Denver Public Schools

Framework for Effective Teaching Evidence Guide

Version 3.1: 2011–2012

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-1:** Demonstrates knowledge of, interest in, and respect for **students' communities and cultures***			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• No evidence of student culture, community, or background experience is represented in the classroom. • No evidence of culturally responsive teaching observed. • Teacher discourages use of students' home languages (not applicable during English language instruction periods or ELA-S classrooms). • Teacher does not demonstrate understanding of differences between home and school cultures; or insists on students' assimilation to school culture without support or respect for home cultures. • Notion of difference is dismissed.	• Teacher demonstrates some interest in and awareness of students, their cultures, communities, and/or their background experiences. • Some evidence of culturally responsive teaching is represented in the classroom and instruction. • Teacher may suggest or allow use of students' home languages to clarify understanding (not applicable in ELA-S classrooms). • Teacher acknowledges differences between home and school cultures and languages, but may not support students' transitions.	• Teacher demonstrates knowledge of and interest in students, their cultures, communities, and/or their background experiences. • Teacher uses culturally responsive teaching by integrating students' cultures into classroom and instruction as seen in tasks, discussions, interventions, on walls, materials, etc. • Teacher encourages use of students' home languages to clarify and enhance understanding (not applicable in ELA-S classrooms). • Teacher facilitates students' transitions between home and school cultures and languages.	*In addition to "Effective":* • Teacher actively solicits student engagement around culture and diversity when applicable. • Teacher provides activities and opportunities for students to share and apply their cultural perspectives. • Teacher uses students' home languages to clarify and enhance understanding (not applicable in ELA-S classrooms).
	Effective examples of culturally responsive teaching that connects students' backgrounds to learning include: • Representing a broad spectrum of cultures, including multiple ethnicities, languages, and/or genders. • Using multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. • Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome. • Having representations of student cultures or personal experiences visible in classroom environment. • Building bridges from students' experiences and cultural knowledge to academic content. • Recognizing that there are multiple ways to perceive reality; presenting and respecting these alternate perspectives, particularly those of society's non-dominant and underprivileged groups. • Allowing cooperative learning, storytelling, and diverse forms of expression and code-switching as part of students' participation. • Referring to representations from studied disciplines, as well as role models who are from students' cultures and/or non-dominant cultures. • Providing access to materials that support their learning and honor home language(s). • Intentionally demonstrating belief of not being "color blind," as teacher recognizes students and their cultural backgrounds.			

*"Culture" is defined as a set of shared attitudes, values, goals, and practices that characterize groups. These groups are defined racially, ethnically, linguistically, as well as by ages, styles, interests, and other attributes.

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-1:** Demonstrates knowledge of, interest in, and respect for **students' communities and cultures***			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	Examples would include: • Little to no evidence is evident of students making connections between curriculum, lesson objectives, and their personal experiences. • Students are observed being discouraged from using native languages to better understand learning (in non-ELA-S classrooms). • Students' attempts to raise culture and diversity issues are dismissed or ignored altogether. • Cultural items brought to class by students are not valued.		Effective examples may include: • Students may be overheard making connections between curriculum, lesson objectives, and their personal experiences. • Students observed using native languages to better understand learning (in non-ELA-S classrooms). • Students raise culture and diversity issues in classroom. • Students bring cultural items to class to connect to learning or curriculum.	

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Domain	LEARNING ENVIRONMENT			
Expectation	POSITIVE CLASSROOM CULTURE AND CLIMATE			
Indicator	**LE-2:** Fosters a **supportive and respectful learning environment** among students			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not acknowledge student successes during class. • Little or no enthusiasm or energy exists between teacher and students. • Teacher discourages learning-focused student interaction and collaboration. • Teacher discourages student input unless explicitly requested. • Teacher does not check for understanding of process and completion of tasks; subsequently, students may be scolded for struggling with task completion.	• Teacher occasionally acknowledges student successes, pointing out one or two students' successes. • Teacher's interactions with students may be positive (e.g., include praise, compliments), but are occasional; some energy and enthusiasm is observed between teacher and students. • Teacher permits learning-focused student interaction and collaboration. • Teacher accepts student input, but may rush or be dismissive about it. • Teacher reactively checks for understanding of process and completion of tasks (e.g., after several students ask for clarification, when notices many students struggling).	• Teacher consistently acknowledges student successes throughout class time. • Teacher models encouragement, and energy and enthusiasm are observed in teacher-student interactions. • Teacher facilitates learning-focused student interaction and collaboration. • Teacher values student input. • Teacher proactively checks for understanding on process and completion of tasks.	*In addition to "Effective":* • Teacher encourages students to recognize their own and others' successes in class. • Teacher encourages learning-focused student interaction and teaches students how to work together most effectively. • Teacher has structures in place for students to support each other regarding process and completion of tasks.
Student Behaviors	Examples would include: • Students display lack of respect for each other or teacher (e.g., talking over or ignoring each other). • Students do not help each other, are observed offering help only to certain students (cliques are evident), or display negative affect towards each other (e.g., making faces, disrespectful comments). • In groups, students may show resistance to working with each other or show inability to collaborate constructively. • Little positive affect is observed among students, as observed by students criticizing each other in non-constructive manners.		Effective examples may include: • Students respect each other and teacher during discussions through listening and respectful responses. • Students offer peer support as appropriate (e.g., tasks, with instructions, using materials.). • In group work, students work cooperatively with group members. • Positive affect is observed among students as observed in laughing, smiling, giving praise, etc. • Students demonstrate comfort in constructively and appropriately challenging ideas of other students or their teacher as part of content discussions.	

Domain	LEARNING ENVIRONMENT			
Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-3: Motivates students to learn**, take academic risks, and demonstrate classroom leadership			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher allows some students to disengage from lessons, while others participate. • Teacher discourages students from trying something other than focus strategies from lessons or curriculum. • Teacher may suggest that intelligence is fixed (i.e., students cannot succeed or excel at skills or tasks); does not emphasize that student effort is path to achievement. • Teacher provides few or no opportunities for students to make decisions and be leaders.	• Teacher engages most students throughout lessons, though a few students may be allowed to disengage. • Teacher encourages some students to try strategies to see if they lead to success and/or learning. • Teacher sometimes communicates that student effort is path to achievement (e.g., praises efforts or provides feedback on efforts), but with other students, he or she sometimes suggests intelligence is fixed (i.e., students cannot succeed or excel at skills or tasks). • Teacher provides some opportunities for students to make decisions and be leaders.	• Teacher engages students throughout lessons by developing a variety of ways to integrate students' listening, speaking, reading, and writing skills. • Teacher uses motivating activities (e.g., cheers, songs, chants, offering choices, tracking goals, friendly competition, real-world relevancy, specific praise). • Teacher encourages many students to try strategies to see if they lead to success and/or learning. • Teacher motivates many students to engage in real-world issues and solve authentic problems. • Teacher communicates and reinforces that student effort is path to achievement (e.g., praises efforts, provides feedback on efforts); encourage students to do their best. • Teacher provides several opportunities for students to make decisions and be leaders (e.g., class jobs, discussion or group leaders).	• Teacher motivates all students to pursue their own educational curiosities. • Teacher motivates all students to engage in real-world issues and solve authentic problems. • Teacher engages with students as a learner by sharing and encouraging their curiosities and promoting academic risk-taking. • Teacher reminds students of past challenges students have faced and overcome, pointing to students' self-efficacy. • Teacher provides many opportunities for students to make decisions and be leaders.

