

Domain 1: Plan and Prepare Rigorous Standards-Aligned Lessons*

1A Plans a Clear Purpose for Learning

		“Exemplary” = meeting criteria in both Effective and Exemplary			
		Not Meeting	Developing	Effective	Exemplary
Indicators					
1A.1 Establishes standards aligned content-language objectives and criteria for mastery	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> Are not measurable; listed as activities rather than student learning objectives. Reflect low challenge and are not aligned to grade-level district content standards. Missing clear connection to discipline’s big ideas, unit goals, and/or real-life applications. Is missing cognitive <u>(Depth of Knowledge)</u> outcomes. Do not describe how students will use language to practice and apply the content. 	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> Consist of a combination of learning objectives and activities. Reflect meaningful or challenging content somewhat aligned to grade-level district content standards. Are superficially connected to discipline’s big ideas, unit goals, and/or real-life applications. May be missing some cognitive <u>(Depth of Knowledge)</u> outcomes. Partially describe how students will use language (read, write, discuss, listen) to practice and apply the content. 	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> Are specific, clear, measurable and student-oriented. * Reflect meaningful and challenging grade-level content aligned to district standards.** Are clearly connected to discipline’s big ideas, unit goals, and/or real-life applications. Include appropriate cognitive <u>(Depth of Knowledge)</u> outcomes. Describe how students will use language (e.g. read, write, discuss, listen) to practice and apply the content. 	<p><u>Content-language objectives:</u></p> <ul style="list-style-type: none"> Reflect interdisciplinary grade-level district content standards aligned across a range of subjects/topics. Focus on high levels of cognition <u>(Depth of Knowledge)</u> that increase the level of challenge of content outcomes. Include Social and Emotional Learning Standards (SEL) to support character and academic success. 	
Observable Evidence	<ul style="list-style-type: none"> Objective(s) includes active verbs to name functions/purposes for learning and specifies target language necessary to complete the task (discuss, articulate, read, listen for). Objective(s) articulates the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards. Objective(s) includes clear connection to discipline’s big ideas, unit goals and/or real-life applications. Objective(s) includes clear connection to District instructional and Social and Emotional Learning standards. * 				
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Instructional outcomes may reference IEP goals, and/or alternative standards that address real-world life and adaptive functioning skills. Instructional outcomes may be modified and/or adapted for individual students. 				

* Student oriented: Describes what students will do rather than what the teacher will do (Students will...)

** **District Standards** include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), and [Social Emotional Learning Standards \(SEL\)](#)

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Indicators	Not Meeting	Developing	Effective Exemplary
<p>1A.2 Plans student assessment aligned to content-language objectives</p>	<ul style="list-style-type: none"> The teacher’s instructional plans do not include criteria by which student learning will be assessed, or criteria are limited or confusing. The teacher’s instructional plans include limited or no plans for formative assessment aligned to content-language objective(s). 	<ul style="list-style-type: none"> The teacher’s instructional plans assess activity completion rather than student learning, or criteria to assess levels of student learning is unclear. The teacher’s instructional plans include formative assessments partially aligned to content-language objectives OR formative assessments that will yield generic data about student progress. The teacher’s instructional plans provide students with superficial opportunities for monitoring progress that are partially aligned to the criteria for mastery. 	<ul style="list-style-type: none"> The teacher’s instructional plans include clear criteria to assess levels of student learning. The teacher’s plans for communicating criteria for mastery clearly describe expectations for student success and may include models, rubrics, or tools to illustrate what success will look like. The teacher’s instructional plans include formative assessments aligned to the content-language objective(s) that can yield actionable data about student progress. The teacher’s instructional plans provide students with structured opportunities to monitor progress against the criteria for mastery and identify meaningful next steps to advance learning.
<p>Observable Evidence</p>	<ul style="list-style-type: none"> Instructional plan shows how the teacher will use assessment strategies and instruments appropriate to the learning outcomes being evaluated (conferring, oral/written presentation, performance rubric, questioning strategies, etc.). Instructional plan provides opportunities for students to think about, discuss, or evaluate and monitor their progress towards content mastery. (SEL) Instructional plan shows the use of rubrics and guidelines to evaluate work in progress. Instructional plan includes plans to address and answer questions in accordance with Depths of Knowledge. Instructional plans include a clear plan to articulate content-language objective and criteria for mastery to and with students. Instructional plans provide opportunities for students to self-review and/or peer review. (SEL) 	<ul style="list-style-type: none"> Instructional plan shows how the teacher will use assessment strategies and instruments appropriate to the learning outcomes being evaluated (conferring, oral/written presentation, performance rubric, questioning strategies, etc.). Instructional plan provides opportunities for students to think about, discuss, or evaluate and monitor their progress towards content mastery. (SEL) Instructional plan shows the use of rubrics and guidelines to evaluate work in progress. Instructional plan includes plans to address and answer questions in accordance with Depths of Knowledge. Instructional plans include a clear plan to articulate content-language objective and criteria for mastery to and with students. Instructional plans provide opportunities for students to self-review and/or peer review. (SEL) 	<ul style="list-style-type: none"> The teacher’s instructional plans include structures/strategies to solicit and incorporate student voice into the assessment criteria. The teacher’s instructional plans provide time for students to assess their own work against the criteria for mastery and establish next steps for advancing their own learning toward mastery.
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher’s instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills. Teacher’s instructional plans should be modified and/or adapted for individual students. 	<ul style="list-style-type: none"> Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher’s instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills. Teacher’s instructional plans should be modified and/or adapted for individual students. 	<ul style="list-style-type: none"> Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher’s instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills. Teacher’s instructional plans should be modified and/or adapted for individual students.

