

Domain 2.1

Climate:

Develops and maintains a positive classroom climate

Descriptors:

- Creates a classroom environment that supports inquiry-based learning, higher order thinking skills, and international-mindedness.
- Relevant and current student work is posted and/or shared as evidence of learning.
- Develops, shares and executes clearly defined routines, procedures and essential agreements required for effective classroom management and learning.
- The physical layout of the classroom is flexible and supports learning objectives, small group instruction, cooperative learning, and joint productive activities between teacher and students.
- Demonstrates enthusiasm for teaching and sets high expectations for all students.
- The teacher systematically and appropriately responds to misbehavior, includes verbal and non-verbal cues, and is sensitive to students' individual needs.
- Creates an environment of student engagement, respect and rapport.
- Physical proximity is used for instruction.
- Students and teacher engage in active learning and turn taking.
- Teachers use acknowledgement and praise for engagement.
- Teachers demonstrate knowledge or caring about students' individual experiences from home, school, culture, and community.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence 1. Artifacts that illustrate student ownership of monitoring class agreements and expectations e.g. <ul style="list-style-type: none"> • Reflection journals • Evidence of review and revised agreements/expectations • Daily individual behavior charts • Behavior rubric self assessment • Learner profiles 2. Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g. <ul style="list-style-type: none"> • Referrals • Phone & communication logs • Seating charts • Essential agreements • Classroom management documents such as syllabi, procedures, agreements, etc. • Atlas unit planners • Discipline Log • Student Work 3. Essential agreements are developed with student input	Documented Evidence 1. Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g. <ul style="list-style-type: none"> • Referrals • Phone and communication logs • Seating charts • Essential agreements • Classroom management documents such as syllabi, procedures, agreements, etc. • Atlas unit planners • Discipline Log • Student work 	Documented Evidence 1. Some artifacts that illustrate partially effective use of a limited array of classroom management tools and strategies	Documented Evidence 1. Absence of artifacts that illustrate the use of classroom management tools and strategies

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher methods to support a positive classroom climate.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> Acknowledges student adherence to the classroom essential agreements throughout the lesson Routines, procedures, and consequences are taught, rehearsed and communicated effectively to students Responds to misbehavior in a positive and respectful manner Prepares students for classroom transitions before they occur Manages student time on task and uses proximity, cooperation, and inquiry to keep students engaged Responds appropriately to school rules and Board policy 	Observable Evidence <ol style="list-style-type: none"> Essential agreements are posted and referred to Routines, procedures, and consequences are taught and communicated effectively to students Responds to misbehavior in a positive and respectful manner Closely monitors time and student transitions to maximize time for learning Manages student time on task and uses proximity to keep students engaged Responds appropriately to school rules and Board policy 	Observable Evidence <ol style="list-style-type: none"> Essential agreement are not posted but referred to Routines, procedures, and consequences are taught but ineffectively communicated to students Inconsistently responds to misbehavior in a positive and respectful manner Does not always monitor time and student transitions to maximize time for learning Inconsistently manages student time on task and does not always use proximity to keep students engaged Does not consistently respond appropriately to school rules and Board policy 	Observable Evidence <ol style="list-style-type: none"> Essential agreements are neither posted nor referred to Routines, procedures, and consequences are not taught or communicated to students Does not respond appropriately to misbehavior Does not monitor time and student transitions to maximize time for learning Does not manage student time on task and does not use proximity to keep students engaged Does not respond appropriately to school rules and Board policy

	<p>7. Teacher and student rapport is evident by enthusiastic engagement in the teaching and learning process</p> <p>8. Organizes the classroom for effective use of individual and group instruction to support inquiry-based learning, communication and cooperation</p> <p>9. Shows enthusiasm in voice, tone, and body movements</p> <p>10. Students feel safe asking questions</p> <p>11. Teacher is aware of planned disruptions, plans for them during the teaching and learning process and recovers with limited disruption</p> <p>12. Students know expectations and hold themselves/each other accountable</p> <p>13. Students are ready to learn at beginning of class</p> <p>14. Adheres to school philosophy of PBIS, when applicable</p>	<p>7. Teacher and student rapport is evident by enthusiastic engagement in the teaching and learning process</p> <p>8. Organizes the classroom for effective use of individual and group instruction to support inquiry-based learning, communication and cooperation</p> <p>9. Shows enthusiasm in voice, tone, and body movements</p> <p>10. Students feel safe asking questions</p> <p>11. Teacher is aware of planned disruptions and plans for them during the teaching and learning process</p>	<p>7. Inconsistent student engagement in the teaching and learning process</p> <p>8. The classroom is not effectively organized for use of individual and group instruction to support inquiry-based learning, communication and cooperation</p> <p>9. Shows little enthusiasm in voice, tone, and body movements</p> <p>10. Students questioning is rare</p> <p>11. Teacher is not always prepared for planned disruptions</p>	<p>7. Infrequent student engagement in the teaching and learning process</p> <p>8. The classroom is not organized for use of individual and group instruction to support inquiry-based learning, communication and cooperation</p> <p>9. Shows no enthusiasm in voice, tone, and body movements</p> <p>10. Students questioning is rare</p> <p>11. Teacher is not prepared for planned disruptions</p>
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Domain 2.2

Climate:

Communicates high expectations for all students

Descriptors:

- Instructional outcomes, activities, assignments, and classroom interactions convey the belief that all students are capable of achieving high levels of success through the mastery of instructional content.
- Prepares students for success by scaffolding instruction and providing assistance that is 'just enough and just in time'.
- Uses culturally competent practices to communicate expectations and deliver lessons that are respectful of the diverse cultural experiences of students.
- Demonstrates respect for all students and an awareness of the need to engage all students.
- Models expectations using fundamental, linguistic, and visual learning supports.
- Students take responsibility to improve the quality of their own work.
- Communicates the expectation that all students are active participants in classroom instructional activities.
- Encourages and recognizes effort and persistence on the part of students.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Clearly understood grading rubrics are presented in advance Clear evidence of student centered late work policies Appropriate learning expectations are posted around the classroom and support inquiry based learning Exemplars of high quality work differentiated across individual student levels of readiness 	Documented Evidence <ol style="list-style-type: none"> Clearly understood grading rubrics Clear evidence of student centered late work policies Appropriate learning expectations are posted around the classroom Exemplars of high quality work 	Documented Evidence <ol style="list-style-type: none"> Unclear grading rubrics Unclear late work policies Learning expectations are evident in the classroom but inappropriate No evidence of exemplars of high quality work 	Documented Evidence <ol style="list-style-type: none"> No grading rubrics Unclear late work policies Learning expectations are not evident in the classroom No evidence of exemplars of high quality work

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> The teacher's explanation of content is clear and invites student participation and thinking Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of activities and soliciting additional resources from the school Teacher capitalizes on unique opportunities offered by their students' diverse needs and interests All students are cognitively engaged in the activities and assignments and their exploration of the content Learning expectations are posted and referenced during the lesson and/or can be articulated by students 	Observable Evidence <ol style="list-style-type: none"> Teacher explains content clearly using real life examples Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire Teacher integrates the knowledge of their students' diverse needs and interests in the daily lessons Most activities and assignments are appropriate to students and almost all students are cognitively engaged in exploring content Learning expectations are posted 	Observable Evidence <ol style="list-style-type: none"> The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently Teacher accepts responsibility for all of the students, but has only a limited repertoire of instructional strategies to draw on Teacher attempts to integrate their knowledge of their students' diverse needs and interests in the daily lessons with limited success Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged Students are unaware of learning expectations 	Observable Evidence <ol style="list-style-type: none"> The instructional purpose of the lesson is unclear to the students, and the directions and the procedures are confusing When a student has difficulty learning, the teacher either gives up or blames the student or their home environment Teacher does not consider the diverse needs and interests of their students Activities are inappropriate for student's age or background. Students are not mentally engaged in them No learning expectation is present or referenced within the classroom

	<p>6. Teacher communicates to students that they are capable of mastering content and continually encourages and reinforces this belief</p> <p>7. Students take initiative to improve the quality of their own work</p> <p>8. Teacher uses variety of methods to ensure equity of participation</p> <p>9. Teacher uses multiple strategies to hold all students accountable to be active participants in the learning</p> <p>10. Students initiate or adapt activities and projects to enhance their understanding</p>	<p>6. Teacher communicates to students that they are capable of mastering content</p> <p>7. Students are engaged in completing the work</p> <p>8. Teacher uses more than one method to ensure student participation</p> <p>9. All students are held accountable to be active participants in the learning.</p>	<p>6. Teacher communicates that only some of the students are capable of mastering content</p> <p>7. Some students are engaged in completing the work</p> <p>8. Teacher employs a single method for gaining student participation</p> <p>9. Teacher uses one method to hold students accountable for active participation</p>	<p>6. Teacher communicates doubt to students about the students' ability to master the content</p> <p>7. A majority of the students are not engaged in completing the work</p> <p>8. Teacher employs no methods to encourage participation</p> <p>9. Teacher doesn't redirect inactive participants</p>
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Domain 2.3

Instruction:

Demonstrates a mastery of subject/content and standards

Descriptors:

- Demonstrates a clear understanding of the content with its connection to relevant course Academic Standards.
- Demonstrates a clear understanding of the factual content.
- Demonstrates a clear understanding of the conceptual content.
- Demonstrates a clear understanding of the cognitive and English language skills required to understand content concepts.
- Develops units that make connections to students' individual experiences and empowers them to challenge conventional thinking globally and in the world around them.
- Demonstrates knowledge of how the subject/content and standards are connected to big ideas, essential questions and real world applications.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher has a mastery of subject/content and standards at a deep level.</i>	<i>Evidence that the teacher knows subject/content and standards.</i>	<i>Some evidence that the teacher knows subject/content and standards.</i>	<i>Little or no evidence that the teacher knows subject/content and standards.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Essential questions, objective, and Indiana-adopted standards are effectively integrated and consistently posted All documents are consistently rigorous and age-appropriate in language and content Documents consistently show accurate and current information Student work demonstrates real world connections, extensively address essential questions and big ideas Student work reflects international units of study All documents consistently demonstrate an understanding of real world application 	Documented Evidence <ol style="list-style-type: none"> Objectives or Indiana-adopted standards are posted All documents are age-appropriate in language and content Documents show accurate and current information Student work demonstrates real world connection, address essential questions and big ideas Work products from student assignments reflect international units of study All documents demonstrate an understanding of real world use of standards 	Documented Evidence <ol style="list-style-type: none"> Indiana-adopted standards are posted but inappropriate for the lesson Documents are inconsistent in age-appropriate language and content Documents do not always show accurate and current information Work products from student assignments inconsistently demonstrate limited real world connection, address essential questions and big ideas Work products from student assignments inconsistently reflect international units of study All documents demonstrate a limited understanding of real world use of standards 	Documented Evidence <ol style="list-style-type: none"> Indiana-adopted standards are not posted and are inappropriate for the lesson Documents are not age-appropriate in language and content Documents do not show accurate and current information and may provide misinformation Work products from student assignments do not demonstrate real world connection, address essential questions and big ideas Work products from student assignments do not reflect international units of study All documents demonstrate little understanding of real world use of standards