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Expectation	**POSITIVE CLASSROOM CULTURE AND CLIMATE**			
Indicator	**LE-3: Motivates students to learn**, take academic risks, and demonstrate classroom leadership			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Some (25–50%) students wait for support without working. • About half or less (~ 50%) of students are working. • Some (26–50%) students refuse to participate in lessons. • Students do not persevere with tasks and may be observed being unsupportive of peers because of perceived abilities or performance levels, etc. • Students do not speak up and display clear fear of looking foolish. • Students' body language suggests few indicators of engagement (see examples under "Effective"). • Students depend on teacher for all learning. • Students are observed giving up when solving problems, not monitoring their approaches and/or relying on teacher to see if answers are correct. • Students are generally observed playing more passive roles in class, as teacher is the only or main leader.	• Most (~75%) students begin working immediately after tasks are assigned; some may struggle with tasks, but they make effort and may use tools available. • Most (~ 75%) students are working. • Few (25% or less), if any, students refuse to participate in lessons. • Students may be observed giving up easily when struggling with tasks and/or being unsupportive of peers because of perceived abilities or performance levels, etc. • Students display hesitation and uncertainty when they speak up due to fear of looking foolish. • Students' body language suggests some indicators of keen engagement (see examples under "Effective"). • Students may demonstrate some independent learning, but still rely on teacher for resources and/or direction. • Students may be observed persevering in solving problems, though they may not monitor their approaches or ask themselves if problems/solutions make sense (may not check or will ask teacher if correct). • Some students take active roles in class through class jobs, making choices, and/or expressing opinions during lessons.	• Almost all (>75%) students begin working immediately after tasks are assigned and continue on tasks throughout work time. • Almost all (>75%) students are visibly, actively working. • Almost none, if any, students are observed refusing to participate in lessons, as evidenced by students' responding to questions, talking to one another about work, and completing tasks. • Students encourage each other to work hard because it is established that hard work leads to success. • Students display willingness to speak up without fear of looking foolish (e.g., volunteer to share work on board, read aloud, offer suggestions). • Students' body language suggests keen engagement (e.g., eyes focused, on edge of chairs, excited movements, focused on work, heads turn quickly to look at speaker(s)). • Students demonstrate independence as self-directed learners who seek and use resources. • Students are observed persevering in solving problems, changing their approaches as needed and continually asking themselves if problems/solutions make sense. • Students maintain awareness of processes for solving problems while still attending to details; students continually evaluate reasonableness of results. • Students are observed taking active roles in class through class jobs, facilitating academic discussions, making choices, and/or expressing opinions.	*In addition to "Effective":* • Students are observed motivating and reminding each other to learn, take risks, and exercise classroom leadership. • Students are observed pursuing their own strategies and ideas. • Students are observed supporting each other to persevere in solving problems and continually asking themselves if better approaches exist. • Students are observed encouraging each other to work harder and persevere because it is established that hard work leads to success.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-4:** Implements **high, clear expectations for student behavior** and responds appropriately			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's expectations for student behavior are inconsistent and/or low from student to student; may be evidenced by ignoring misbehavior. • Teacher frequently cajoles students to participate, as apathy or passive disengagement is evident among students (i.e., students are not acting out but are not cognitively engaged in instruction); or, teacher ignores disengaged students. • Teacher often stops instruction to address misbehavior and/or it takes multiple attempts, often to no avail. • Instances of misbehavior, especially repeated ones, are ignored when should be addressed. • Teacher's responses to misbehavior are ineffective and unfair from student to student and do not respect students' dignity.	• Teacher's expectations for student behavior are mostly consistent from student to student, though may be lower for some students; may be evidenced by ignoring some students' misbehavior. • Teacher asks for participation multiple times, as students are passively disengaged; or may ignore disengaged students and focus on other students. • Teacher sometimes stops instruction to address misbehavior; it may take a while or repeated attempts. • Instances of misbehavior, especially repeated ones, are sometimes ignored when should be addressed. • Teacher's responses to misbehavior are sometimes ineffective and/or unfair from student to student; responses are mainly reactive, but effort is made to respect students' dignity.	• Teacher communicates high behavior expectations for all students and holds all students accountable. • Teacher continuously works to keep students engaged. • Teacher rarely needs to stop instruction to address misbehavior, or when necessary, handles it quickly and resumes instruction. • Instances of misbehavior, especially repeated ones, are addressed, not ignored. • Teacher's responses to misbehavior are effective and fair from student to student; responses are proactive and respect students' dignity. • Teacher's attitude communicates warmth and love, as well as a non-negotiable demand for student effort and mutual respect.	• Teacher holds high behavior expectations and holds all students accountable, which may not be seen because of embedded systems and expectations. • Teacher almost never stops instruction to address misbehavior, or when necessary, handles it swiftly and seamlessly without interrupting instruction.
Student Behaviors	• Students' misbehavior consistently detracts from others' learning. • Students may be behaviorally engaged, but not cognitively; allowed to passively disengage. • Several students may exhibit inappropriate behavior (e.g., leaving classroom without permission; passing notes; pushing, fighting; taking excessively long to complete routine tasks; using unauthorized devices; throwing objects).	• Students' misbehavior sometimes detracts from others' learning. • Students are often behaviorally and cognitively engaged, though some students may be allowed to passively disengage cognitively. • A few students may exhibit inappropriate behavior.	• Students' misbehavior rarely detracts from others' learning. • Students are behaviorally and cognitively engaged nearly all the time. • Almost no students exhibit inappropriate behavior.	• Students self-manage their and others' behavior. • Students' misbehavior does not detract from lessons.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-5:** Classroom **resources and space** reflect and promote students and their learning			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	**Classroom Arrangement** • Classroom is not arranged to facilitate learning for lesson objective(s). • Tools and resources may not be accessible to students, hindering learning. Flexible arrangement of space to facilitate collaborative or independent learning is not observed. **Student Work** • Outdated or less relevant student work is either posted in classroom or not evident in student materials (e.g., notebooks, journals, notes). • Student work, posters, and artifacts do not celebrate students; student-created resources are minimal. **Academic Tools** • Academic tools, including digital tools and resources, are evident in classroom, **but** teacher and students rarely refer to these resources as part of instruction or independent work time. • Academic tools may not be appropriate for lessons and language objective(s).	**Classroom Arrangement** • Classroom is partially arranged to facilitate learning for lesson objective(s). • Teacher arranges classroom for learning opportunities, including collaborative and/or independent learning, though learning may be hindered by organization of space or limited access to tools or resources. **Student Work** • Student work is evident in classroom, both on the walls and in student materials (e.g., writing notebooks, science journals, reflection notes). • Student work, posters, and artifacts celebrate students and have some student-created resources. **Academic Tools** • Academic tools, including digital tools and resources, are evident in classroom. Teacher and students sometimes use or refer to these resources as part of instruction or work time, though some missed opportunities to use them may be observed. • Materials and tools are related to lessons and, if appropriate, language objective(s).	**Classroom Arrangement** • Classroom is set up to facilitate learning for lesson objective(s). • Teacher arranges classroom for differentiated learning opportunities, including both collaborative and independent learning, ensuring access to tools and resources. Teacher modifies space to meet needs. **Student Work** • Current, relevant, and proficient student work is evident throughout classroom, both on the walls and in student materials (e.g., notebooks, journals, notes). Posted exemplars demonstrate proficient and advanced work. • Grade-level, kid-friendly metrics (e.g., rubrics, anchor charts, attribute charts) are visible to assess students' performance and accompany posted student work. • Student work, posters, and artifacts celebrate students, and, as appropriate, have student-created resources. **Academic Tools** • Academic tools (e.g., math manipulatives, posters, artifacts, lab equipment, graphing calculators, other digital tools and resources) are evident in classroom. As appropriate, teacher and students regularly use and refer to these resources as part of teaching or work time. • Materials and tools are related to lessons and, if appropriate, language objective(s) and significantly enhance understanding.	*In addition to "Effective":* **Classroom Arrangement** • Teacher and students modify space to meet needs of lesson objective(s). • Teacher arranges classroom to allow students to easily move and use appropriate tools and resources in collaborative and independent ways. **Student Work** • Posted exemplars demonstrate proficient and advanced work **and** specify **why** work is proficient, or teacher defines what proficient would look like, if using non-proficient examples. **Academic Tools** • Teacher explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines. • Academic tools are differentiated for students' use.

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Indicator	**LE-5:** Classroom **resources and space** reflect and promote students and their learning			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Students are unclear about how to use materials to support learning. • Students do not know how to use materials appropriately.	• Several students use classroom materials or resources to support learning when appropriate. • Students are clear about how to use materials to support learning. • Some, but not all students, access available materials as needed.	• Most students use classroom materials or resources to support learning when appropriate. • Students are clear about how to use materials to support learning. • Students can access materials as needed to facilitate independent or team learning. • Student work is well-represented in a variety of formats, including digital media (e.g., audio, video, multimedia, Web-based).	• Students understand how best to use classroom spaces and resources in ways that are appropriate to lesson activities, without relying solely on teacher direction. • Students are exposed to and can reflect on examples of proficient or advanced work or what defines proficient or advanced.