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1B Plans Meaningful and Equitable Instruction

		“Exemplary” = meeting criteria in both Effective and Exemplary		
		Not Meeting	Developing	Effective
Indicators				Exemplary
1B.1 Plans meaningful tasks that require student ownership	<ul style="list-style-type: none"> Tasks are not aligned to content-language objective and represent a challenge to few students. Tasks primarily require students to remember and/or repeat facts/basic information. Task sequence does not provide students with adequate time to practice and apply concepts. 	<ul style="list-style-type: none"> Tasks are somewhat aligned to content-language objective and represent a challenge for some students. Tasks require some superficial analysis and response to complex texts or real-world scenarios. Tasks are sequenced to allow students to spend some of the lesson practicing and applying concepts. 	<ul style="list-style-type: none"> Tasks are aligned to content-language objective and represent a challenge for most students. Tasks require students to engage in high-level analysis, explanation and/or written response to complex texts OR to solve problems for real-world scenarios or applications. Tasks are sequenced so that students will spend the majority of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in order to support mastery of the learning objective. Tasks include use of media, technology and/or tools that enhance student mastery of learning objective. 	<ul style="list-style-type: none"> Tasks are aligned to content-language objective and represent a challenge that can be personalized for each student. Tasks include student choice or open selection with regard to the use of media, technology and/or tools to enhance student mastery of learning objective.
Observable Evidence	<ul style="list-style-type: none"> Tasks are aligned to the content language objective. Tasks require students to analyze, explain and/or write in response to complex texts OR to solve problems for real-world scenarios or applications. Tasks offer several ways for students to approach and demonstrate learning (i.e. different activities/questions/modes of expression or performance for students to choose from). (SEL) Instructional plan facilitates students’ use of available technologies to support and/or advance their learning and to explore important ideas using a variety of resources and available technologies. (SEL) Instructional plan allows a significant amount of time for students to practice, internalize, and apply content-specific learning strategies. Tasks are framed to indicate their cognitive function. 			
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Students’ IEPs and 504 accommodations are up to date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. Teacher’s instructional plans should be modified and/or adapted for individual students. 			

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		Not Meeting	Developing	Effective	Exemplary
1B.2 Plans for student communication and collaboration	<ul style="list-style-type: none"> The teacher’s instructional plans do not include focus on academic language. The teacher’s instructional plans include limited questions/prompts OR questions are low level (basic recall). The teacher’s instructional plans do not include arrangements for student communication or collaboration OR there is a mismatch between the structure and instructional objective/student needs. 	<ul style="list-style-type: none"> The teacher’s instructional plans include focus on academic language but opportunities for students to practice/apply are vague. The teacher’s instructional plans include questions/prompts that require moderate level thinking and somewhat support students in mastery of the learning target(s) The teacher’s instructional plans may include arrangements for communication or collaboration, but the design and structures are not clear or only partially support the instructional outcomes. 	<ul style="list-style-type: none"> The teacher’s instructional plans include academic language, connected to the content language objective and provide opportunities for students to practice/apply new language. The teacher’s instructional plans include questions/prompts that encourage diverse perspectives, advance higher-level thinking, and support students in mastery of the learning objective. The teacher’s instructional plans include clear expectations and various structures for communication and/or collaboration that clearly support the content learning objective. 	<ul style="list-style-type: none"> The teacher’s instructional plans include structures to support students in developing questions/prompts to advance higher-level thinking and support mastery of the learning objective. The teacher’s instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs. The teacher’s instructional plans position students as facilitators of classroom discussions and/or collaborative structures. 	
Observable Evidence	<ul style="list-style-type: none"> Role, duration, and accountability of tasks foster collaboration and communication. (SEL) Instructional plan explicitly names opportunities for academic vocabulary to be used and supported. Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL) Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL) 				
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Students’ IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students’ learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. Teacher’s instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. Teacher’s instructional plans should be modified and/or adapted for individual students. 				

