during the lesson. • Teacher asks questions that are confusing to students and are not scaffolded. • Teacher does not provide wait time for students to generate responses to questions. • Teacher accepts any response, even if it is incorrect or inappropriate.

25 When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.

26 Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.

27 Wait time allows adequate time for students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.

TEACH 5. Check for understanding and provide specific, academic feedback

T5 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Informative checks for understanding</i> • <i>Real-time adjustments when needed</i> • <i>Student misunderstandings addressed</i> • <i>Specific, academic feedback</i> • <i>Delivery of feedback at key points</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher provides structures for students to engage in peer review to give one another feedback that advances learning. • Students clarify misunderstandings for their classmates, when needed.²⁸ 	<ul style="list-style-type: none"> • Teacher conducts a variety²⁹ of checks for understanding that yield useful information at key points³⁰ throughout the lesson. • When needed, teacher makes real-time adjustments when needed to lesson pacing, student tasks and/or strategies, based on information from checks for understanding. • When needed, teacher addresses student misunderstandings in a manner that clarifies the process or concept. • Teacher gives specific academic feedback³¹ to communicate current progress and next steps to move forward. • Teacher provides academic feedback at key points throughout the lesson. 	<ul style="list-style-type: none"> • Teacher attempts to conduct checks for understanding, but they are limited in variety, may not occur at key points or may not yield useful information. • When needed, teacher attempts to make real-time adjustments based on information from checks for understanding, but the adjustments may not be effective. • When needed, teacher attempts to address student misunderstandings but may not clarify the process or concept. • Teacher gives general academic feedback, but feedback may not clarify next steps to move forward. • Teacher provides academic feedback infrequently during the lesson.³² 	<ul style="list-style-type: none"> • Teacher does not check for understanding during the lesson, or the checks are inappropriate or ineffective. • When needed, teacher does not make real-time adjustments to lesson pacing and student tasks. • When needed, teacher does not address student misunderstandings. • Teacher does not give academic feedback.

28 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to engage in peer review or to clarify misunderstandings for their classmates. Instead, pre-kindergarten and kindergarten teachers should model these descriptors for their students, and facilitate and scaffold relevant student conversations.

29 Checks for understanding should provide multiple ways for students to demonstrate their learning.

30 Checks for understanding at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.

31 Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small grouper individual students. Feedback should be based on whole or small group trends, and/or individual needs.

32 For example, feedback may only be given at the beginning or end of the lesson.

TEACH 6. Facilitate student-to-student interaction and academic talk

T6 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Opportunities for student-to-student interaction</i> • <i>Structures for student collaboration</i> • <i>Purposeful and flexible student groups</i> • <i>Evidence-based discussions</i> • <i>Student academic talk</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Students lead academic discussions with minimal teacher support.³³ • Students monitor their progress in group work and hold one another accountable for staying productive and on task. • Students hold one another accountable for using academic talk, when needed. 	<ul style="list-style-type: none"> • Teacher provides multiple opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration,³⁴ and they are effective at keeping students focused and productive with minimal teacher support. • Teacher ensures all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics.³⁵ • In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students use academic talk and, when necessary, teacher consistently and appropriately supports students³⁶ in speaking academically. 	<ul style="list-style-type: none"> • Teacher provides few opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration, but they are ineffective at keeping students focused and productive. • Teacher ensures some student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students sometimes use academic talk, and teacher inconsistently or inappropriately supports students in speaking academically. 	<ul style="list-style-type: none"> • Teacher provides no opportunities for student-to-student interaction. • Teacher does not set up structures for student collaboration, and student collaboration is unfocused and unproductive. • Teacher does not ensure student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • Students do not engage in discussions with their peers to make meaning of content or deepen their understanding. • Students do not use academic talk, and teacher does not support students in speaking academically.

33 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling.

34 Collaboration among students can occur in pairs or in groups. Examples of structures for pairs or groups can include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities for each group member, rubrics for effective group work and sentence stems to facilitate conversation.

35 Examples include, but are not limited to, grouping students according to interest or academic performance level.

36 Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural and learning needs.

TEACH 7. Implement routines to maximize instructional time

T7 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Maximized instructional time</i> • <i>Smooth routines and procedures</i> • <i>Student understanding of responsibilities</i> • <i>Smooth transitions</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Students are never idle, even while teacher does administrative tasks such as taking attendance or preparing materials. • Routines and procedures run smoothly with minimal or no prompting from the teacher. • Students direct many of the transitions and routines.³⁷ 	<ul style="list-style-type: none"> • Students are only idle for very brief periods of time while waiting for the teacher. • Routines and procedures run smoothly with some prompting from the teacher. • Students demonstrate they generally know their responsibilities. • Transitions are smooth with some teacher direction. 	<ul style="list-style-type: none"> • Students may be idle for short periods of time while waiting for the teacher. • Routines and procedures are in place but require significant teacher prompting and direction. • Students demonstrate they are sometimes 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. 	<ul style="list-style-type: none"> • Students may be idle for significant periods of time while waiting for the teacher. • There are no evident routines or procedures, so the teacher directs all of them. • Students demonstrate they are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. • Transitions are disorderly and/or inefficient.