	7. Consistently makes interdisciplinary connections with content area standards			
	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher has a mastery of subject/content and standards at a deep level.</i>	<i>Evidence that the teacher knows subject/content and standards.</i>	<i>Some evidence that the teacher knows subject/content and standards.</i>	<i>Little or no evidence that the teacher knows subject/content and standards.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence 1. Teacher demonstrates the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. Students' work demonstrates an understanding of essential questions, objectives, and relevant course standards 3. Uses accurate and current information in facilitating learning, in leading discussions, and in responding to questions 4. Makes real-world connections	Observable Evidence 1. Teacher demonstrates the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. Students' work demonstrates an understanding of essential questions, objectives, and relevant course standards 3. Uses accurate and current information in facilitating learning, in leading discussions, and in responding to questions 4. Makes real-world connections	Observable Evidence 1. Teacher demonstrates limited use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. Students' work demonstrates limited understanding of essential questions, objectives, and relevant course standards 3. Inconsistently uses accurate and current information in delivering content, in leading discussions, and in responding to questions 4. Limited use of standards to provide opportunities to make real-world connections	Observable Evidence 1. Teacher does not demonstrate the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. Students do not demonstrate an understanding of essential questions, objectives, and relevant course standards 3. Does not use accurate and current information in delivering content, in leading discussions, and in responding to questions 4. Inappropriate use of standards to make real-world connections

	<p>5. Consistently uses language that facilitates high order thinking, inquiry, and discussion of content standards</p> <p>6. Students consistently use content-appropriate language in the discussion of inquiry questions and big ideas</p> <p>7. Classroom discussions and student presentations evidence real-world connections, inquiry, big ideas and essential questions</p> <p>8. Student presentation and classroom discussions demonstrate a focus on global connections</p> <p>9. Instruction consistently makes interdisciplinary connections with content area standards</p>	<p>5. Consistently uses language that facilitates high order thinking and discussion of content standards</p> <p>6. Students consistently use content-appropriate language in the discussion of inquiry questions and big ideas</p> <p>7. Classroom discussions and student presentations evidence real-world connections, big ideas and essential questions</p> <p>8. Student presentation and classroom discussions demonstrate a focus on global connections</p>	<p>5. Inconsistently uses language that facilitates high order thinking and discussion of content standards</p> <p>6. Students inconsistently use content-appropriate language in the discussion of inquiry questions and big ideas</p> <p>7. Classroom discussions and student presentations inconsistently evidence real-world connections, big ideas and essential questions</p> <p>8. Student presentation and classroom discussions inconsistently demonstrate a focus on global connections</p>	<p>5. Does not use language that facilitates high order thinking and discussion of content standards</p> <p>6. Students do not use content-appropriate language in the discussion of inquiry questions and big ideas</p> <p>7. Classroom discussions and student presentations do not show evidence of real-world connections, big ideas and essential questions</p> <p>8. Student presentation and classroom discussions do not demonstrate a focus on global connections</p>
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Domain 2.4

Instruction:

Uses instructional strategies and resources to teach for understanding

Descriptors:

- Uses developmentally and linguistically appropriate strategies and resources.
- Uses student centered strategies and resources.
- Uses strategies linked to students' prior understandings and experiences to facilitate learning.
- Uses a variety of whole group, small group, cooperative learning, and independent practice strategies to motivate and engage all students.
- Uses scope, sequence and pacing effectively to optimize student learning.
- Uses strategies to facilitate reflection and critical thinking.
- Uses strategies that effectively communicate curriculum content, facts, ideas, language, and terminology.
- Uses technology as appropriate to enhance and extend learning opportunities.
- Uses fundamental, linguistic, and visual learning supports to enhance and extend learning opportunities.
- Uses strategies for teaching trans-disciplinary curriculum (PYP/MYP/DP, as applicable).
- Uses differentiated strategies that are aligned with students' individual cognitive and English proficiency levels to demonstrate learning.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.</i>	<i>Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.</i>	<i>Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.</i>	<i>Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence 1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show evidence of activities that reflect high level of student participation, self-directed learning, self-reflection and student responsibility 3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies and link to instructional activities 4. Lesson plans reflect extensive use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	Documented Evidence 1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show evidence of activities that reflect a high level of student participation, self-reflection and student responsibility 3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	Documented Evidence 1. Documents and resources are not clearly aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show limited evidence of activities that reflect high level of student participation and student responsibility 3. Some documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans reflect limited use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.	Documented Evidence 1. Documents and resources do not exist or are not aligned with the grade/content level curriculum to address the range of readiness and student development 2. Lesson plans show no evidence of activities that reflect high level of student participation 3. No documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies 4. Lesson plans do not reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.