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<p>1B.3 Plans support for equitable engagement and access for ALL for students</p>	<ul style="list-style-type: none"> The teacher's instructional plans do not incorporate student culture, interests and prior knowledge into lesson content/design to engage students in learning. The teacher's instructional plans are designed for the class as a whole, without modifications to address student needs. The teacher's instructional plans do not address common student misconceptions or provide strategies to support students in correcting misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans broadly incorporate student culture by focusing primarily on "surface" culture (i.e. food, dress, and holidays), student interests, and prior knowledge into lesson content/design to engage students in learning. The teacher's instructional plans incorporate some modifications, or scaffolds, but only superficially address students' needs and/or access to grade-level content. The teacher's instructional plans address common student misconceptions, but include limited strategies to address and correct misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans incorporate students' "shallow" or "deep" cultures, student interests, and prior knowledge into lesson content/design to engage students in learning. The teacher's instructional plans incorporate modifications, instructional strategies and scaffolds to meet the diverse academic and linguistic needs of student groups with a particular focus on historically underserved student groups (e.g. PEC, ELL, AAM, etc.). The teacher's instructional plans anticipate student misconceptions and include strategies to support students to recognize and correct these misconceptions. 	<ul style="list-style-type: none"> The teacher's instructional plans incorporate individual student culture on all levels (surface, shallow, and deep), student interests, and prior knowledge into lesson content/design to engage students in learning. The teacher's instructional plans incorporate modifications, instructional strategies, and scaffolds to meet the diverse academic and linguistic needs of individual students. The teacher's instructional plans provide an effective structure for students to uncover and correct their own misconceptions for deeper learning. 	
<p>Observable Evidence</p>	<ul style="list-style-type: none"> Instructional plan includes scaffolds and strategies for ELL and/or dependent learners that builds understanding of English learners' levels of language acquisition and teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities (including sentence frames, frontloading of vocabulary, content and language functions, small-group instruction). Instructional plan is designed with a philosophical stance of Culturally Responsive Teaching (SEL) Instructional plan includes consideration of students' prior knowledge, skills and interests from previous lesson with connection to Big Ideas and/or Unit Theme Instructional plan includes modifications and scaffolds for students' individual cognitive, social and physical development that matches students' instruction with their pattern of abilities. (SEL) Instructional plan shows how teacher anticipates and will address student misconceptions throughout the lesson. Instructional plan includes scaffolds and strategies for EL and/or struggling students (including sentence frames, frontloading of vocabulary, content and language functions, small group instruction). The teacher's instructional plans include knowledge of individual students' instructional needs and ability based on IEP goals and/or 504 Plan Accommodations. The teacher's instructional plans purposefully incorporate the culture of disability into lesson content/design, including accommodations based on IDEA 				
<p>Accommodations for Students with</p>	<ul style="list-style-type: none"> The teacher's instructional plans include knowledge of individual students' instructional needs and ability based on IEP goals and/or 504 Plan Accommodations. The teacher's instructional plans purposefully incorporate the culture of disability into lesson content/design, including accommodations based on IDEA 				

Disabilities

(Individuals with Disabilities Education Act). The teacher's instructional plans include specific and appropriate modifications to match individual students needs and/or goals.

- Teacher's instructional plans may include student grouping that are teacher facilitated.
- Teacher's instructional plans include strategies or structures that are carefully selected to support student output and generate student interaction aligned to learning targets.
- The teacher's instructional plans include strategies to minimize behavioral distractions/disruptions and are designed to facilitate engagement and academic achievement.
- Instructional plans should take into considerations accommodations/modifications as well as student groupings by multiple skill levels.

Domain 2: Build a Supportive and Challenging Learning Environment

2A Promotes an Environment of Respect and Rapport

		“Exemplary” = meeting criteria in both Effective and Exemplary	
		Effective	Exemplary
Indicators			
2A Builds a positive and respectful classroom community where all students are valued	<p>Not Meeting</p> <ul style="list-style-type: none"> Teacher/student and student/student interactions are not respectful. Interacts with students in ways that do not support students’ cultural backgrounds and/or native languages. Evidence of awareness for students’ community and culture are lacking. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher/student and student/student interactions are generally respectful. The teacher interacts with students in ways that indicate acceptance of their cultural backgrounds and/or native languages. Limited/partial evidence of promoting students’ community and culture. 	<p>Effective</p> <ul style="list-style-type: none"> Teacher/student and student/student interactions convey respect and warmth. The teacher interacts with students in ways that validate and affirm diverse cultural perspectives (e.g., students’ culture, culture of disability, community, family, background) and/or native languages. Cultural perspectives are observable in the classroom through lesson examples, mental models, discussion prompts, curricular resources, visuals and/or artifacts.
Observable Teaching Practices	<ul style="list-style-type: none"> Uses body language and nonverbal cues to acknowledge students individually and convey warmth and respect (SEL). Accepts different registers of language and explicitly teaches their appropriate use in different contexts (code-switching) (SEL). Uses curriculum that describes historical and/or political events from a range of racial, ethnic, cultural, gender, and language perspectives. Uses and provides access to a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students’ cultures and/or other cultures for students to learn about. Uses technology and digital resources (including online databases) to research diverse cultures, perspectives and opinions, and to engage in appropriate social action. Addresses systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity (SEL). Uses ritual, recitation, repetition, and rhythm to support students in processing new information Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students Incorporates music into the lesson as background for student thinking or to indicate transition and movement time 		
Observable Student Behaviors	<ul style="list-style-type: none"> Supports peers and offers assistance and encouragement (SEL). Listens and focuses on teacher or peers when they are speaking (SEL). Makes connections between curriculum and personal community and culture. Describes classroom as a place where they feel accepted (when prompted) (SEL). Describes teacher as someone who knows them and is interested in them (when prompted) (SEL). 		
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Student/student interaction may be limited. Teacher may need to incorporate additional scaffolds to support social skills and positive interactions between students. 		