Domain	LEARNING ENVIRONMENT			
Expectation	**EFFECTIVE CLASSROOM MANAGEMENT**			
Indicator	**LE-6:** Manages **students, transitions and resources** effectively			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Rituals and routines are used inconsistently or not at all or are inefficient, so transitions and handling of resources result in loss of learning time. • Rituals and routines, if in place, are not clear to students. • No clear schedule for day or lessons is evident.	• Rituals and routines often make transitions and handling of resources efficient but sometimes result in loss of learning time. • Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines. • Schedule for day is evident, but it may not be obvious or updated.	• Rituals and routines make transitions and handling of resources highly efficient and do not result in loss of learning time. • Rituals and routines are a way of life in the classroom and are embedded in learning. • Clear schedule for day or lesson is displayed.	*In addition to "Effective":* • Students may regularly handle resources and duties (e.g., organizing and maintaining class library or equipment, manipulatives, tools), which does not result in loss of learning time. • Teacher provides minimal management or reminders to handle groups, transitions, and resources because students have internalized related routines and rituals.
Student Behaviors	• Students are not familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students are not familiar with lesson processes as evidenced by broad confusion and transitions that last more than 1 minute, and many students engaging in off-task behaviors.	• Students are familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students are familiar with lesson processes (see examples in "Effective"), but they may not adhere to these transitions, as evidenced by some confusion, transitions that last about 1 minute, and/or some students engaging in off-task behaviors.	• Students are familiar with classroom routines and rituals (e.g., what to do when they enter classroom, need to use restroom, find resources, sharpen pencils). • Students organize and maintain classroom resources (e.g. library, math manipulatives, digital tools, resources). • Students move seamlessly through lesson processes (e.g., how lessons begin and end, how to move from whole group to independent or group work), as evidenced by minimal confusion, transitions that last less than 1 minute, and few students engaging in off-task behavior.	*In addition to "Effective":* • Students self-manage lesson processes based on teacher-established routines or protocols . • Students, as part of a community of learners, remind each other of routines and rituals to manage groups, transitions, and resources.

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-1:** Clearly communicates the **standards-based learning objective(s)** for the lesson, connecting to **larger rationale(s)**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Standards-based lesson objective(s) are not evident or clear, or objective(s) are not aligned to standards. Agenda may be used in place of objective(s). • Teacher makes statements that connect lesson skills and objective(s) to assessments and/or grades, but does not connect them to discipline's big ideas, unit goals, standards, or real-world situations; or teacher does not provide purposes or context for lesson skills or objective(s). • Activities may be more the lesson focus than objective(s), if any are given.	• Teacher may post standards-based lesson and language objective(s) and may refer to objective(s) at the beginning of lessons, but does not make connections to objective(s) throughout lessons or when closing lessons to reflect on and assess learning. • Teacher may or may not make statements that connect lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. If done, connections may not be clear or in kid-friendly language. • Activities may be more the lesson focus than objective(s), or evidence suggests that students understand activities more than objective(s).	• Teacher posts standards-based lesson and language objective(s) and/or clearly communicates to students lesson objective(s) and refers to objective(s) throughout lessons. [If not posted, observers can easily tell what objective(s) is (e.g., written in student notebooks).] Connections are made during lessons and/or when closing lessons to reflect on learning. • Teacher makes statements that connect lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. • Teacher connects activities to objective(s).	*In addition to "Effective":* • Teacher connects standards-based lesson objective(s) to any prior, related learning and allows students to talk about objective(s). • Teacher invites students to add or comment on connections between lesson skills and objective(s) to discipline's big ideas, unit goals, content standards, and/or real-world situations. • Where appropriate, teacher may maintain digital presence connected to objective(s) (e.g., Web pages, video capture of lesson, online grade books) that students can refer to in their lesson reviews.
Student Behaviors	• When asked what they are learning, students struggle to clearly articulate what lesson is about or can only describe tasks but not objective(s). • Students cannot talk about how tasks they are working on connect to objective(s). • Students ask, "Why are we doing this?"	• When asked what they are learning, students can read lesson objective(s) where they are posted or describe activity, but might not demonstrate knowledge of activity's objective(s). • Students may not be able to talk about how tasks they are working on connect to objective(s).	• When asked what they are learning, students can talk about lesson objective(s) and how lessons connect to tasks they are working on and authentic, real-world situations. • Students can communicate larger standards or unit goals, as related to lesson objective(s) (e.g., when asked why summariesare important, students respond that if you can summarize, it is evidence that you comprehend what you've read) and real-world situations. • Students expand on the larger picture that teacher outlined for them (e.g., they make their own connections between content and objective(s) and larger units or life).	

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-2:** Provides **descriptive feedback** to students on achievement and next steps			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not provide feedback on students' progress and achievement; or feedback is limited to task completion . • Feedback is limited to summative evaluations, not descriptive or formative enough to allow students to know what they can improve or where they excel. • No next steps are given to students.	• Teacher provides feedback on students' progress and/or achievement at end of lessons. Feedback may be regarding objective(s), but more often on task completion. • Feedback may be descriptive, but often evaluative. • Identification of next steps is not clearly evident.	• Teacher provides descriptive feedback on students' progress toward and achievement of objective(s) throughout lessons. • Descriptive feedback provided focuses on strengths and areas for growth. • Teacher sets next steps for students.	*In addition to "Effective":* • Teacher provides resources that correspond to feedback given throughout lessons. • Feedback given is generative. • Teacher has students set next steps. • Teacher has students give one another feedback on their progress with tasks and learning objective(s).
	Examples of effective feedback would include: • Connections to objective(s). • Specific information about performance. • Variation in delivery but appropriate for nature of task—verbal vs. written vs. graphic. • Grades/marks are only used some times. • Opportunities for student action/reflection. • Focus on tasks rather than student (positive tone of voice). • Purposeful focus. • Information about student strategies and metacognitive processes. • Specific rubrics written in kid-friendly language. • Opportunities for students to self-assess and peer-assess (e.g., with rubrics). • Data charts reflecting progress toward explicitly stated goals. • Fluid and immediate feedback throughout cycle of instruction. • Anchor charts for resources and goals. • Feedback given by teacher, peers, and self. • One-on-one conferencing, small group, or whole group. • Feedback is generative and can be transferred to other settings.			
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-3:** Provides **rigorous tasks** and ensures student success through **supports**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Tasks may seem like busy work as evidenced by students not needing to think through their work. Teacher does not incorporate rigorous tasks. • If teacher provides rigorous task(s), strategies are not used to support students with rigorous tasks (see examples in "Effective"), as seen by most (~75%) students struggling with tasks. • Tasks may be rigorous, but are overly scaffolded, so most (~75%) students are not required to think through work.	• Teacher incorporates tasks that may not be rigorous (i.e., do not require students to think at high levels). • Teacher may use strategies to support students with rigorous tasks (see examples in "Effective"), but some (25–50%) students may still struggle with tasks. • Tasks may be rigorous, but are so scaffolded, some (25-50%) students are not required to think through work.	• Teacher incorporates rigorous tasks that require students to use higher order thinking skills. • Supports from teacher to complete rigorous tasks may include: o Purposefully creating student groups to execute tasks. o Using gradual release: Model ("I do"), guide students through shared practice ("We do"), and provide independent practice ("You do"). o Using inquiry model: Allow students to explore initially, then regroup them to discuss experience or findings. o Using think-alouds to model approaches to tasks. • Sufficient but not too much support is in place for almost all (>75%) students' success while still requiring them to think through work.	*In addition to "Effective":* • Rigorous tasks are aligned to student need so that regardless of support needed, all students are engaged in tasks that require higher order thinking skills. • Teacher supports all students with appropriate academic tools that promote their success with rigorous tasks.
	Effective examples would include rigorous tasks where: • Types of thinking required are higher order (i.e., analyzing, evaluating, creating/synthesizing). • Tasks demonstrate usefulness and value of discipline (i.e., they illustrate application and relevance of discipline beyond classroom). • Degree of scaffolding or cue is appropriate, so students are required to think through work, but not struggle to a level of frustration. • Students are transferring higher-level thinking from speaking and thinking aloud to writing. • There is more than one way to approach tasks. • Instruction and tasks build and integrate learners' listening, reading, and writing skills as their oral language develops. • Activities are increasingly difficult (additional skills and/or effort required) during lesson or sequence of lessons. • Students have to understand complex texts, data sets, events, etc., using prior learning and inquiry skills. • Students have to draw inferences to generalize from new data and/or facts. • Superficial features of new challenges do not look familiar, and students need to demonstrate ability to apply skills or understanding in different contexts. • Work requires students to negotiate specific audiences or purposes.			