	<p>5. Documents include differentiated re-teaching, acceleration and curriculum compacting to optimize learning</p> <p>6. Documents reflect curriculum adaptations to appropriately address the readiness and skills of all students to optimize learning</p> <p>7. Documents that include activities that are focused on student inquiry, problem-solving, applied to real life situations</p> <p>8. Documents that illustrate the effective and innovative use of technology in lesson plans and instructional activities</p> <p>9. Documents illustrate extensive use of student input for identifying and selecting appropriate curricular inquiries, i.e. speakers, community resources, service learning. etc.</p> <p>10. Documents that show extensive evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile</p>	<p>5. Documents include re-teaching, acceleration and curriculum compacting</p> <p>6. Documents reflect curriculum adaptations to appropriately address the readiness and skills of all students</p> <p>7. Documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. Documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate the use of curriculum inquiries, i.e. speakers, community resources, service learning. etc.</p> <p>10. Documents that show evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile</p>	<p>5. Documents include limited re-teaching, acceleration and curriculum compacting</p> <p>6. Documents reflect limited curriculum adaptations to address the readiness and skills of all students</p> <p>7. Few documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. Few documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate limited use of curricular inquiries i.e. speakers, community resources, service learning. etc.</p> <p>10. Few documents that show some evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile</p>	<p>5. Documents do not include re-teaching, acceleration and curriculum compacting</p> <p>6. Documents do not reflect curriculum adaptations to address the readiness and skills of all students</p> <p>7. No documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. No documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate little or no use of curricular inquiries i.e. speakers, community resources, service learning. etc.</p> <p>10. No documents that show evidence of units of inquiry, action, student assessment, concepts (Big Ideas), essential questions, and the learner profile (Big Ideas), essential questions, and the learner profile</p>
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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.</i>	<i>Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.</i>	<i>Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.</i>	<i>Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence 1. Instructional strategies and resources are engaging, builds on prior knowledge, and authentic 2. Teacher considers student input in the scaffolding and pacing of the lesson 3. The teacher links the instructional purpose of the lesson to the larger curriculum 4. The directions and procedures are clear and the teacher anticipates possible student misunderstandings and models the process to ensure clarity 5. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests	Observable Evidence 1. Instructional strategies and resources are meaningful and engaging and relate to the learning objective 2. Teacher appropriately scaffolds lesson 3. The teacher states clearly, at some point during the lesson, what the students will be learning 4. The directions and procedures are clear and the teacher intervenes when students misunderstand models the process to be followed in the task 5. The teacher's explanation of content is thorough and clear and develops conceptual understanding	Observable Evidence 1. Instructional strategies are engaging but are not appropriate for the lesson 2. Teacher spends insufficient time scaffolding 3. The teacher provides little elaboration or explanation about what the students will be learning 4. The directions and procedures lack clarity and the teacher does not intervene when students misunderstand 5. The teacher's explanation of content is not clear and does not develop conceptual understanding	Observable Evidence 1. Instructional strategies are inappropriate and do not meet the learning objectives 2. There is no evidence of scaffolding 3. At no time during the lesson does the teacher convey to students what they will be learning 4. The directions and procedures are not clear and/or not provided 5. The teacher does not explain the content

	<p>6. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition</p> <p>7. Students have varied opportunities for reflection and closure on the lesson to consolidate their understanding</p> <p>8. The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and uses strategies to elicit information about individual student understanding</p> <p>9. Students indicate that they clearly understand the characteristics of high-quality work and there is evidence that students have helped establish the evaluation criteria</p>	<p>6. The teacher uses questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition</p> <p>7. Students have opportunities for reflection and closure on the lesson to consolidate their understanding</p> <p>8. The teacher “takes the pulse” of the class through continuous checks and use of strategies to elicit information about individual student understanding</p> <p>9. Students indicate that they clearly understand the characteristics of high-quality work</p>	<p>6. The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on only a few students</p> <p>7. Students have few opportunities for reflection and closure on the lesson to consolidate their understanding</p> <p>8. The teacher occasionally checks for individual student understanding and fails to consistently “take the pulse” of the class</p> <p>9. Students indicate that they do not clearly understand the characteristics of high-quality work</p>	<p>6. The teacher uses questions that are rapid-fire and convergent, which have a single correct answer and do not invite student thinking</p> <p>7. Students have no opportunity for reflection and closure on the lesson to consolidate their understanding</p> <p>8. The teacher does not check for individual student understanding</p> <p>9. The teacher gives no indication of what high-quality work looks like</p>
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	<p>10. Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities (e.g. collaboration on Canvas, discussion boards, Dropbox)</p> <p>11. Lessons and activities illustrate extensive use of student input for identifying and selecting appropriate supplemental resources (i.e. speakers, community resources, service learning, etc.)</p> <p>12. Evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile</p> <p>13. Instruction provides multiple opportunities for students to benefit from each other in discussion and collaborative-learning activities</p> <p>14. Students initiate higher-order questions and learning activities</p>	<p>10. Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities (e.g. collaboration on Canvas, discussion boards, Dropbox)</p> <p>11. Lessons and activities illustrate the use of supplemental resources (i.e. speakers, community resources, service learning, etc.)</p> <p>12. Evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile</p> <p>13. Instruction provides opportunities for students to benefit from each other in discussion and collaborative-learning activities</p>	<p>10. Students rarely use technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities</p> <p>11. Lessons and activities illustrate the limited use of supplemental resources (i.e. speakers, community resources, service learning, etc.)</p> <p>12. Little evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile</p> <p>13. Instruction provides few opportunities for students to benefit from each other in discussion and collaborative-learning activities</p>	<p>10. Students are not comfortable with the use of technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities</p> <p>11. Supplemental resources (i.e. speakers, community resources, service learning, etc.) are not evident</p> <p>12. No evidence of a program of inquiry, action cycle, attitudes, assessment, concepts (Big Ideas), essential questions, and the learner profile</p> <p>13. Instruction does not provide opportunities for students to benefit from each other in discussion and collaborative-learning activities</p>
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Domain 2.5

