

Teaching and Learning Standards and Indicators (Proficiency)

Standards and Objectives	Motivating Students	Presenting instructional Content	Lesson Structure and Pacing	Activities and Materials	
<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> support the lesson objectives; are challenging; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; <i>Student-centered:</i> <ul style="list-style-type: none"> sustain students' attention; provide opportunities for student-to-student interaction; evoke student curiosity and suspense; provide students with choices; <i>Multiple materials:</i> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>The teacher engages students in multiple types of thinking:</p> <ul style="list-style-type: none"> 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. <p>The teacher and students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives; and Analyze problems from multiple perspectives and viewpoints 	<p>The teacher uses and/or engages students in some of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing conclusions/justifying solutions Predicting outcomes Observing and experimenting Improving solutions Identifying relevant/irrelevant information Generating ideas Creating and designing 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Objectives aligned to state standards and aligned curriculum, both in content and in rigor Activities, materials, and assessments that: <ul style="list-style-type: none"> Are aligned to state standards; content, including curriculum; and success criteria; 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. 	<p>Assignments are:</p> <ul style="list-style-type: none"> 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. <p>Assignments require students to:</p> <ul style="list-style-type: none"> 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. 	<p>Assessments:</p> <ul style="list-style-type: none"> 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		Respectful Culture
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The classroom:</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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.