Domain	INSTRUCTION			
Expectation	**STANDARDS-BASED GOALS**			
Indicator	**I-3:** Provides **rigorous tasks** and ensures student success through **supports**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Some students work on tasks that may or may not be aligned to objective(s). • Most (~75%) students struggle to remain engaged in tasks because they lack support. • Most (~75%) students are observed not thinking through the work because tasks lack rigor or are overly scaffolded.	• Students are observed engaged in tasks, but may not be using high-level thinking skills as they complete tasks aligned to learning objective(s). • Students receive some support for rigorous tasks, but some (25–50%) students still struggle with tasks. • Some (25-50%) students are observed not thinking through the work because tasks are not rigorous enough or are too scaffolded.	• Students are observed using high-level thinking skills as they complete tasks aligned to learning objective(s). • Almost all (>75%) students receive support for rigorous tasks but are still required to think through the work.	*In addition to "Effective":* • All students, regardless of support needed, are engaged in tasks that require higher order thinking skills. • Students are observed using appropriate academic tools that support their success with rigorous tasks.

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<tr><td>Domain</td><td colspan="4">INSTRUCTION</td></tr>
<tr><td>Expectation</td><td colspan="4">HIGH-IMPACT INSTRUCTIONAL MOVES</td></tr>
<tr><td>Indicator</td><td colspan="4">I-4: Uses questioning effectively</td></tr>
<tr><td>Observable Evidence</td><td>Not Meeting (1–2)</td><td>Approaching (3–4)</td><td>Effective (5–6)</td><td>Distinguished (7)</td></tr>
<tr><td rowspan="2">Teacher Behaviors</td><td>• Teacher uses questioning by occasionally asking students to explain their thinking, though often uses close-ended questions.
• Questions mostly demand lower-level thinking.
• Questions are almost all whole group, with limited opportunity for student responses.
• Teacher's wait time is often too short.
• Questioning for ELLs is not generally modified (i.e., pace, structure, wait time).
• Teacher frequently answers her or his own questions.
• No questions are asked.</td><td>• Teacher uses questioning by asking students to explain their thinking, though questions may not lead to achieving objective(s).
• Questions require both lower- and higher-level thinking, though either lower-level questions prevail or only certain students are asked higher-level questions.
• In whole group settings, questions asked are predominantly to whole group, with limited opportunity for student response (e.g., only students who raise hands are called on).
• Teacher's wait time is provided inconsistently.
• Questioning for ELLs is inconsistently modified (i.e., pace, structure, wait time).
• Teacher may be observed answering her or his own questions.</td><td>• Teacher uses effective questioning by asking students to explain their thinking and engaging them in higher-level, critical thinking that leads to mastery of objective(s).
• In whole group settings, teacher mostly uses styles of questioning other than whole group to ensure most students' participation.
• Teacher provides sufficient wait time.
• Questioning for ELLs is appropriate (i.e., pace, structure, wait time).</td><td>In addition to "Effective":
• Teacher's structures allow all students to consider questions (e.g., Think-Pair-Share, white board responses).
• Whole group questioning is minimal unless opportunities exist for multiple students to respond.
• Teacher acts as facilitator, setting up students to answer and question with each other, as well as with teacher.
• Teacher creates opportunities for students to initiate and create questions for each other and/or teacher.</td></tr>
<tr><td colspan="4">Effective examples would include questioning that:
• Asks students for reasoning behind their answers, regardless of if answers are correct and typically before indicating if answers are correct or not.
• Is designed to support students reaching the intended learning.
• Focuses students' attention on discipline's big ideas and/or make connections between big ideas.
• Uses feedback loops to get additional information from students (i.e., question→answer→clarifying question→answer→probing question→answer).
• Requires students to analyze, evaluate, and synthesize what they know and learn.
• Waits 3–5 seconds after posing questions.
• Scaffolds questions through simplified sentence structures, slower pacing, and additional wait time according to ELLs' English language levels, as well as according to students' entry to tasks.
• Moves students toward self-discovery using inquiry-based process.</td></tr>
<tr><td>Student Behaviors</td><td>• Students answer questions with single-word answers.
• Students demonstrate little understanding of how to frame effective questions to each other in group discussions or teams.</td><td>• Students answer questions with prescribed answers that don't require higher order thinking.</td><td>• Students demonstrate critical thinking processes when responding to questions.
• Students engage in dialogue with one another to answer questions.</td><td>• Students engage in dialogue with one another to answer questions.
• Students also initiate and/or create questions for teacher and each other.</td></tr>
</table>

Domain	INSTRUCTION			
Expectation	**HIGH-IMPACT INSTRUCTIONAL MOVES**			
Indicator	**I-5: Checks for understanding** in varied ways throughout lessons			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher uses one or no checks for understanding to determine some students' progress toward objective(s), usually at end of lessons; or checks are limited to task completion. • Teacher provides only one or no way for students to demonstrate understanding. • Checks for understanding, if used, do not adequately assess student learning.	• Teacher uses more than one check for understanding to monitor students' progress toward objective(s) during lessons, though all students' understanding might not be assessed or checks may focus on monitoring task completion. • Teacher provides more than one way for students to demonstrate understanding. • Checks for understanding somewhat adequately assess student learning.	• Teacher uses varied, frequent checks for understanding to monitor all students' progress toward objective(s) throughout lessons. • Teacher provides varied ways for students to demonstrate their learning. • Checks for understanding adequately assess student learning (i.e., assess enduring understandings, identify areas for differentiation, focus on gaps, lead to more precise teaching).	*In addition to "Effective":* • Teacher adjusts instruction or support in real time to respond to students' progress as determined by checks for understanding.
	Effective examples of checks for understanding would include, but are not limited to: • Observations. • Checklists. • Performance tasks (e.g., constructed responses, application tasks). • Interviews. • Exit tickets. • Questioning (e.g., clarifying, comprehension, probing). • Students restating concepts. • Sharing metacognition (making thinking transparent). • Random calling on students. • Using individual white boards. • Having students self-assess (e.g., fist-to-five, thumbs up/down/ side). • Use of "clickers" or student response systems.			
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**HIGH-IMPACT INSTRUCTIONAL MOVES**			
Indicator	**I-6:** Uses **technology and digital resources** appropriately to enhance student learning**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Classroom instructional uses of technology are not evident in teacher or student work. • The only time students engage in using technology resources are outside of classroom with school specialists (e.g., librarian, technology teacher). • Technology distracts from lessons and may impair learning experiences, or opportunity is missed to use technology that would have enhanced learning experiences.	• When technology is used, it may enhance student learning, though done more for technology's sake than to enhance learning. • Lessons would be the same without using any technology, as technology does little to transform or enhance learning experiences.	• Teacher effectively uses technology to engage students and ensure all students' access to information. • When technology or digital media are used, they are integrated and complementary and enhance student learning. Teacher recognizes strengths and limitations of technology according to tasks and purposes. • Teacher provides technology-rich learning environment that enhances learning experiences and enables students to learn and apply content.	*In addition to "Effective":* • Teacher engages students in using digital tools and resources and in becoming active participants in managing their own learning.
	Effective examples of technology use would include, but are not limited to: • Using LCD projectors and computers to display directions, objectives, notes, etc. • Using document cameras or similar technology to make small items visually accessible to whole class. • Using clickers, or other electronic feedback systems, to check for understanding, reinforcement, and/or assessment. • Using Promethean boards or equivalents as key component of lessons that includes students' use of board. • Maintaining Web page (e.g., Wiki) for calendar updates, deadlines, etc. as well as downloadable items, handouts, supplemental links, etc. • Using the Internet to learn about world cultures and specifically cultures of students in classroom and applying that learning to instruction.			
Student Behaviors	Examples would include: • Teacher sometimes uses technology resources (e.g., computer, interactive whiteboard, digital project, document camera) for instruction but provides students with few opportunities to do so. • Classroom is not cooperative learning environment between teacher and students using technology resources to enhance learning. Teacher does not seek student assistance or collaboration in learning and using technology tools. • Technology tools are used as afterthought, not as integral part of project creation and learning. • Students are not actively engaged in using Internet resources for research, communication, or collaboration.		Effective examples would include: • Students have hands-on access to technology (e.g., document cameras, Smart Board). • Teacher and students are actively engaged in learning and using technology tools and resources (e.g., computers, interactive whiteboards, digital projects, document cameras) and support each other in this work. • Students use technology thoughtfully to enhance communication, acquire information efficiently, and integrate online and offline learning. • Students demonstrate familiarity with tools and can decide when and how to use tools. • Teacher and students use digital media resources (e.g., graphics, videos, audio, animations) to enhance their teaching and learning projects; ample opportunities are provided to share and display their work. • Students use technology resources to write for broader audiences (e.g., publish stories via Web; use computer programs/tools to create media). • Students regularly use technology resources to engage in collaborative projects with classmates.	