Instruction:

Differentiates instruction to meet the needs of all students

Descriptors:

- Differentiates by students' culture, life experiences, interests, readiness and learning profiles.
- Differentiates learning supports, assignments, checks for understanding, and assessments for all students.
- Differentiates instruction by content, process, product and learning environment.
- Develops lessons and instructional activities that support the implementation of IEP and ILP specifications through appropriate modifications and accommodations.
- Uses flexible grouping strategies for instruction.
- Uses a variety of ways for students to respond and demonstrate learning of subject matter content.
- Intentionally adjusts instruction in response to evidence of student understanding.
- Provides a variety of learning options or different paths to learning curriculum content, concepts, and skills.
- Adapts instructional strategies to students' individual academic abilities and English language proficiency levels in listening, speaking, reading, and writing.
- Provides appropriate resources and assignments for struggling students.
- Incorporates joint-productive and challenging instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.</i>	<i>The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.</i>	<i>The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.</i>	<i>The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	<p>Documented Evidence</p> <ol style="list-style-type: none"> Alternative, differentiated assignments are available Lesson plans show assignments are differentiated through strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students Lesson plans reflect an understanding of the relationship between students' cultures, experiences, interests and learning objectives 	<p>Documented Evidence</p> <ol style="list-style-type: none"> Alternative, differentiated assignments are available Lesson plans show assignments are differentiated through the strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students Lesson plans incorporate student culture and experiences in instructional activities and assignments 	<p>Documented Evidence</p> <ol style="list-style-type: none"> Alternative, differentiated assignments are rarely available Lesson plans show inconsistent use of student interests, culture and experiences, differentiated assignments through graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students Lesson plans show limited understanding of student culture and experiences 	<p>Documented Evidence</p> <ol style="list-style-type: none"> Differentiated assignments are not available Lesson plans do not show an understanding of how to use graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students Lesson plans do not show evidence of an understanding of student culture and experience

	<ol style="list-style-type: none">4. Multiple data sources are reviewed routinely to inform planning and instruction5. IEPs consist of required components and reflect a thorough review of students' levels of performance based on current progress monitoring data6. Lesson plans show activities, assignments, and projects that demonstrate student awareness of their own strengths and weaknesses through independent learning activities and group projects	<ol style="list-style-type: none">4. Multiple data sources are reviewed routinely to inform planning and instruction5. IEPs consist of required components and reflect some review of students' levels of performance based on current progress monitoring data	<ol style="list-style-type: none">4. Multiple data sources are sometimes used to inform planning and instruction5. IEPs inconsistently consist of the required components and reflect little review of students' levels of performance based on current progress monitoring data	<ol style="list-style-type: none">4. Multiple data sources do not inform planning and instruction5. IEPs do not meet the required components and reflect no review of students' current levels of performance based on current progress monitoring data
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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.</i>	<i>The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.</i>	<i>The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.</i>	<i>The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> Teacher makes fluid, natural adjustments during the course of instruction in response to evidence of student understanding There is evidence that the teacher understands students' interests, readiness, and learning profiles Teacher differentiates by content, process, and product Instruction is characterized by the dynamic use of examples that link to student cultures and shared experiences in instructional activities and teacher student interactions Teacher appropriately uses modified or adapted assessment and instruction material for all students 	Observable Evidence <ol style="list-style-type: none"> Teacher makes adjustments upon review of instruction in response to evidence of student understanding There is evidence that the teacher understands students' interests, readiness, and learning profiles Teacher differentiates by content, process, and product Teacher incorporates students' culture, interests and life events into instructional activities Teacher appropriately uses modified or adapted assessment and instruction material for identified students 	Observable Evidence <ol style="list-style-type: none"> Teacher's differentiation is inconsistent or lacks reasoning for differentiation There is little evidence that the teacher understands students' interests, readiness, and learning profiles Teacher attempts to differentiate by content, process, and product Superficial opportunities to explore students' interests and experiences Teacher inconsistently uses modified or adapted assessment and instruction material for some students 	Observable Evidence <ol style="list-style-type: none"> Teacher does not attempt to differentiate instruction There is no evidence that the teacher understands students' interests, readiness, and learning profiles Teacher does not differentiate by content, process, and product Teacher creates misunderstanding of student backgrounds or does not attempt to incorporate students' interests and experiences Teacher makes little attempt to use modified or adapted assessment and instruction material for all students

	<p>6. Teacher maintains an appropriate balance between whole group, small group, and individualized instruction</p> <p>7. Multiple data sources are reviewed routinely to create flexible grouping of students</p> <p>8. Students work collaboratively and make choices in the learning process that reflect an awareness of their own strengths and interests</p> <p>9. Teachers provide opportunities for identified students to provide input into the development of their IEP and all IEPs are designed to address the student's strengths and educational needs</p>	<p>6. Teacher maintains an appropriate balance between whole group, small group, and individualized instruction</p> <p>7. Students are flexibly grouped based on data</p> <p>8. Students work collaboratively</p> <p>9. Teachers provide instructional activities for identified students that are designed to address the student's strengths and educational needs</p>	<p>6. The teacher's instruction occasionally uses small group or individualized instruction, but is primarily whole group instruction</p> <p>7. Students are flexibly grouped without data to support decision</p> <p>8. Students work collaboratively but are grouped inappropriately</p> <p>9. Teachers inconsistently provide instructional activities for identified students that are designed to address the student's strengths and educational needs</p>	<p>6. The teacher's instruction is characterized by whole group instruction</p> <p>7. Student grouping is random</p> <p>8. Students do not work collaboratively</p> <p>9. Teachers provide instructional activities for identified students that are not designed to address the student's strengths and educational needs</p>
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Domain 2.6