Domain 2: Build a Supportive and Challenging Learning Environment

2B Establishes a Culture for Learning

		“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective Exemplary
<p>2B Builds a growth-mindset focused learning environment</p>	<ul style="list-style-type: none"> The teacher’s words and actions provide little or no encouragement for student effort or convey low expectations for student ability. Few students engage in completing assigned work and/or teacher provides little or no encouragement in the face of difficulty. Social Emotional Learning instruction/learning strategies are minimal or lacking. 	<ul style="list-style-type: none"> The teacher’s words and actions partially communicate belief in student ability, but expectations for students may be inconsistent. The learning environment is one in which students complete tasks with inconsistent focus on learning or persistence. Social Emotional Learning instruction/learning strategies are partially observable or are not integral to teaching and learning. 	<ul style="list-style-type: none"> The teacher’s words and actions promote the idea that all students can achieve through effort. The learning environment is one in which students are clearly eager to learn, willing to take risks and persevere in producing high quality work. Clear Social Emotional Learning instruction/learning strategies and/or artifacts are observable and integral to teaching and learning. The teacher’s words and actions communicate a belief in effort-based learning and the belief that ALL students can achieve at high levels. The learning environment is one in which students assume ownership of learning, support each other in taking risks and persist in the face of difficulty. The teacher uses examples of students’ past challenges and successes to build confidence and self-efficacy.
<p>Observable Teaching Practices*</p>	<ul style="list-style-type: none"> Recognizes and celebrates student academic progress and process (e.g., round of applause, certification of success, parent notification). Helps to build empathy towards classmates (through morning meeting or connecting to fictional characters). Uses growth mindset language like “persevere” to describe the class’s efforts to meet a challenging demand. Acknowledges persistence verbally or by tracking visually (e.g., Marlene Castro’s “persistence point” chart). Provides experiences where teamwork and taking care of each other are learned, practiced, expected, and discussed. Models having a growth mindset (e.g. “I don’t understand that YET”). The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy. Values mistakes as essential components of the learning process and selectively shares his/her own learning vulnerabilities. 		
<p>Observable Student Behaviors*</p>	<ul style="list-style-type: none"> Most students engage in lesson or become engaged when prompted by teacher. Articulates the counter-narrative to the negative self-talk they may experience Relies on a song or mantra with a growth mindset message to keep focus (e.g., NAS’ “I know I Can”) Reflect on their progress and process as learner. Can articulate strategies they can use when they are challenged. Ask for help when needed. Can use accurate words to describe their emotions beyond “mad,” “sad,” or “glad.” 		
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> Students may have challenges understanding abstract concepts and perseverance of task. Recognition of learning styles, preferred modalities, and multiple intelligences in fostering “ability awareness.” Teacher incorporates additional aids to support perseverance and social emotional learning (e.g., visual aids, tangible rewards systems, use of prompts/visual cues to get started, etc.) Teacher supports students in developing organizational and self-advocacy skills to become independent learners. The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy. Students/student interactions may include therapeutic supports that promote social emotional learning. 		

