

Teaching and Learning Standards and Indicators (Proficiency)

Standards and Objectives	Motivating Students	Presenting Instructional Content	Lesson Structure and Pacing	Activities and Materials
- Learning objectives and state content standards are communicated. - Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. - Sub-objectives are aligned to the lesson's major objective. - Learning objectives are connected to what students have previously learned. - Expectations for students performance are clear. - State standards are displayed. - There is evidence that students are progressing or demonstrating mastery of the objective(s).	- The teacher organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. - The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. - The teacher regularly reinforces and rewards effort.	Presentation of content consistently includes: - visuals that establish the purpose of the lesson, overview the organization of the lesson, and include internal summaries of the lesson; - Examples, illustrations, analogies, and labels for new concepts and ideas; - Modeling by the teacher to demonstrate his or her performance expectations; - Criteria that clarifies how students can be successful; - Concise communication; - Logical sequencing and segmenting; - All essential information; - No irrelevant, confusing, or nonessential information.	- The lesson starts promptly. - The lessons' structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. - Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. - Routines for distributing materials are efficient. - Little instructional time is lost during transitions.	Activities and materials include a majority of the following: <i>Content:</i> - support the lesson objectives; - are challenging; - elicit a variety of thinking; - provide time for reflection; - are relevant to students' lives; <i>Student-centered:</i> - sustain students' attention; - provide opportunities for student-to-student interaction; - evoke student curiosity and suspense; - provide students with choices; <i>Multiple materials:</i> - incorporate multimedia and technology; and - incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
Questioning	Academic Feedback	Grouping Students	Teacher Content Knowledge	Teacher Knowledge of Students
- Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: - Knowledge and comprehension, - Application and analysis; and - Creation and evaluation - Questions are purposeful and coherent. - The frequency of questions engages with attention to the instructional goals. - Wait time (3-5 seconds) is provided. - Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). - The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.	- Oral and written feedback is academically focused, frequent, and high quality. - Feedback is given during guided practice and review of independent work assignments. - The teacher circulates during instructional activities to support engagement and monitor student work. - Feedback from students is used to monitor and adjust instruction.	- The instructional grouping arrangements (whole class, small groups, pairs, or individual) heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. - Teacher sets expectations that are understood by students. - In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. - Students participating in groups are held accountable for group work and individual work. - Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson. - Instructional groups facilitate opportunities for students to set goal, reflect on, and evaluate their learning.	- Teacher displays accurate content knowledge and understanding both of state standards and instructional materials, including their curriculum, for all subjects they teach. - Teacher implements subject-specific instructional strategies to enhance student content knowledge. - Teacher highlights key concepts and ideas and uses them as a basis to connect other powerful ideas.	- Teacher practices display understanding of students' anticipated learning abilities and challenges. - Teacher practices incorporate student interests, backgrounds, and cultures. - Teacher provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.

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Thinking	Problem Solving	Instructional Plans	Student Work	Assessment
The teacher engages students in multiple types of thinking: - Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; - Practical thinking where students use, apply, and implement what they learn in real-life scenarios; - Creative thinking, where students create, design, imagine, and suppose; and - Research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher and students: - Generate a variety of ideas and alternatives; and - Analyze problems from multiple perspectives and viewpoints	The teacher uses and/or engages students in some of the following problem-solving types: - Abstraction - Categorization - Drawing conclusions/justifying solutions - Predicting outcomes - Observing and experimenting - Improving solutions - Identifying relevant/irrelevant information - Generating ideas - Creating and designing	Instructional plans include: - Objectives aligned to state standards and aligned curriculum, both in content and in rigor - Activities, materials, and assessments that: - Are aligned to state standards; content, including curriculum; - Are sequenced and scaffolded based on student need; - Build on prior student knowledge; and - Provide appropriate time for student work and lesson closure - Evidence that the plan is appropriate for the age, knowledge, and interests of learners; and - Evidence that the plan provides opportunities to accommodate individual student needs.	Assignments are: - Aligned to the rigor and depth of the standards and curriculum content. - Aligned to the lesson's objective and include descriptions of assessment results will inform future instruction. - Assignments require students to: - Interpret information rather than reproduce it; - Draw conclusions and support them through writing; and - Connect what they are learning to prior learning and life experiences.	Assessments: - Are aligned with the depth and rigor of the state standards and content, including curriculum resources; - Are designed to provide feedback on progress against objectives; - Use a variety of question types and formats to gauge student learning and problem-solving; - Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice); - Require written responses as appropriate; and - Include performance checks and student reflection on performance throughout the school year.
Expectations	Engaging Students	Environment		
- Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where all students can experience success. - Students complete their work according to teacher expectations.	- Students are mostly engaged in behaviors that optimize learning and increase time on task. - Teacher establishes rules for learning and behavior. - Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. - Teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. - Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	The classroom: - Welcomes all students and guests. - Is organized to promote learning for all students. - Has supplies, equipment, and resources accessible to provide equitable opportunities for students. - Displays current student work. - Is arranged to promote individual and group learning.		
		Respectful Culture		
		- Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. - Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs - Teacher is receptive to the interests and opinions of students.		