**It is possible to score N/A on this indicator if technology is not used, not necessary or appropriate for lessons, and/or not available.

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-7:** Is proactive in **planning for and addressing all students' needs**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's instruction mainly uses one approach. • Teacher is aware of students' specific needs but struggles to modify content, lesson processes, tasks, and/or curricular resources or use students' native languages to meet those needs. Students are not given choices for their learning. • Teacher may fail to respond to student needs.	• Teacher may differentiate instruction, but all students may not succeed with rigorous learning objective(s). • Teacher attempts to modify content, lesson processes, tasks, and/or curricular resources or uses students' native languages to meet students' specific needs, though modifications may not address students' needs adequately. Students' choices for learning are limited. • Teacher's differentiation appears to be mostly reactive, responding when student needs surface in tasks but not anticipating those needs. • Teacher may plan lessons using curricular resources, but does not consider individual student needs and adjust lessons accordingly.	• Teacher differentiates instruction to ensure all students succeed with rigorous learning objective(s). • Teacher modifies content, lesson processes, tasks, and curricular resources and appropriately uses students' native languages to meet students' specific needs while supporting access to grade-level content, including offering students choices for their learning. • Teacher's differentiation appears to be mostly proactive and prepared to meet student needs in tasks. • Teacher plans and adjusts curricular resources with student needs, including strategic use of students' native languages, in mind. • Teacher may assign certain tasks or sets of problems to one group of students, but other tasks or sets of problems to different students.	*In addition to "Effective":* • Teacher monitors effectiveness of proactive, differentiated supports during lessons, as well as adjusts support reactively, in real time, to meet student needs as they arise.
	Effective examples of differentiating instruction to ensure student access to **rigorous, grade-level content** include: • Adjusting **content** according to students' performance levels, proficiency levels and/or knowledge, and cultures through appropriate texts, resources, and tasks. • Adjusting **process** through grouping (homogenously and heterogeneously by languages and academic proficiencies, depending on tasks and objective) and learning styles (e.g., auditory, kinesthetic, verbal, visual-spatial, cooperative) so students access content in productive ways specific to their needs. • Adjusting **product** so students can demonstrate learning in multiple ways . • Accounting for students' **interests** (including cultural, background)**, readiness,** and **learning styles** in designing tasks that meet standards-based objectives. • Ensuring access to native language materials and grade-level or above texts, as appropriate. • Providing individual supports to learn information or complete tasks, such as graphic organizers, math manipulatives, and online resources. • Providing access to one-on-one adult support. • Varying levels of academic tools, such as graphic organizers, digital media resources, and application problems.			

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-7:** Is proactive in **planning for and addressing all students' needs**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• All students work on same tasks and only one way to learn is observed. • Students may experience direct instruction followed by independent practice, during which several or most students struggle with tasks.	• Students work in small groups, but all students engage in same tasks, using same academic tools and supports. Students have limited choices about how they learn. • Students receive differentiated support according to their needs, though supports are mostly task-specific needs that became apparent during tasks.	• Students receive differentiated tasks and student-specific support according to their needs, including choices for how they learn. • Students work in various groups, with various tasks and tools to support learning. • Students engage in their learning and can talk about tasks they are working on. • Students understand how to work independently, in groups, in pairs, and with teacher, as evidenced by minimal disruptions from student behavior and students engaged in learning tasks.	*In addition to "Effective":* • Students respond to teacher's redirection or differentiated support when struggling and/or under-challenged and find success based on teacher's support. • Other students may provide real-time support.

Domain	INSTRUCTION			
Expectation	**DIFFERENTIATION**			
Indicator	**I-8 ELA-E, ELA-S: Differentiates instruction** according to students' **levels of language proficiency**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher (ELA-E *and* ELA-S) asks students to demonstrate learning in one way, regardless of their language proficiency levels. • Teacher (ELA-E *and* ELA-S) may or may not be aware of students' language proficiency levels; struggles to shelter instruction through scaffolding. Content, lesson processes, tasks, and/or resources are at one language proficiency level or may be oversimplified and inappropriate for age and/or grade level.	• Teacher (ELA-E *and* ELA-S) allows students to demonstrate learning in more than one way, though it may not be according to language proficiency levels. • Teacher (ELA-E *and* ELA-S) attempts to shelter instruction through scaffolding, though modifications may not address students' language proficiency levels adequately. Some content, processes, tasks, and/or resources may be inappropriate for age and/or grade level.	• Teacher (ELA-E *and* ELA-S) provides a variety of ways for students to demonstrate learning according to their language proficiency levels. • Teacher (ELA-E *and* ELA-S) shelters instruction through scaffolding, including modification of, lesson processes, tasks, and curricular resources according to students' levels language proficiency levels while supporting access to grade-level content and standards.	*In addition to "Effective":* • Teacher progress monitors effectiveness of differentiated strategies and adjusts instruction based on students' needs.
	Effective examples of differentiating instruction according to students' language proficiency levels in ELA-E *and* ELA-S classrooms include: • Ensuring access in ELA-E and ELA-S classrooms to native language materials and resources (e.g., textbooks, trade books, anchor charts). Students may create some of these materials to access native languages. • Providing leveled curricular resources according to language proficiency, but are still age- and grade-level-appropriate (e.g., high-interest, low-level texts). • Providing individual supports, such as graphic organizers at varying levels of difficulty, to learn information or complete tasks. • Differentiating products (e.g., pointing, drawing, using single words, using phrases, creating sentences, developing paragraphs, creating presentations, engaging in dialogue and debate) to demonstrate student learning according to language proficiency levels. • Designing opportunities for students to respond at varied levels when explaining their thinking, (e.g., identify vs. describe vs. explain; simple sentence stems vs. sentence stems with conjunctions, prepositions vs. sentence stems with clauses) according to language proficiency levels. • Instructing students in small groups formed by language proficiency levels, both homogeneously and heterogeneously, according to lesson purposes.			
Student Behaviors	• All students work on same tasks and only one way to learn is observed, regardless of language proficiency levels. Or students engage with content, processes, tasks, etc. that are not appropriate for their language proficiency levels. Materials used to support learning are inappropriate for age and/or grade level.	• Students may be observed engaging with different content, lesson processes, tasks, and curricular resources, though these may not be appropriate for their language proficiency levels. Materials may oversimplify content. Student struggle is not related to cognitive demands of tasks, but to language needed to access tasks, or how to explain their thinking.	• Students are observed explaining their thinking and learning in a variety of ways, including verbally, gesturally, pictorally, or with complex language, according to language proficiency levels. • Students are observed engaging with content, lesson processes, tasks, and curricular resources that are appropriate for their language proficiency levels. These materials, regardless of language proficiency levels, support access to grade-level content.	*In addition to "Effective":* • Other students with higher language proficiencies may offer real-time support. .