*All observable teaching practices and student behaviors are exemplars of SEL

Domain 2: Build a Supportive and Challenging Learning Environment

2C Establishes Behavioral Expectations and Routines

		“Exemplary” = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p>2C Builds and maintains classroom routines that maximize learning time</p>	<ul style="list-style-type: none"> Expectations for student behavior are minimal, lacking, or inappropriate. The teacher’s response to student misbehavior is inconsistent; student misbehavior significantly detracts from overall learning. The teacher’s response to misbehavior is sometimes negative or disrespectful to students. Classroom procedural routines are minimal or lacking in evidence, and substantial instructional time is lost. 	<ul style="list-style-type: none"> Appropriate expectations for student behavior are inconsistently communicated and/or applied. The teacher’s response to student misbehavior is inconsistent or ineffective; student misbehavior interferes with overall learning. Classroom procedural routines are somewhat effective, resulting in a noticeable loss of instructional time. 	<ul style="list-style-type: none"> High expectations for student behavior that support a learning community are consistently and clearly in evidence. The teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations. Classroom procedural routines are clear, effective, and largely maximize allotted learning time.
<p>Observable Teaching Practices*</p>	<ul style="list-style-type: none"> There are visual reminders of classroom procedural and cognitive routines posted in the classroom. Teacher verbally reflects back to students their progress in meeting behavioral expectations. Teacher uses a consistent visual or audio signal for attention (e.g., call and response, bell, chime, hand signal, etc.). Teacher elicits the help of students to enact classroom procedural routines wherever possible (e.g., passing out papers, checking homework, etc.). Teacher redirects students by moving into close proximity and speaking to the individual rather than calling them out in front of other students. Positive narration is utilized. Teacher utilizes a behavior modification and/or reinforcement system that builds student capacity to thrive in a collaborative classroom. Teacher reinforces routines and expectations by grounding them in their learning purpose. 		<ul style="list-style-type: none"> Cognitive and procedural routines are clear, effective, and maximize allotted learning time. Students act as leaders in developing and maintaining classroom norms and procedural routines, which maximize instructional time. The teacher provides minimal management or reminders to students because students have internalized norms, procedures and routines.
<p>Observable Student Behaviors*</p>	<ul style="list-style-type: none"> All students follow directions. Students know the procedure for all classroom routines (e.g., using the bathroom, asking a question, getting supplies, etc.). Students know which cognitive routines suit their learning needs and employ them regularly to incorporate new understandings. Students are focused on the learning task. Students support each other to abide by a shared set of expectations. 		
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs. All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors. Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations. 		

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Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3A Establishes a Clear Purpose for Learning

		“Exemplary” = meeting criteria in both Effective and Exemplary	
		Effective	Exemplary
Indicators			
3A Clearly communicates the content-language objective and criteria for mastery	<ul style="list-style-type: none"> The content-language objective is not expressed, and/or the content-language objective is absent or confusing. The teacher makes limited connections to students’ prior learning and/or future learning, or such connections are lacking or confusing. The teacher does not articulate learning criteria, or expectations are expressed as task completion. 	<ul style="list-style-type: none"> The teacher strategically shares relevant, measurable content-language objective(s) with students at the appropriate time and refers to it throughout the lesson. The teacher situates the content-language objective(s) within broader learning, creating connection to students’ prior knowledge, discipline’s big ideas, essential questions/unit goals and real-life applications. The teacher clearly articulates the criteria for successfully demonstrating mastery of the content-language objective(s) and provides models/exemplars as appropriate. 	<ul style="list-style-type: none"> Students can articulate what they are learning. The teacher provides students with opportunities to make personal connections to new content and establish their own authentic purpose for learning. The teacher collaborates with students to develop the criteria for demonstrating mastery and uses student exemplars to model mastery with an emphasis on college and career readiness.
Observable Teaching Practices	<ul style="list-style-type: none"> The learning target is written on the board or is a part of projected presentation. Teacher or student reads the learning target aloud. Discusses the learning target and its significance, connecting it to previous lesson and/or big picture. Uses a student model or creates a mock model to demonstrate the criteria for mastery. Uses rubrics to communicate in writing the criteria for a given learning target or mastery assignment. Presents visuals of content-language objective(s). 	<ul style="list-style-type: none"> The teacher expresses content-language objective(s) primarily as a topic, agenda, activity, or the content-language objective is partially measurable. The content language-objective is referenced minimally during the lesson. The teacher may connect content-language objective(s) to task or object but connection to prior learning, big ideas, and essential questions/unit goals is vague. The teacher partially expresses the criteria for successfully demonstrating mastery of the content-language objective(s), and/or the criteria may be expressed partially as task completion. Exemplars and models are lacking or partially clear. 	
Observable Student Behaviors	<ul style="list-style-type: none"> Reads the learning target aloud to the class or to a partner. Writes the learning target in their agenda or other graphic organizer. Can articulate the significance of the learning target and its connection to the larger unit. Can assess whether they met the learning target by the end of the period. Describes the criteria for successfully mastering the learning target. 		
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Teacher may use multiple modes to communicate learning targets (e.g., oral expression, use of pictures, gestures, etc.). Teacher supports students in articulating what they are learning. Teacher develops varied criteria for mastery for individual students based on learning needs and clearly communicates criteria to individual students. Learning targets can be individualized instead of whole group. 		

