

## TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>New Learning is Connected to Prior Learning and Experience</p> <p style="font-size: 48pt; opacity: 0.5;">1</p>	<p>Learning Tasks have High Cognitive Demand for Diverse Learners</p>	<p>Students Engage in Meaning-Making through Discourse and Other Strategies</p>	<p>Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p style="font-size: 48pt; opacity: 0.5;">4</p>	<p>Assessment is Integrated into Instruction</p> <p style="font-size: 48pt; opacity: 0.5;">5</p>
<p><b>Indicator 1</b> Teacher activates <b>all</b> students' initial understandings of new concepts and skills</p>	<p><b>Indicator 1</b> Tasks purposefully employ <b>all</b> students' cognitive abilities and skills</p>	<p><b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<p><b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<p><b>Indicator 1</b> Teacher plans on-going learning opportunities based on evidence of <b>all</b> students' current learning status</p>
<p><b>Indicator 2</b> Teacher makes connections explicit between previous learning and new concepts and skills for <b>all</b> students</p>	<p><b>Indicator 2</b> Tasks place appropriate demands on each student</p>	<p><b>Indicator 2</b> Teacher provides opportunities for <b>all</b> students to create and interpret multiple representations</p>	<p><b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for <b>all</b> students</p>	<p><b>Indicator 2</b> Teacher aligns assessment opportunities with learning goals and performance criteria</p>
<p><b>Indicator 3</b> Teacher makes clear the purpose and relevance of new learning for <b>all</b> students</p>	<p><b>Indicator 3</b> Tasks progressively develop <b>all</b> students' cognitive abilities and skills</p>	<p><b>Indicator 3</b> Teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<p><b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes</p>	<p><b>Indicator 3</b> Teacher structures opportunities to generate evidence of learning during the lesson of <b>all</b> students</p>
<p><b>Indicator 4</b> Teacher provides <b>all</b> students opportunities to build on or challenge initial understandings</p>	<p><b>Indicator 4</b> Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status</p>	<p><b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for <b>all</b> students</p>		<p><b>Indicator 4</b> Teacher adapts actions based on evidence generated in the lesson for <b>all</b> students</p>

# 1

## STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

### INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher activates <b>all</b> students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Initial understandings can sometimes support or conflict with learning new concepts/ideas</li> <li>• If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends</li> <li>• Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic</li> </ul>
<p><b>Indicator 2</b> Teacher makes connections explicit between previous learning and new concepts and skills for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student classroom interviews</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' previous learning includes learning that occurs in and out of school contexts</li> </ul>
<p><b>Indicator 3</b> Teacher makes clear the purpose and relevance of new learning for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning</li> <li>• Students should be answering the question: What is the point?</li> </ul>
<p><b>Indicator 4</b> Teacher provides <b>all</b> students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student classroom interviews</li> <li>• Student feedback (e.g., survey, writing)</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher needs to interpret levels of students' initial understandings in order to move learning forward</li> </ul>