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-9:** Demonstrates **deep knowledge of content area** and relevant standards			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher demonstrates inadequate knowledge of content area's key concepts, structures, standards, and content-specific terminology; or content taught is sometimes inaccurate. • Teacher shifts responsibility to students to study lesson information more to avoid mistakes or because of lack of content knowledge. • Resources either consistently distract or are not used.	• Teacher demonstrates adequate knowledge of content area's key concepts, structures, standards, and content-specific terminology. • Teacher relies on curriculum to clarify terms or concepts when students are confused or make mistakes. • Related resources used sometimes distract students from understanding material.	• Teacher demonstrates strong, accurate knowledge of content area's key concepts, structures, standards, and content-specific terminology, which incorporates opportunities and support for academic language development. • Teacher demonstrates knowledge of prerequisite skills and relationships in content area, as evidenced by awareness of common mistakes and addressing them through examples, alternate explanations, etc. • Teacher effectively incorporates related resources to enhance learning experiences.	*In addition to "Effective":* • Teacher demonstrates deep knowledge of content area's key concepts, structures, standards, and content-specific terminology. • Teacher creates experiences that pre-empt, dispel, or work through common mistakes or misconceptions in content area. • Teacher systematically incorporates related resources to enhance and aid students' grasp of subject matter.
	Limited or weak evidence of content area expertise and relevant standards would include: • Providing confusing or unclear explanations of content-related concepts. • Not demonstrating understanding of how these concepts interact with one another (e.g., how fractions and decimals are related). • Giving vague, evasive, or incorrect responses to students' questions or misunderstandings. • Providing general and/or inaccurate comments on student work. • Using resources (e.g., realia, media, digital) that distract from content or not using resources at all.		Strong evidence of content area expertise and relevant standards would include: • Providing clear explanation of content-related concepts. • Explaining to students how these concepts interact with one another (e.g., how fractions and decimals are related). • Giving informed responses to students' questions or misunderstandings. • Providing specific, accurate comments on student work. • Using content-related resources (e.g., realia, media, digital) to increase student understanding of concepts.	
Student Behaviors	No relevant student behaviors to observe.			

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-10 ELA-E, ELA-S:** Develops **English language proficiency** through instruction focused on **language functions and forms^**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher (ELA-E *and* ELA-S) does not have language objective(s) posted, does not model them, and it is not clear what English language development the focus of English language development is. Or, students are not given opportunities to practice language objective(s). • Opportunities provided to develop language are taught in isolation from content. • Teacher (ELA-E *and* ELA-S) does not teach language functions and forms. • Teacher (ELA-E *and* ELA-S) does not indicate relationships and connections between L1 and L2. • Teacher's (ELA-E *and* ELA-S) instruction either does not respond to students' language proficiency levels (too high or too low) or does not support students in getting to next language proficiency level. • Even when available, teacher (ELA-E *and* ELA-S) does not provide access to L1 to avoid or clarify misunderstandings or ensure students grasp key concepts, either by other students, adults, or materials in native language.	• Teacher (ELA-E *and* ELA-S) may post language objective(s), but does not model for students. Teacher provides opportunities for students to practice, though these may not be structured. • Teacher (ELA-E *and* ELA-S) provides opportunities to develop language embedded in content, though content may be unfamiliar. • Teacher (ELA-E *and* ELA-S) indirectly or arbitrarily teaches language functions and forms if they come up during lessons. • Teacher (ELA-E *and* ELA-S) mentions or arbitrarily addresses relationships and connections between L1 and L2, though explicit attention is not called to similarities and differences in sound systems, word/ phrase/sentence structures, word/sentence meanings, and effects of context on meanings. • Teacher's (ELA-E *and* ELA-S) instruction responds and aligns to students' language proficiency levels but may not support students in getting to the next language proficiency levels. • Teacher, as able, uses L1 to avoid misunderstandings, but does not ensure students grasp key concepts. Teacher (ELA-E *and* ELA-S) allows students to use L1.	• Teacher (ELA-E *and* ELA-S) posts and models language objective(s) and provides opportunities for students to practice through the use of collaborative structures, sentence stems, role plays, and other strategies. • Teacher (ELA-E *and* ELA-S) provides opportunities to develop language that is embedded in familiar content. • Teacher (ELA-E *and* ELA-S) explicitly teaches language functions and forms critical to meeting language and content objectives. • Teacher (ELA-E *and* ELA-S) explicitly indicates relationships and connections between L1 and L2, including similarities and differences in sound systems, word/ phrase/sentence structures, word/sentence meanings, and effects of context on meanings. • Teacher's (ELA-E *and* ELA-S) instruction responds and aligns to students' language proficiency levels, while respectfully and supportively leading students to the next language proficiency levels. • Teacher (ELA-E *and* ELA-S) clarifies instruction through use of L1 to avoid misunderstandings and ensure students grasp key concepts of lessons. Teacher encourages students to use L1 to clarify concepts.	In addition to "Effective": • Teacher (ELA-E *and* ELA-S) provides multiple, varied opportunities for students to practice language objective(s). • Teacher (ELA-E *and* ELA-S) encourages students to apply their knowledge of functions and forms beyond the day's lessons, as evidenced by teacher and student references to previously learned functions and forms. • Teacher (ELA-E *and* ELA-S) is observed accessing a variety of resources to support students with L1 to grasp key concepts (e.g., Internet materials, outside sources in native languages, parents and volunteers in classroom who speak L1).

^Language functions and forms are defined as follows: *Functions* are tasks, purposes, and uses of language (e.g., explain, summarize, describe, compare/contrast, synthesize); *forms* are specific grammatical structures and words used to accomplish language functions (e.g., nouns, pronouns, adjectives, declarative sentences). [e.g., objective of lesson is to summarize (*function*) read-aloud using present tense and sequence words (*forms*); objective of lesson is to compare and contrast (*function*) World War I and World War II using adjectives, conjunctions, comparatives (bloody, difficult, challenging; and, but, or, so; longer, stronger, more valiant) (*forms*)]

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-10 ELA-E, ELA-S:** Develops **English language proficiency** through instruction focused on **language functions and forms^**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	Effective examples of opportunities for English language development for ELLs would include: • Employing strategies for accountable talk, such as chants, songs, graphic organizers, cooperative structures, Total Physical Response, visuals, realia, drawings, advanced organizers, explicit academic language instruction, language experience approach, and/or word walls with icons. • Explicit modeling, think-alouds repetition of correct language use, sentence stems, and patterns differentiated for students' language proficiency levels with visual scaffolding. • Ensuring opportunities are cognitively demanding (involve higher levels of Bloom's Taxonomy) with necessary scaffolds (e.g., choral reading of terms before use). • Building on and integrating learners' reading and writing skills as their oral language develops. • Providing wait time for students to formulate answers. • Explaining and explicitly using and pointing out cognates. • Providing collaborative opportunities to practice English language development (e.g., group work, role plays, pair share), which occur in homogeneous and heterogeneous groups (by language proficiency levels) according to lesson purposes. •			
Student Behaviors	• Students are not observed rehearsing target language forms. • Students are observed developing language in isolation (e.g., grammar worksheets). • Students are not observed making connections between L1 and L2. • Students are not observed using L1 to transfer understanding to L2 and may be discouraged to do so.	• Some students are observed rehearsing target language forms being developed in reading, writing, speaking, **or** listening, but not all of these strands. Students may be observed developing language, but it is embedded in unfamiliar content, which may mean students struggle to use language well. • Students may be observed demonstrating knowledge in L1, but are not observed applying that knowledge to L2. • Students are observed using L1 to clarify or restate, but not to discuss key concepts. They may not have materials in L1 to support them.	• Students are observed rehearsing target language forms being developed using reading, writing, speaking, **and** listening, as appropriate for language proficiency levels. • Students are observed developing language embedded in content. • Students are observed transferring their knowledge of L1 and L2, such as identifying and using cognates, concepts of print, context clues, and appropriate syntax in their writing and speaking. • Students are observed discussing key concepts in L1, as well as using L1 materials that support understanding and transfer to L2.	*In addition to "Effective":* • Students make connections between previously learned language functions and forms to current lessons' focus.