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3B Engages Students in Meaningful Tasks

		"Exemplary" = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
<p>3B.1 Engages students in meaningful tasks that require student ownership</p> <ul style="list-style-type: none"> Few students are engaged in a meaningful or challenging content language-aligned task. Tasks are not sequenced to provide students adequate time for practice and/or tasks primarily require students to remember and repeat facts/basic information. Tasks do not require students to share their thinking. 	<ul style="list-style-type: none"> Some students are engaged in a meaningful or challenging task that is aligned or somewhat aligned to the content language objective. Tasks are sequenced so that students spend some of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in support of the learning objective. Tasks require students to state their thinking, but do not require them to justify thinking using examples or textual evidence. 	<ul style="list-style-type: none"> Most students are engaged in a meaningful and challenging content language-aligned task. Tasks are sequenced so that students spend the majority of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in order to support mastery of the learning objective. Tasks require students to justify their thinking with textual evidence or examples, and respond to other's thinking verbally or in writing. The teacher uses and supports student's use of media, technology and/or tools in a way that meaningfully enhances student mastery. 	<ul style="list-style-type: none"> All students are engaged in a meaningful task that represents a challenge that has been personalized for each student. Students have access to choice or open selection to the use of media, technology and/or tools in a way that meaningfully enhances student mastery.
<p>Observable Teaching Practices</p>	<ul style="list-style-type: none"> Provides multiple reading sources and/or media for students to synthesize and identify themes across the artifacts. Seeks out an authentic audience for given task (e.g., policy paper, letters to Congress, student anthology, digital stories, blogs, PSAs, etc.). Provides sufficient time for all students to engage in productive struggle with content and develop deep understanding. (SEL) Provides opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration. Uses ritual, recitation, repetition, and rhythm to support students in processing new information. Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. 		
<p>Observable Student Behaviors</p>	<ul style="list-style-type: none"> Apply information inferred from text, facts and/or new data. Provide reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not. Demonstrate the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks. 		
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> Instructional grouping arrangements are matched with student development and need (e.g., structure, role, duration, etc.). Teacher scaffolds students' participation in-group work. Every student has a clear role and/or responsibility for producing something that shows his or her thinking. 		

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3B Engages Students in Meaningful Tasks

		"Exemplary" = meeting criteria in both Effective and Exemplary	
		Effective	Exemplary
Indicators	Not Meeting	Developing	
<p>3B.2 Uses instructional strategies to support equitable engagement and access for ALL students*</p>	<ul style="list-style-type: none"> Does not modify/extend instructional methods, content, lesson processes and/or products to support students' needs. The teacher does not adequately address students' challenges and misconceptions during the lesson. 	<ul style="list-style-type: none"> Attempts to modify/extend instructional methods, content, lesson processes and/or products, but differentiation only superficially addresses students' needs and/or access to grade-level content. The teacher inconsistently addresses students' challenges and misconceptions during the lesson. 	<ul style="list-style-type: none"> Supports access to and/or extension of grade-level content by effectively modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of most students. The teacher effectively addresses students' challenges and misconceptions, implementing various strategies to support student learning in the moment. Personalizes grade-level content by modifying content, lesson processes and/or products to meet the diverse academic and linguistic needs of all students. Supports all students in identifying how they learn best and in creating/utilizing strategies that support their individual needs.
<p>Observable Teaching Practices</p>	<ul style="list-style-type: none"> Starts the lesson in a way that gets the attention of the students. Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.). Breaks content into small chunks that students can more easily integrate. Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching). Connects previous knowledge to new knowledge and facts, not just personal connections. Provides appropriate processing time. Revisits new learning within 24 hours and requires students to manipulate the new learning to make it stick (e.g., teach to a peer, act it out, drawing, etc.) Previews content to students with language needs or learning disabilities. Provides language-based clues for ELL's such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-aloud, avoiding unfamiliar idioms and using cognates when possible. Adjusts process through grouping (homogenously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, tactile). Adjusts product by providing students multiple ways to demonstrate academic/linguistic needs and/or interests. Other performance-based opportunities to accommodate academic/linguistic needs and/or interests. Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, math manipulatives and online resources. Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs. 		
<p>Observable Student Behaviors</p>	<ul style="list-style-type: none"> Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form). Starts a given task somewhere even if that starting point is different than the starting point for a peer. 		
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills. Differentiation should be utilized to address behavior, social, and adaptive skills. 		