Instruction: **Engages all students in learning activities**

Descriptors:

- Ensures whole-class, small-group, cooperative, and independent work is well organized.
- Ensures students are communicating their understanding using multiple methods differentiated by academic ability and English language proficiency levels.
- Uses a variety of strategies, including lessons incorporating student's background knowledge, cultural experiences, and interests.
- Uses individual and group instructional activities that give students clear expectations and responsibilities.
- Uses lessons and activities that incorporate student participation through presentation, explanation and discussion.
- Uses lessons and activities that build upon authentic and contemporary experiences shared by students.
- Uses instructional activities and lessons that require a variety of learning formats and instructional groupings
- Uses time and pacing in a planned way to ensure that students have the opportunity to become intellectually involved in the lesson and instructional activity.
- Uses a variety of scaffolded techniques to communicate performance expectations and directions for instructional activities.
- Incorporates collaborative instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> 1. Clear rules, procedures and expectations for participating in instructional activities 2. A variety of methods and formats for presenting student work 3. Process for flexible grouping assignments 4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Rubrics that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion 	Documented Evidence <ol style="list-style-type: none"> 1. Clear rules, procedures and expectations for participating in instructional activities 2. A variety of methods and formats for presenting student work 3. Process for flexible grouping assignments 4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Rubrics that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion 	Documented Evidence <ol style="list-style-type: none"> 1. Rules, procedures and expectations for participating in instructional activities lack clarity 2. Little documentation of variety of methods and formats for presenting student work 3. Process for flexible grouping assignments lack clarity 4. Limited information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. Limited documentation that describe expectations for student activities 6. Written description of the instructional tasks involved in the lesson that includes student presentation, feedback and discussion lack clarity 	Documented Evidence <ol style="list-style-type: none"> 1. Rules, procedures and expectations for participating in instructional activities do not exist 2. No documentation for the use of variety of methods and formats for presenting student work 3. No documentation for the use of flexible grouping 4. No information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons 5. No documentation that describe expectations for student activities 6. No documentation of the instructional tasks involved in the lesson includes student presentation, feedback and discussion

	<p>7. Lesson plans include strategies that include students in the design and selection of their learning experiences</p> <p>8. Written protocols for participation in individual and group activities</p>			
	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
<p>Examples of Observable Evidence:</p> <p>What the evaluator sees the students and teacher say and do</p>	<p>Observable Evidence</p> <ol style="list-style-type: none"> Students are involved in creating the rules, essential agreements, procedures, and expectations for participating in instructional activities Sufficient wait time is provided for student responses Teacher effectively uses strategies to prevent student disengagement and maintains student involvement in instructional activities 	<p>Observable Evidence</p> <ol style="list-style-type: none"> Students are able to express the rules, essential agreements, procedures, and expectations for participating in instructional activities Sufficient wait time is provided for student responses Teacher effectively uses strategies to re-engage/redirect distracted students 	<p>Observable Evidence</p> <ol style="list-style-type: none"> There are some questions that the students know and are able to express the rules, procedures, and expectations for participating in instructional activities Teacher sometimes does not allow for sufficient wait time for student responses Teacher does not always effectively use strategies to re-engage/redirect distracted students 	<p>Observable Evidence</p> <ol style="list-style-type: none"> Students do not understand and are not able to express the rules, procedures, and expectations for participating in instructional activities Sufficient wait time is not provided for student responses Students are disengaged and strategies to re-engage/redirect distracted students are not effective