³⁷ Teachers do not have to direct all transitions and routines in the classroom. Students can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. Examples include, but are not limited to, students collecting assignments, distributing materials or taking attendance.

TEACH 8. Build a positive, learning- focused classroom culture

T8 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>High expectations</i> • <i>Teacher and student rapport and respect</i> • <i>Equitable contribution</i> • <i>Student ownership and participation</i> • <i>Academic risk taking</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Positive classroom culture is so well established that there is minimal need for teacher direction. • Students take on academic leadership roles that promote learning. • Teacher has strong individual relationships with students.³⁸ 	<ul style="list-style-type: none"> • Teacher communicates high expectations³⁹ for every student. • Interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input from all students and ensures that students have opportunities to contribute equitably. • Students take ownership of work and are active participants in classwork and discussions. • The classroom is a safe community for all students to take on academic challenges and risk possible failure.⁴⁰ 	<ul style="list-style-type: none"> • Teacher communicates high expectations for some students. • Some interactions among teacher and students demonstrate a positive rapport and mutual respect while other interactions demonstrate a lack of rapport and/or respect. • Teacher values input of some students over others. • Students take ownership of work and participate in class only when teacher encourages them. • The classroom is a safe community for some students to take on academic challenges and risk possible failure. 	<ul style="list-style-type: none"> • Teacher does not communicate high expectations. • Little to no interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input of few students and/or repeatedly calls on the same students for contributions. • Few or no students take ownership of work or are active participants. • The classroom is not a safe community for most students to take on academic challenges and risk possible failure.

³⁸ It is not an expectation that a teacher will have the same depth of relationship with all students.

³⁹ High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.

⁴⁰ Examples 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.

TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

T9 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Behavioral expectations Feedback for positive and negative behavior Off-task behavior and addressing it Correction of misbehavior Time impact of addressing misbehavior 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students exhibit rare or no⁴¹ off-task behavior⁴² in the classroom, and there is rarely, if any, need to refer to behavioral expectations. Students self-manage behavior and monitor their peers, when needed. 	<ul style="list-style-type: none"> Teacher’s high behavioral expectations are clear to students, and teacher consistently holds students accountable for meeting those expectations. Teacher promotes and/or reinforces positive behavior. Students exhibit occasional off-task behavior in the classroom and easily refocus with minimal teacher prompting. When needed, teacher appropriately addresses, redirects or de-escalates⁴³ student misbehavior or disruption in a manner that solves the issue. When needed, teacher addresses behavioral issues with minimal interruption to instructional time. 	<ul style="list-style-type: none"> Teacher’s behavioral expectations may be unclear to students and/or teacher inconsistently holds students accountable for meeting those expectations. Teacher occasionally acknowledges positive behavior but focuses more on negative behavior. Students exhibit frequent off-task behavior in the classroom but can refocus with teacher prompting. When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that does not fully solve the issue. When needed, teacher addresses behavioral issues with some interruption to instructional time. 	<ul style="list-style-type: none"> Teacher has low or no behavioral expectations established in the classroom. Teacher primarily focuses on negative behavior. Students exhibit consistent off-task behavior in the classroom. When needed, teacher does not address or redirect student misbehavior or disruption or does so ineffectively, and the student misbehaviors continue or escalate. Student off-task or challenging behavior causes significant interruption to instructional time.

41 Off-task behavior may be present from a student with an applicable Functional Behavior Assessment (FBA) or a Behavior Intervention Plan (BIP). In these cases, a teacher would be observed adhering to the strategies and interventions outlined by the FBA or BIP.

42 Off-task behavior is behavior that disrupts the learning of one-self or others.

43 Teacher respects students’ dignity and is sensitive to students’ needs when addressing misbehavior.

REFLECT & ADJUST 1. Analyze student progress toward goals

RA1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Assessment of student progress</i>⁴⁴ • <i>Data analysis</i>⁴⁵ • <i>Timeliness of analysis</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher proactively leads conversations about data analysis with colleagues and offers positive suggestions. • When appropriate, teacher proactively uses alternative assessments or measures that will yield more useful data relative to instruction. 	<ul style="list-style-type: none"> • Teacher uses measures that assess multiple aspects of student progress. • Analysis of data consistently provides teacher with a clear description of students' current levels and progress toward goals. • Teacher gives a timely analysis of data after assessment is administered and results are determined. 	<ul style="list-style-type: none"> • Teacher uses measures that assess limited aspects of student progress. • Analysis of data inconsistently provides teacher with a clear description of students' current levels and progress toward goals. • Teacher analysis of data occurs too late for results to be helpful to students. 	<ul style="list-style-type: none"> • Teacher does not assess student progress. • Teacher's analysis of data does not provide a description of current levels of student progress toward goals. • Teacher analysis of data does not occur after assessment is administered and results are determined.

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

⁴⁵ Examples of data analysis include, but are not limited to, identifying trends, item analysis and identifying areas for re-teaching.