*All observable teaching practices and student behaviors are exemplars of SEL

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3C Fosters Communication and Collaboration Skills

		“Exemplary” = meeting all criteria in both Effective and Exemplary	
		Effective	Exemplary
Indicators	Not Meeting	Developing	
3C.1 Models and ensures use of academic language	<ul style="list-style-type: none"> The teacher does not support the use of discipline-specific academic language. 	<ul style="list-style-type: none"> The teacher provides discipline-specific academic language, but inconsistently supports or requires its use. 	<ul style="list-style-type: none"> The teacher models and provides opportunities, instruction, and support to rehearse and apply new language. The teacher holds students accountable for using discipline-specific academic language. <ul style="list-style-type: none"> Students hold each other accountable for using discipline-specific academic language.
Observable Teaching Practices	<ul style="list-style-type: none"> Explicit modeling and naming of academic language. Teacher rephrases student responses to include target academic language. Teacher provides sentence frames for student response that include target academic language. 		
Observable Student Behaviors	<ul style="list-style-type: none"> During student interview, students can point to resources or explain new vocabulary words in their own words. Without teacher prompting, students use academic language to complete task. Students use academic language sentence frames. 		
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Academic language is matched to the learning target, academic content, and students’ developmental levels. Academic language can be expressed through multiple modes of communication including: picture exchanges, gestures, sign language, expressions, eye gaze, etc. Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. 		

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3C Fosters Communication and Collaboration Skills

		"Exemplary" = meeting criteria in both Effective and Exemplary	
		Effective	Exemplary
Indicators	Not Meeting	Developing	
3C. 2 Uses questioning strategies that require the use of evidence and elaboration	<ul style="list-style-type: none"> The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts). Students are not required to go beyond brief or incomplete responses. 	<ul style="list-style-type: none"> The teacher poses some questions/prompts that inconsistently advance higher-level thinking, and only somewhat support students in mastery of the learning target(s). The teacher inconsistently holds students accountable for responses that cite evidence or provide a rationale for thinking. 	<ul style="list-style-type: none"> The teacher poses questions/prompts that encourage diverse perspectives, advance higher-level thinking, and support students in mastery of the learning target(s). The teacher holds students accountable for complete and/or elaborate responses, justifying their thinking with examples and citing reliable evidence. When responses are incomplete, the teacher asks follow up questions that push students to provide evidence or provide a rationale for their thinking.
Observable Teaching Practices	<ul style="list-style-type: none"> Teacher's questioning strategies encourage cognitively demanding thinking (Why? How?). Teacher clarifies students' statements to have accountable talk (e.g. "tell us more about that"). Questions using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding. Teachers respond to students neutrally but with interest. 		
Observable Student Behaviors	<ul style="list-style-type: none"> Students respond in complete and elaborate responses. Student responses are relevant to the learning objective. Students ask questions that deepen their understanding. 		
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> The teacher poses questions/prompts that support student in expressing their thinking in increasingly complex ways. Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. 		

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3C Fosters Communication and Collaboration Skills

		"Exemplary" = meeting criteria in both Effective and Exemplary	
Indicators	Not Meeting	Developing	Effective
3C.3 Develops student collaboration and communication	<ul style="list-style-type: none"> The teacher does not establish clear expectations for communication and/or collaboration among students with protocols and tools. The teacher does not hold students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher does not use discussion strategies and facilitation moves. 	<ul style="list-style-type: none"> The teacher's expectations for communication and/or collaboration among students are somewhat clear. The teacher inconsistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher inconsistently uses discussion strategies and facilitation moves to advance student expression or deepen content understanding. 	<ul style="list-style-type: none"> The teacher establishes clear expectations for communication and/or collaboration among students with protocols and/or tools. The teacher holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. The teacher effectively uses a range of discussion strategies and facilitation moves to advance student expression and deepen content understanding.
Observable Teaching Practices*	<ul style="list-style-type: none"> Allows sufficient think time and/or writing time before asking students to produce verbally or vice versa. Delineates which member of a group is responsible for what component by using role cards or task sheets. Has a routine for classroom grouping like "partner clocks." Changes group size and structure depending on the activity (from pairs to trios to larger group) to ensure student voice. Uses appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration. 		
Observable Student Behaviors*	<ul style="list-style-type: none"> Says things like "I think...because..." Asks peers, "Why do you think that?" Students ask each other clarifying questions and build off peers' ideas (I agree with...). Explains when asked how the task might apply to the "real world." Explains what his/her role is in the group and why it is important. Utilizes native language to understand new concepts. 		<ul style="list-style-type: none"> Students facilitate equitable discussions and support each other to ensure that all students are engaged and participating in classroom discussions and/or collaborative structures. With minimal prompting, students use strategies to comment on or question peers' thinking, or extend and/or justify their own thinking by using examples and/or textual evidence.
Accommodations for Students with Disabilities	<ul style="list-style-type: none"> Student production may be limited; interaction may be characterized by back-and-forth interaction with teacher rather than student interaction. The teacher uses a range of strategies and structures to scaffold and develop students' communication skills. The teacher uses facilitation moves (wait time, talk moves) to encourage student interaction. Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. Classroom discussion is differentiated and allows all students to participate. 		