	<p>4. The pacing of the lesson motivates student participation and facilitates and sustains high levels of engagement</p> <p>5. Students appropriately select and effectively use a variety of methods and formats for presenting student work</p> <p>6. Provides students with frequent opportunities for interaction and student led discussion</p> <p>7. Student backgrounds, experience and interests are used to create interest and engagement in instructional activities</p> <p>8. Students help to create and are able to articulate and demonstrate the written protocols for participation in group activities</p>	<p>4. The pacing of the lesson is appropriate and adjustable</p> <p>5. Teacher directs and enables students to use a variety of methods and formats for presenting student work</p> <p>6. Provides students with frequent opportunities for interaction and discussion</p> <p>7. Student backgrounds, experience and interests are used to create interested and engagement in instructional activities</p> <p>8. Students are able to articulate and demonstrate the written protocols for participation in group activities</p>	<p>4. The pacing of the lesson does not consistently sustain student engagement and the teacher does not always make necessary adjustments</p> <p>5. Teacher directs and students use limited methods and formats for presenting student work e.g. the same response and formats are observed over repeated lessons</p> <p>6. Provides students with infrequent opportunities for interaction and discussion</p> <p>7. Student backgrounds, experience and interests are rarely used to create interest and engagement in instructional activities</p> <p>8. Students are not consistently able to articulate and demonstrate the written protocols for participation in group activities</p>	<p>4. The pacing of the lesson is not appropriate and the teacher does not make necessary adjustments</p> <p>5. Student responses reflect whole group instruction with little discussion e.g. written assignments, question and answer</p> <p>6. Does not provides students with opportunities for interaction and discussion</p> <p>7. Student backgrounds, experience and interests are not used to create interest and engagement in instructional activities</p> <p>8. Students are not able to articulate and demonstrate the written protocols for participation in group activities</p>
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	<p>9. The teacher engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students</p> <p>10. Teacher provides frequent opportunities for student interaction and discussion, e.g., to partner, to share think, discuss and write about the work followed by whole class sharing and discussion</p> <p>11. Regularly checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p>	<p>9. The teacher engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students</p> <p>10. Teacher provides students with frequent opportunities for interaction and discussion; e.g., to partner, to share think, discuss and write about the work followed by whole class sharing and discussion</p> <p>11. Frequently checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p>	<p>9. The teacher rarely engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students</p> <p>10. Instruction characterized by infrequent opportunities for interaction and discussion, e.g., the teacher invites students to respond directly to one another's ideas, but few students respond, the teacher calls on many students, but only a small number actually participate in the discussion, student engagement with the content is largely passive; the learning consists primarily of facts or procedures</p> <p>11. Infrequent checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p>	<p>9. The teacher does not engage students</p> <p>10. Does not provide opportunities for frequent opportunities for interaction and discussion</p> <p>11. Does not check for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p>
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	<p>12. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>13. All students are actively engaged in the learning</p> <p>14. Creates learning activities that enables students to extend their knowledge to the real world</p> <p>15. Students are involved in the design and selection of instructional activities</p> <p>16. The teacher has created a community of learners in which all students are affirmed and celebrated and adults and students interact in a respectful manner</p>	<p>12. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>13. All students are actively engaged in the learning</p> <p>14. Teacher draws upon students real world experiences</p>	<p>12. Insufficient materials and resources support the learning goals and are not intellectually rigorous</p> <p>13. All students are not actively engaged in the learning</p>	<p>12. Materials and resources do not support the learning goals</p> <p>13. Students have little or no engagement in the learning activity</p>
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Domain 2.7

Instruction:

Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice

Descriptors:

- Instruction allows for students to demonstrate proficiency and mastery of learning standards in independent and interdependent group problem solving.
- Repeated opportunities to apply the use of new concepts and skills in real world problem solving activities.
- Learning includes cooperative whole group and small group instructional conversations that have a clear academic goal, develop students' academic language, foster critical thinking and an awareness and appreciation for different perspectives.
- Instruction challenges students' beliefs and creative processes.
- Teacher facilitates instruction while monitoring and assisting student understanding through active engagement in instructional activity.
- Teacher uses activities that allow students to create a joint product while assuming individual responsibility for their own learning.
- Essential questions and ideas are formulated and addressed in instructional activities.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.</i>	<i>Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.</i>	<i>Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>	<i>Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> 1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on teacher facilitated learning processes as well as delivery of content 3. Instructional activity documents focus on the process for learning 4. Planning and documents show the intentional awarding of responsibility for learning to students and includes projects, presentations to document the participation and involvement of students 	Documented Evidence <ol style="list-style-type: none"> 1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on teacher facilitated learning processes as well as delivery of content 3. Instructional activity documents focus on the process for learning 4. Critical thinking and problem solving strategies are evident in room postings and instructional objectives 	Documented Evidence <ol style="list-style-type: none"> 1. Teacher planning documents, instructional activities, and student work artifacts show inconsistency in variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on inconsistent use of teacher facilitated learning processes 3. Instructional activity documents focus inconsistently on the process for learning 	Documented Evidence <ol style="list-style-type: none"> 1. Teacher planning documents, instructional activities, and student work artifacts show little to no variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery 2. Plans focus on delivery of content rather than learning processes 3. Instructional activity documents focus on recall of facts and ideas

	5. Critical thinking and problem solving strategies are evident in room postings and instructional objectives			
	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.</i>	<i>Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.</i>	<i>Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>	<i>Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills Students use content as a means of developing information and problem solving skills Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 	Observable Evidence <ol style="list-style-type: none"> Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills Students use content as a means of developing information and problem solving skills Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 	Observable Evidence <ol style="list-style-type: none"> Instructional activities inconsistently focus on students actively involved in constructing knowledge and developing problem solving skills The learning of facts and ideas is often the purpose of content instruction Some instructional activities are student centered, focusing on each student's interests, abilities, and learning styles 	Observable Evidence <ol style="list-style-type: none"> Students are not involved in constructing knowledge or developing problem solving skills The learning of facts and ideas is the purpose of content instruction Instruction is teacher centered students take a passive, receptive role, teacher chooses what the students will learn, how the students will learn, and how the students will be assessed on their learning

	<p>4. Students extensively research and use resources beyond the classroom and the school</p> <p>5. Individualized instruction targeting the specific needs of students is evidenced through the use of multiple data sources</p> <p>6. Teacher explicitly incorporates discussion that consistently stimulates student inquiry and challenges students to question prior learning, beliefs, and experiences</p> <p>7. Teacher asks open-ended questions intended to provoke feedback for student self-reflection and assessment</p> <p>8. Instructional activities acknowledge student voice as central to the learning experience where students choose what they will learn, how they will learn, and how they will assess their own learning</p>	<p>4. Students often research and use resources beyond the classroom and the school</p> <p>5. Individualized instruction targets the specific needs of students is evidenced through the use of multiple data sources</p> <p>6. Teacher explicitly incorporates discussion that stimulates student inquiry and challenges students to question prior learning, beliefs, and experiences</p>	<p>4. Students inconsistently research and use resources beyond the classroom and the school</p> <p>5. Individualized instruction inconsistently targets the specific needs of students is evidenced through the use of multiple data sources</p> <p>6. Teacher inconsistently uses discussion that stimulates student inquiry and challenges students to question prior learning, beliefs, and experiences</p>	<p>4. Students do not research and use resources beyond the classroom and the school</p> <p>5. There is no individualized instruction</p> <p>6. Teacher does not use discussion that stimulates student inquiry and challenges students to question prior learning, beliefs, and experiences</p>
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Domain 2.8