^Language functions and forms are defined as follows: *Functions* are tasks, purposes, and uses of language (e.g., explain, summarize, describe, compare/contrast, synthesize); *forms* are specific grammatical structures and words used to accomplish language functions (e.g., nouns, pronouns, adjectives, declarative sentences). [e.g., objective of lesson is to summarize (*function*) read-aloud using present tense and sequence words (*forms*); objective of lesson is to compare and contrast (*function*) World War I and World War II using adjectives, conjunctions, comparatives (bloody, difficult, challenging; and, but, or, so; longer, stronger, more valiant) (*forms*)]

Domain	INSTRUCTION			
Expectation	**MASTERFUL CONTENT KNOWLEDGE**			
Indicator	**I-11 ELA-S: Uses native language to develop strong content knowledge in L1** (refers to lessons taught in Spanish, NOT English)			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's level of Spanish proficiency is insufficient to develop students' concepts, skills, and academic language. • No Spanish language objective or content vocabulary is observed, and scaffolding techniques are either absent or detract from content knowledge development. • Decisions about when to teach in native language match teacher's language proficiency, not students'. • Teacher goes back and forth between Spanish and English during the lesson. • Teacher does not provide students with materials in Spanish. • Teacher includes opportunities for students to read, write, speak, or listen in Spanish, but not all strands are addressed; these opportunities are cognitively undemanding (lower levels of Bloom's Taxonomy).	• Teacher's level of Spanish proficiency and academic language in Spanish is limited, which results in fragmented teaching of concepts, skills, and academic language. • A Spanish language objective may or may not be evident, content vocabulary is taught as it arises, not strategically, and scaffolding techniques used may not support content knowledge development. • Decisions about when to teach in native language do not match students' background knowledge. Teacher goes back and forth between Spanish and English during the lesson. • Teacher provides students with limited materials in Spanish. • Teacher includes opportunities for students to read, write, speak, and listen in Spanish, though not all of these strands are cognitively demanding (too much emphasis on lower levels of Bloom's Taxonomy at the expense of higher levels).	• Teacher demonstrates Spanish proficiency by explicitly developing students' concepts, skills, and academic language in Spanish through the use of Spanish language objective(s), content vocabulary, and scaffolding techniques (e.g., visual aids, realia, sentence stems, graphic organizers, cooperative structures) to aid the transfer of concepts into English, knowing high L1 proficiency levels facilitate high L2 proficiency levels. • After strategically deciding when to teach in native language, teacher consistently uses Spanish throughout corresponding lessons. • Teacher provides students with anchor charts and other materials in Spanish. • Teacher ensures Spanish lesson instruction includes opportunities for students to read, write, speak, and listen in Spanish in cognitively demanding ways (appropriate balance of lower and higher levels of Bloom's).	*In addition to "Effective":* • Teacher can explain concepts in multiple ways for students without needing to change languages.
Student Behaviors	• Students are observed struggling to apply concepts, skills, and academic language in Spanish because of insufficient content vocabulary and scaffolding. • Students are observed reading, writing, speaking, or listening, though it occurs in cognitively undemanding ways (lower levels of Bloom's Taxonomy).	• Students are observed using Spanish inconsistently when talking about concepts or applying skills and academic language. Scaffolds students use may or may not support content knowledge development. • Students are observed reading, writing, speaking, and listening in Spanish, though they may do so in cognitively undemanding ways (too much emphasis on lower levels of Bloom's Taxonomy, at the expense of higher levels).	• Students are observed using Spanish to apply concepts, skills, and academic language to their speaking and writing through content vocabulary and scaffolds (e.g., visual aids, realia, sentence stems, graphic organizers, cooperative structures). • Students are observed reading, writing, speaking, and listening in Spanish in cognitively demanding ways (appropriate balance of lower and higher levels of Bloom's Taxonomy) as they learn and master content objective(s).	*In addition to "Effective":* • Students are observed independently identifying and using appropriate scaffolds and resources (e.g., finding graphic organizers pertinent to tasks; working with other students without being told, using previously learned sentence-stems) they need to learn content.

Domain	INSTRUCTION			
Expectation	**ACADEMIC LANGUAGE DEVELOPMENT**			
Indicator	**I-12:** Promotes students' active and appropriate **use of academic language**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not explicitly teach academic language. • More teacher talk occurs than student talk. Teacher talks for majority of lessons. • Collaborative structures that support student talk are not observed. • Teacher does not use instructional techniques to support ELLs' understanding and appropriate use of vocabulary. • Teacher provides some functionally communicative activities for ELLs^^, but activities are predominantly undemanding tasks.	• Teacher teaches academic language indirectly or spontaneously. • Mostly teacher talk is observed, but some student talk occurs. Teacher provides one or two opportunities for students to talk to one another to develop academic language, often at beginning or end of lessons. • Teacher provides few collaborative structures for students to engage in academic conversations. • Teacher uses one or two instructional techniques to help ELLs understand and use vocabulary appropriately in speaking, reading, and writing. • Teacher provides some functionally communicative activities for ELLs^^, but activities are a mix of cognitively undemanding and demanding tasks that may be predominantly undemanding.	• Teacher explicitly teaches academic language and has posted language objective(s) and/or communicated to students. • More student talk occurs than teacher talk. Teacher provides multiple opportunities to develop academic language throughout lessons. • Strategies, such as Think-Pair-Share and other collaborative structures, are observed to support student-to-student academic conversations. • Teacher incorporates a variety of instructional techniques to help ELLs understand and use vocabulary appropriately in speaking, reading, and writing. • Teacher provides functionally communicative activities for ELLs^^, where students can practice English language skills in cognitively demanding and authentic ways.	*In addition to "Effective":* • Teacher expects students to use academic language, as evidenced by praising students' use of academic language or asking students to rephrase when academic language is not used. • Teacher adjusts support (e.g., additional context) according to student responses to support students' various English language development levels; this process is understood, respected, and supported by other students in classroom.
	Academic language *includes sophisticated vocabulary and complex language structures used in texts, assessments, and academic contexts.* Effective examples of instructional strategies to support academic language acquisition would include: • Explicit modeling of academic language. • Providing opportunities for academic language to include speaking, listening, reading, and writing. • Linking vernacular to academic language. • Speaking in complete sentences. • Using sentence stems and cloze paragraphs. • Using strong visuals. • Asking students to explain their thinking to one another with prompts, such as "Tell us more about that"; "How do you know?"; "Why do you think that?"; "What evidence do you have of…?"		• Using hands-on opportunities of realia. • Co-creating with students and referring to word walls, word banks, and anchor charts. • Providing clear expectations about vocabulary students should use in conversations. • Using graphic organizers to clearly define vocabulary and/or concepts (e.g., Frayer models, concept maps). • Offering kinesthetic experiences. • Comparing and contrasting known and unknown concepts. • Providing methods for students to capture academic language (e.g., personal dictionaries, learning logs, double-entry journals). • Providing opportunities for structured academic conversations (e.g., Think-Pair-Share, Turn and Talk, Talk a Mile a Minute).	

^^Though ELLs are English language learners, this bullet also applies to students in world language classrooms who are learning second or additional languages.

Domain	INSTRUCTION			
Expectation	**ACADEMIC LANGUAGE DEVELOPMENT**			
Indicator	**I-12:** Promotes students' active and appropriate **use of academic language**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Student Behaviors	• Students are not given any or only one opportunity to develop academic language and rarely use academic language. • Students rarely use relevant content vocabulary and/or use it incorrectly (e.g., students do not use geometry vocabulary during geometry lessons; cannot tell what protractor is when using one). They do not attend to precision, often using incorrect definitions or terms in discussion with others. • ELLs^^ are not observed using target language, or use is not context-embedded or cognitively demanding; conversation is mostly one-on-one with teacher.	• Mostly teacher talk and some student talk is observed, although student conversations may be off-task or use limited academic language. • Students may use relevant content vocabulary, though perhaps incorrectly. They somewhat attend to precision, though sometimes use unclear definitions or wrong terms in discussion with others. • Some ELLs^^ are observed using target language, though may not be context-embedded or cognitively demanding; conversation may be in collaboration with other students, but is often one-on-one with teacher.	• Students are observed talking more than teacher, using academic language when doing so (on task). • Students are observed using relevant content vocabulary correctly (e.g., students use geometry vocabulary during math lessons). They attend to precision, using clear definitions and correct terms in discussion with others. • ELLs^^ are observed using target language in context-embedded, cognitively demanding ways, often in collaboration with other students.	*In addition to "Effective":* • Students are observed encouraging one another to engage in academic conversations and have protocols to support their dialogue. • When teacher adjusts his or her expectations for student responses (when students are at various developmental levels for language acquisition), it is understood, respected, and supported by other students in classroom.

^^Though ELLs are English language learners, this bullet also applies to students in world language classrooms who are learning second or additional languages.