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 3: Teach to Ensure Ownership and Mastery for ALL Students

3D Assesses Student Learning

	Not Meeting	Developing	“Exemplary” = meeting criteria in both Effective and Exemplary
Indicator	Effective	Exemplary	
<p>3D Monitors and supports student progress towards mastery of content-learning objective</p>	<ul style="list-style-type: none"> The teacher does not use formative assessments to assess progress toward the content-language objective and does not adjust instruction based on student-learning needs. The teacher does not provide students with opportunities to monitor their progress against criteria for mastery. The teacher does not provide feedback to students or provides feedback that focuses only on compliance or completion of work. 	<ul style="list-style-type: none"> The teacher somewhat monitors and supports student progress towards content-language objective. Use of assessment is sporadic or teacher makes few adjustments to instruction based on assessment data. The teacher provides students with superficial opportunities for monitoring progress that are partially aligned to the criteria for mastery and result in superficial next steps. The teacher provides general feedback that moderately supports student progress towards the content-language objective/criteria for mastery. 	<ul style="list-style-type: none"> The teacher monitors and supports student progress towards the content-language objective using varied formative assessments, and makes effective adjustments to instruction based on the data to address student-learning needs. The teacher provides students with structured opportunities to monitor their progress against the criteria for mastery and identify meaningful next steps to advance learning. The teacher provides feedback throughout the lesson that is timely, specific, and helps students clearly identify next steps in achieving the content-language objective and criteria for mastery.
<p>Observable Teaching Practices*</p>	<ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate competency (online polling, exit tickets, 1-1 conferencing, performance tasks, etc.). Asks students to define or restate terms/concepts. Has students elaborate using prompts, such as: “Tell me more about _____” or “How do you know that?” Regularly circulates throughout the room during the lesson to assess all students’ understanding of objective(s); teacher may take notes on student progress. Uses think-alouds to model how students could respond to the use of feedback. Circulates during the lesson to question students and provide academically-focused descriptive feedback. Provides feedback on students’ use of strategies and metacognitive processes. Provides feedback by modeling corrections in the response to a student (i.e. recasting). Provides opportunities for students to self-assess and peer-assess (e.g., with rubrics). Uses data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson. One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback. Students monitor their own progress with a wall chart, in a notebook, online, etc. Students communicate completion of the primary task using the identified language objective domain. Students explain their thinking (metacognition). 		
<p>Observable Student Behaviors</p>	<ul style="list-style-type: none"> The teacher fully integrates formative assessments into instruction, monitoring progress for all students throughout the lesson and providing personalized support to address individual student needs. Students continuously monitor their own work against the criteria for mastery and establish next steps for advancing their own learning toward meeting criteria for mastery. Students are able to provide respectful, accurate and actionable feedback for one another that advances learning. 		

**Accommodations for
Students with
Disabilities**

- Varied formative assessments might include students explaining their thinking using their mode of communication, or teacher circulating the room checking on their work.
- Teacher provides descriptive feedback within the context of the lesson, in addition to behavior and/or behavior goals that might manifest during the lesson.
- Teacher provides descriptive feedback within the context of the lesson, in addition to feedback that is specific to individual student goals and directly connected to IEP goals.

** All observable teaching practices and student behaviors are exemplars of SEL*

Domain 4: Reflect and Revise to Improve Student Outcomes

4A Reflects and Revises to Improve Student Outcomes

"Exemplary" = meeting criteria in both Effective and Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
<p>4A Reflects on student outcomes to assess effectiveness and determine next steps</p>	<ul style="list-style-type: none"> ● Teacher does not analyze student work to identify the extent to which the content-language objective was achieved. ● The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson. ● The teacher has no suggestions for what could be improved for next steps in subsequent lessons. 	<ul style="list-style-type: none"> ● Teacher reviews some student work to make generalizations about the extent to which the content-language objective was achieved. ● The teacher states whether or not a lesson was effective, but only somewhat describes the extent to which it achieved its objective or its impact on student learning. ● The teacher makes general suggestions about ways in which instruction can be improved. 	<ul style="list-style-type: none"> ● The teacher analyzes student work to identify patterns and trends in student achievement. ● The teacher makes an accurate assessment of a lesson's effectiveness (i.e. extent to which it achieved its objective and its impact on student learning) by citing many specific examples and evidence. ● The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
<p>Observable Evidence</p>	<ul style="list-style-type: none"> ● Teacher presents student work in post-conference or analysis of student achievement based on concrete example in student work. ● Teacher uses a variety of work sample from above to below standard to analyze patterns of student achievement. ● Teacher addresses next steps in teaching practice as well as its potential impact on student achievement. ● Teacher provides specific next steps for student group or individual students. ● Teacher takes responsibility for student learning and discusses next steps in terms of teacher actions. 		
<p>Accommodations for Students with Disabilities</p>	<ul style="list-style-type: none"> ● Teacher may use IEP goals in addition to content-language objectives to reflect on achievement or progress towards mastery. 		