Assessment:

Assesses student learning and uses assessment data to adjust instructional practices for student success

Descriptors:

- Uses both formative and summative assessments in the instructional process that are differentiated by cognitive and English language proficiency levels.
- Prepares students for both formative and summative assessments by using a variety of scaffolding and differentiation strategies.
- Uses multiple assessment strategies (including authentic assessments) to determine student understanding and mastery of instructional content
- Uses a combination of formative, summative, and standardized assessment data to develop lessons of appropriate content and rigor.
- Uses assessment data to optimize instructional scope, sequencing and pacing.
- Collects data about student learning from a variety of sources including assessment results, student feedback, and student work.
- Develops and uses assessment data to determine and distinguish between student growth and student achievement.
- Develops and uses assessment data that addresses factual knowledge, conceptual knowledge, critical thinking, and language development.
- Uses assessment data to determine the effectiveness of instructional modifications and accommodations for students with IEP's and limited language proficiency.
- Uses differentiated questioning and response techniques for a dynamic assessment process integrated into instructional activities.
- Teacher informs students of the various ways that their learning will be assessed and makes them aware of desired performance standards.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.</i>	<i>Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.</i>	<i>Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.</i>	<i>Little or no evidence that the teacher understands and uses methods of formative and summative assessments.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence 1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion based assessment data, curriculum based assessments, locally developed assessments, text assessments, and teacher developed assessments 2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	Documented Evidence 1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion based assessment data, curriculum based assessments, locally developed assessments, text assessments, and teacher developed assessments 2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	Documented Evidence 1. Incomplete records of summative assessments 2. Plans and instructional activities show inconsistent use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	Documented Evidence 1. No records of summative assessments 2. Plans and instructional activities show no use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content

	<p>3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p>	<p>3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p>	<p>3. Student portfolios and class instructional planning documents include assessment data that is inconsistently used as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives include the limited collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include an incomplete array formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p>	<p>3. Student portfolios and class instructional planning documents do not include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives do not include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts do not include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p>
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	<p>6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standard</p> <p>7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem solving skills</p> <p>8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations</p> <p>9. Artifacts of student managed assessment portfolios</p>	<p>6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p> <p>7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem solving skills</p> <p>8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations</p>	<p>6. Student portfolios and progress records include insufficient documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p> <p>7. Records reflect an incomplete assessment of instructional objectives and curriculum standards</p> <p>8. There are a limited number of classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explains the relationship of these measure to performance expectations</p>	<p>6. Student portfolios and progress records include no documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p> <p>7. Records reflect no assessment of instructional objectives and curriculum standards</p> <p>8. There are no classroom artifacts and posted materials to help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc.</p>
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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.</i>	<i>Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.</i>	<i>Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.</i>	<i>Little or no evidence that the teacher understands and uses methods of formative and summative assessments.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> 1. The teacher explains to students clear criteria for assessing student work 2. Assessment methodologies are adapted for individual students as the need arises 3. The use of formative assessment is used at regular intervals during the course of instruction 4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction 	Observable Evidence <ol style="list-style-type: none"> 1. The teacher explains to students clear criteria for assessing student work 2. Assessment methodologies are adapted for individual students as the need arises 3. The use of formative assessment is used at regular intervals during the course of instruction 4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction 	Observable Evidence <ol style="list-style-type: none"> 1. The teacher is not clear about the criteria for assessing student work 2. Assessment methodologies are rarely adapted for groups of students 3. The use of formative assessment is not used effectively 4. The alignment of assessments with learning outcomes is not clearly explained by the teacher during the course of instruction 	Observable Evidence <ol style="list-style-type: none"> 1. The teacher does not explain criteria for assessing student work 2. Assessment methodologies are not adapted for groups of students 3. There is no use of formative assessments 4. The teacher does not explain the alignment of assessments with learning outcomes during the course of instruction

	<p>5. Instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content</p> <p>6. Instructional activities include the use of questioning in a very purposeful way and the teacher adjusts lesson delivery to ensure students understand content and instructional activity</p> <p>7. Information from formative assessments is provided to students so that they can assume ownership of their learning</p> <p>8. Instructional activities include student participation in assessment development</p>	<p>5. Instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content</p> <p>6. Instructional activities include the use of questioning in a very purposeful way and the teacher adjusts lesson delivery to ensure students understand content and instructional activity</p>	<p>5. Instructional activities include limited response modalities</p> <p>6. Instructional activities include limited use of questioning in a very purposeful way and the teacher does not always adjust lesson delivery to ensure students understand content and instructional activity</p>	<p>5. There is no differentiation in assessment activities</p> <p>6. Instructional activities do not include the use of questioning in a very purposeful way and adjusts lesson delivery to ensure students understand content and instructional activity</p>
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