Domain	INSTRUCTION			
Expectation	ACADEMIC LANGUAGE DEVELOPMENT			
Indicator	**I-13:** Ensures **content is accessible for ELLs**[#]			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher's oral and/or written language is sometimes unclear. • Teacher uses few instructional strategies to support students' access to content. • Teacher does not monitor student access to content.	• Teacher often uses clear oral and written-language. • Teacher often uses a variety of instructional strategies to support students' access to content. • Teacher sometimes monitors student access to content, but may not determine if misunderstandings are due to language or content barriers.	• Teacher consistently, systematically uses both oral and written language clearly. • Teacher consistently uses a variety of instructional strategies to support students' access to content. • Teacher frequently monitors student access to content and determines if misunderstandings are due to language or content barriers.	*In addition to "Effective":* • Teacher regularly monitors student access to content and adapts accordingly.

	Effective examples of ensuring content is accessible for ELLs would include:
	• Facing students so they can see language production.
	• Providing input that is just a bit more difficult than they can easily understand.
	• Providing relevant background and context, drawing on students' personal, cultural, and academic experiences.
	• Demonstrating explicit attention to vocabulary, as evidenced by:
	  ○ Spending time defining, discussing, and clarifying vocabulary words unlikely to be familiar to students prior to tasks.
	  ○ Emphasizing key vocabulary through intonation, visuals (e.g., written, word wall), etc.
	  ○ Presenting new vocabulary in context.
	  ○ Limiting number of vocabulary items presented to students at any one time.
	  ○ Explaining concepts several times in varying contexts and slightly different terms and examples, as well as paraphrasing.
	•
	• Avoiding 'asides' that could distract students.
			• Drawing attention to specific structures, features, and proper language usage (e.g., words, grammar syntax).
			• Providing ample wait time for responses to questions, as well as pausing frequently for students to process information.
			• Simplifying explanations, using shorter sentences and simplified language structure (e.g., prioritize subject—verb—object order, avoid or clarify pronouns).
			• Limiting length and number of lecture-type presentations.
			• Clearly explaining tasks using step-by-step manner, typically with visuals.
			• Explaining and rewording (not just restating) of unclear content.
			• Frequently using visuals, including gestures and facial expressions.
			• Using graphic organizers, concrete objects, and realia when possible to enhance understanding, as well as hands-on materials or manipulatives for student practice.
			• Learning/metacognitive strategies taught through explicit instruction.
			• Providing activities that integrate all language skills: listening, speaking, reading, and writing in English.
			• Grouping students in ways that support language and content objectives.	

	Effective monitoring of student access to content to determine if barriers are language- or content-related would include: • Explicitly asking students what their misunderstandings are. • Asking students to define or restate terms or concepts. • Having students elaborate using prompts, such as "Tell me more about…" or "How do you know that?" • Using home language for clarification where possible through adult or peers. • Providing peer support to clarify content. • Providing students frequent opportunities to express their ideas in listening, speaking, reading, and writing and apply content and language knowledge in classroom. • Providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals, providing other performance-based opportunities) to reduce linguistic barriers.			
Student Behaviors	No relevant student behaviors to observe.			

[#]It is possible to score N/A on this indicator if teacher does not have any ELLs in the classroom.

Domain	INSTRUCTION			
Expectation	**21ST CENTURY SKILLS**			
Indicator	**I-14:** Provides opportunities for **creativity/ innovation, critical thinking,** and **problem solving**			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher structures lessons so students demonstrate little originality and often ignore diverse perspectives. • Teacher does not model effective problem-solving strategies or engage students in exploring real-world issues or solving authentic problems. • Teacher designs tasks that require limited knowledge acquisition, reasoning, and decision-making with cursory review of evidence, if any.	• Teacher structures lessons so students demonstrate some originality and consider diverse perspectives. • Teacher offers some effective problem-solving strategies, but marginally engages students in exploring real-world issues and solving authentic problems. • Teacher designs tasks that require students to acquire knowledge, use reasoning, and understand evidence before making judgments or decisions.	• Teacher structures lesson so students demonstrate significant originality and include diverse perspectives. • Teacher designs tasks that require students to acquire and evaluate knowledge, reason effectively, and analyze and evaluate evidence before making judgments or decisions (i.e., opportunities to grow students' problem-solving skills).	*In addition to "Effective":* • Teacher structures lessons that give students space and/or time to create and invent new learning from those ideas. • Teacher provides opportunities for students to grow and exhibit their problem-solving skills.
Student Behaviors	• Students approach tasks and responses in rote ways, with little connection to ideas and issues beyond classroom. • Students do not recognize or engage diverse perspectives; cannot discern between correct and flawed reasoning. • Students struggle with basic problem solving.	• Students approach tasks and responses with some original thought or some connection to ideas and issues beyond classroom. • Students acknowledge diverse perspectives and may provide rationale for their conclusions; may struggle to discern correct logic from flawed reasoning. • Students problem solve in typical ways, and teacher offers some effective problem-solving strategies.	• Students approach tasks and responses with evidence of divergent thinking, original thought, or some connection to ideas and issues beyond classroom. • Students construct viable arguments and critique others' reasoning by responding to diverse perspectives, analyzing similarities and differences, justifying conclusions, and discerning correct logic from flawed reasoning. • Students are creative problem solvers. • Students apply what they know in discipline to solve problems arising in everyday life, society, and the workplace. • Students reason abstractly and quantitatively by making sense of quantities and relationships, creating coherent representations of problems, and knowing and using different properties of items.	• Students approach tasks and responses in highly original and applied ways. • Students "mediate" diverse opinions or approaches and devise their own. • Students are creative problem-solvers and think about systems, not just isolated parts. • Students look for and use structures by stepping back, shifting perspective, and seeing complex things as being composed of several objects.

Domain	INSTRUCTION			
Expectation	21ST CENTURY SKILLS			
Indicator	**I-15:** Fosters **communication and collaboration** among students			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Teacher Behaviors	• Teacher does not set clear expectations for collaboration and communication among students. • Teacher creates limited opportunities for students to communicate their ideas, though purpose is not always clear. • Teacher does not provide any opportunity to collaborate during lessons.	• Teacher may set clear expectations for collaboration and communication among students, but may not hold students accountable for collaboration. • Teacher creates some opportunities for students to articulate their ideas, construct arguments, and/or communicate for one main purpose. • Teacher provides ways to collaborate during lessons. • Teacher makes tasks collaborative, though student groups are not necessarily strategic or purposeful.	• Teacher sets and implements clear expectations for collaboration and communication among students. • Teacher creates multiple, scaffolded opportunities for students to articulate their ideas, construct arguments, and communicate for a range of purposes. • Teacher provides a variety of ways to collaborate throughout lessons. • Teacher aligns tasks to collaboration, so student groups are strategic and purposeful.	• Teacher's expectations for collaboration and communication among students are clear and implemented by students. • Teacher creates opportunities for students to effectively articulate their ideas in multiple forms and communicate for a wide range of purposes. • Teacher allows students to determine how to use collaboration according to objective(s) or tasks.
Student Behaviors	• Students may not share ideas, or they do not provide rationale. • Students struggle to collaborate in diverse groups and do not try to understand or are not tolerant of other perspectives and cultures. • Students have limited or no opportunities to construct arguments or build on ideas. • Students are sometimes unable to adapt in group situations, and work ethic varies according to tasks or groups. Students struggle to respond to varying demands of audiences, tasks, purposes, and discipline.	• Students may communicate reasoning by sharing ideas, but many do not provide rationale. • Students may construct arguments, but may not build on others' ideas or confirm others' understanding. • Students mostly interact appropriately in groups and may attempt to understand other perspectives and cultures. • Students show adaptability in group situations and some evidence of work ethic. Students try to respond to varying demands of audiences, tasks, purposes, and discipline. • Some students assume personal responsibility for group work.	• Students communicate reasoning by explaining stated assumptions, definitions, and results; articulate reasoning used to analyze and solve problems. • Students construct arguments, build on others' ideas, articulate their ideas, and confirm others' understanding. • Students interact appropriately in diverse groups ("diverse" by race, ethnicity, language, group size, opinions, skill levels, etc.) and come to understand other perspectives and cultures. • Students' interactions with each other show adaptability and work ethic in group situations. Students respond to varying demands of audiences, tasks, purposes, and discipline. • Most students assume personal responsibility for group work.	• Students communicate and work respectfully in diverse groups. • Students' interactions with each other include providing rationale for ideas/opinions. • Students show adaptability and work ethic. • Most students assume personal and shared responsibility for group work. • Students may determine how to work as group to achieve objective(s). • Students anticipate varying demands of audiences, tasks, purposes, and discipline.