

Instructional Practice

New learning is connected to something already learned (knowledge base, prior experience)	Students are clear about intended learning and performance criteria	Learning tasks have high cognitive demand for diverse learners	Students engage in meaning-making through discourse and other strategies	Students engage in metacognitive activity.	Assessment is integrated into teaching and learning
Make connections to construct new learning in order to make decisions and solve problems.	Student learning goals are clear, focused on the intended learning and communicated so all students understand the criteria for success.	Deep understanding and mastery of critical disciplinary concepts and skills are demonstrated.	Educator embeds essential concepts and skills within a discipline. He or she addresses how the concepts and skills function within the discipline and connects them to the work of professionals in the field.	Educator plans differentiated instruction that will increase students' levels of sophistication regarding the intended learning by closing learning gaps and providing extension opportunities.	Educator purposefully plans and administers assessments aligned to the intended learning that measure present level of student performance.
Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests, and learning preferences.	Educator regularly communicates learning goals, success criteria, and models of quality work to students in student-friendly language.	Educator sustains a focus on significant disciplinary content which reflects a deep understanding of critical disciplinary concepts, skills, and processes.	Educator requires students to apply what has been learned in an innovative manner and unfamiliar experience.	Teacher provides flexibility within content, instruction and product to allow for variances in students' acquisition and demonstration of learning.	Educator uses assessment data to determine each student's zone of proximal development, aligned to the intended learning.
Educator supports all students to independently generate connections between background knowledge and authentic experiences to construct learning in order to make decisions and solve problems.	Educator regularly facilitates student understanding or development of success criteria.	Educator consistently requires all students to perform higher order thinking, e.g., predict, hypothesize, justify, synthesize, evaluate, analyze, and predict.	Students are engaged in decision-making, have opportunities to explore topics of their choice, and co-create learning experiences to deepen their understanding of critical content.	Concepts and skills are applied to situations, issues, and problems in the world beyond school.	When more information is needed, diagnostic assessments are given to determine the appropriate instructional match for student learning.
All students independently make connections between prior knowledge and authentic experiences to construct new learning in order to make decisions and solve problems.	All students can explain the learning goals, criteria for success, and models of quality work and use them to monitor their own learning.	The educator demonstrates knowledge of students' current levels of understanding and interests, and the view that learning is a social process. The educator scaffolds learning of critical content to provide for individual needs and preferences.	Students demonstrate self regulation and take responsibility for their roles in the learning process.	All students apply concepts and skills to a situation, issue, or problem in the world beyond school. The students demonstrate an understanding of the value of applying concepts and skills to influence an audience beyond school.	Educator regularly communicates learning goals, success criteria, and models of quality work to students in student-friendly language.
			Students engage in rich and frequent collaboration with student-to-student and student-to-educator interactions around the content of instruction.	The educator asks questions that prompts students to consider how they solved problems, why they accepted or rejected ideas, and how they might solve the problem differently the next time.	Educator regularly interprets evidence to identify students or groups of students with specific learning gaps.