REFLECT & ADJUST 2. Modify instruction in response to data

RA2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Modification of daily instruction</i> • <i>Adjustment of long-term plans</i> • <i>Reteaching</i> • <i>Spiraling for maintenance of knowledge</i> • <i>Recommendation for interventions</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher provides opportunities for students to self-manage their maintenance of a skill⁴⁶ in addition to formal spiraling. • Teacher actively seeks feedback from peers and makes adjustments to instruction as a result. 	<ul style="list-style-type: none"> • Teacher routinely modifies daily instruction when data indicate it is needed.⁴⁷ • Teacher routinely adjusts long-term plans to accommodate reteaching. • Reteaching meets the needs of individuals and groups to ensure student progress toward mastering objectives and standards. • Teacher spirals key skills and concepts to ensure maintenance of knowledge. • Teacher appropriately recommends students for tiered interventions and regularly follows up on interventions provided for students. 	<ul style="list-style-type: none"> • Teacher infrequently modifies instruction when data indicates it is needed, or teacher makes modifications not based on data. • Teacher infrequently adjusts long-term plans to accommodate re-teaching. • Teacher makes an attempt at re-teaching but it does not meet the needs of individuals and/or groups.⁴⁸ • Teacher spirals some skills and concepts to ensure maintenance of knowledge. • Teacher recommends students for tiered intervention and occasionally follows up on interventions provided for students. 	<ul style="list-style-type: none"> • Teacher does not modify instruction when data indicate it is needed. • Teacher does not adjust long-term plans to accommodate reteaching. • Teacher does not make an attempt to reteach. • Teacher does not spiral skills and concepts to ensure maintenance of knowledge. • Teacher does not recommend students for tiered intervention or may over- or under-identify students requiring interventions, and rarely follows up on interventions provided for students.

⁴⁶ Examples include, but are not limited to, stations that focus on past skills or standards that students can go to when they finish assignments.

⁴⁷ Examples of adjustments to instruction include, but are not limited to, modified instructional activities, flexible grouping, scaffolded tasks, increased work time and use of different resources. Multiple pieces of classroom data can be used, including results from formative and summative classroom-based data.

⁴⁸ An unsuccessful attempt at reteaching can be the result of reteaching in the same manner content was originally taught or a lack of understanding of why the first attempt was unsuccessful.

REFLECT & ADJUST 3. Assess and refine classroom space and culture

RA3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Reflection on classroom culture</i> • <i>Adjustments to classroom culture</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Student input is considered as a key part of teacher’s assessment of classroom space and culture. • Students have the opportunity formally to reflect on the classroom culture. • Teacher provides appropriate structures for students to lead conversations about classroom culture. 	<ul style="list-style-type: none"> • Teacher reflects on and assesses classroom culture and space throughout the year.⁴⁹ • Teacher makes timely adjustments to culture and space in order to support a positive community and learning environment.⁵⁰ 	<ul style="list-style-type: none"> • Teacher rarely reflects on or assesses classroom culture and space. • Teacher’s adjustments to culture and space do not support progression toward a positive culture and learning environment and/or adjustments are not timely. 	<ul style="list-style-type: none"> • Teacher does not reflect on or assess classroom culture and space. • Teacher does not make adjustments to culture and space.

⁴⁹ Examples include, but are not limited to, assessing student motivation, behavior management, relationships with individuals and groups, student leadership, student autonomy and student-to-student interactions.

⁵⁰ Informal adjustments to classroom culture and space should occur as needed.

REFLECT & ADJUST 4. Partner with students and families to reflect on students' progress

RA4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Communication of data to stakeholders</i> • <i>Student reflection on data</i> • <i>Student articulation of growth</i> • <i>Student articulation of steps toward goals</i> • <i>Opportunities for family reflection and action on student progress</i> 	<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. • Families, students and teacher engage in discussions about students' strengths and areas for growth and create an action plan to support students. 	<ul style="list-style-type: none"> • Teacher uses multiple mechanisms to communicate data to all stakeholders.⁵¹ • Students are given the opportunity to reflect on feedback after data are shared. • Almost all students can articulate their own progress, strengths and areas for growth using data as a reference. • Students can clearly articulate action steps they can take to progress toward their goals, using data as a reference. • Families are provided with multiple opportunities to reflect and take action, when necessary, after they receive student progress data. 	<ul style="list-style-type: none"> • Teacher uses limited mechanisms to communicate data and only reaches a selected group of stakeholders. • Students are not given the opportunity to reflect on feedback after data are shared. • Some students can articulate their own progress, strengths and areas for growth using data as a reference. • Students have difficulty articulating the action steps they can take to progress toward their goals. • Families are provided with limited opportunities to reflect on student progress data or no opportunity for action is provided, when necessary. 	<ul style="list-style-type: none"> • Teacher does not communicate data to stakeholders. • Students are not provided with feedback. • Few or no students can articulate their own progress, strengths and areas for growth using data as a reference. • Students cannot articulate action steps they can take to progress toward their goals. • Families are not provided with opportunities to reflect and take action after they receive student progress data.

⁵¹ For example, for stakeholder groups of families 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.