# 1

## STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

### PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher activates <b>all</b> students' initial understandings of new concepts and skills	<b>Indicator 2</b> Teacher makes connections explicit between previous learning and new concepts and skills for <b>all</b> students	<b>Indicator 3</b> Teacher makes clear the purpose and relevance of new learning for <b>all</b> students	<b>Indicator 4</b> Teacher provides <b>all</b> students opportunities to build on or challenge initial understandings
<b>Level 4</b> Teacher <b>fully</b> activates <b>all</b> students' initial understandings (including misconceptions and incomplete understandings) through the use of <b>multiple</b> methods and/or modes*	<b>Level 4</b> Teacher makes connections for <b>all</b> students between previously learned and/or new concepts and skills	<b>Level 4</b> Teacher <b>fully</b> clarifies the purpose and relevance of new learning for <b>all</b> students, including <b>clearly</b> connecting new learning to longer-term learning goals	<b>Level 4</b> Teacher employs <b>effective and varied</b> strategies, assisting <b>all</b> students in the process of bridging understanding from initial conceptions to targeted learning
<b>Level 3</b> Teacher <b>adequately</b> activates <b>most</b> students' initial understandings (including misconceptions and incomplete understandings) by using <b>at least two</b> methods and/or <b>two</b> modes	<b>Level 3</b> Teacher makes <b>adequate</b> connections for <b>most</b> students between previously learned and/or new concepts and skills	<b>Level 3</b> Teacher <b>adequately</b> clarifies the purpose and relevance of new learning for <b>most</b> students, including <b>sufficiently</b> connecting new learning to longer-term learning goals	<b>Level 3</b> Teacher employs <b>adequate</b> strategies ( <b>using at least two</b> ), assisting <b>most</b> students in the process of bridging understanding from initial conceptions to targeted learning
<b>Level 2</b> Teacher <b>inadequately</b> activates <b>most</b> students' initial understandings (including misconceptions and incomplete understandings) using <b>limited</b> methods and/or modes	<b>Level 2</b> Teacher makes <b>inadequate</b> connections for <b>most</b> students between previously learned and/or new concepts and skills	<b>Level 2</b> Teacher <b>inadequately</b> clarifies the purpose and relevance of new learning for <b>most</b> students <b>and/or</b> <b>minimally</b> connects new learning to longer-term learning goals	<b>Level 2</b> Teacher employs <b>inadequate and unvaried</b> strategies, <b>only minimally</b> assisting <b>most</b> students in the process of bridging understanding from initial conceptions to targeted learning
<b>Level 1</b> Teacher activates <b>no, or almost no</b> students' initial understandings	<b>Level 1</b> Teacher makes <b>no, or almost no</b> connections between previously learned and/or new concepts and skills for <b>any</b> student	<b>Level 1</b> Teacher clarifies the purpose and relevance of learning for <b>no, or almost no</b> students and makes <b>no, or almost no</b> connections between new learning and longer-term learning goals	<b>Level 1</b> Teacher employs <b>no, or almost no</b> strategies to assist <b>any</b> student in the process of bridging understanding from initial conceptions to targeted learning

\*Methods = Teacher questions, provides tasks, asks for free recall, structures discussions; Modes = Students respond orally, make diagrams, write, draw, describe

# 2

## STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

### INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Tasks purposefully employ <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student classroom interviews</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)</li> <li>• Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing</li> <li>• Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order)</li> <li>• Cognitive abilities and skills are increasingly content specific as students' learning develops</li> </ul>
<p><b>Indicator 2</b> Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student work</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks require cognitive effort from <b>all</b> students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard)</li> <li>• Tasks should not be "one-size fits all"</li> </ul>
<p><b>Indicator 3</b> Tasks progressively develop <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plans</li> <li>• Teacher notes</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designs and structures tasks that allow for deep rather than superficial learning</li> <li>• Tasks are not discrete but connected to a larger sequence of learning</li> <li>• Tasks are connected to overall goals of the lesson, unit, or standard</li> <li>• Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?</li> </ul>

**Indicator 4**

Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Lesson plans
- Teacher notes
- Student work

- Teacher serves all students well regardless of family background, socio-economic status, or ability.
- Teacher has an expectation that all children can achieve at high levels,
- The teacher takes an active role in ensuring that students have equitable opportunities to achieve

# 2

## STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

### PERFORMANCE LEVELS

<b>Indicator 1</b> Tasks purposefully employ <b>all</b> students' cognitive abilities and skills	<b>Indicator 2</b> Tasks place appropriate demands on each student	<b>Indicator 3</b> Tasks progressively develop <b>all</b> students' cognitive abilities and skills	<b>Indicator 4</b> Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
<b>Level 4</b> Teacher engages <b>all</b> students with <b>relevant and substantive</b> tasks that <b>effectively</b> support deep learning of subject-matter content and processes	<b>Level 4</b> Teacher provides tasks at the <b>appropriate</b> level of challenge for <b>every</b> student, <b>effectively</b> enabling <b>each</b> student to advance his/her learning of subject-matter content and processes	<b>Level 4</b> Teacher <b>effectively</b> structures <b>multi-leveled</b> tasks that advance <b>all</b> students' thinking and/or skills <b>in connected steps</b> during the course of a lesson <b>and</b> across multiple lessons	<b>Level 4</b> Teacher models and demonstrates the <b>highest</b> expectation that <b>all</b> children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
<b>Level 3</b> Teacher engages <b>most</b> students with <b>generally relevant and worthwhile</b> tasks that <b>adequately</b> support deep learning of subject-matter content and processes	<b>Level 3</b> Teacher provides tasks at a <b>generally appropriate</b> level of challenge for <b>most</b> students, <b>largely</b> enabling <b>most</b> students to advance their learning of subject-matter content and processes	<b>Level 3</b> Teacher <b>adequately</b> structures tasks with <b>more than one level</b> that advance <b>most</b> students' thinking and/or skills <b>in connected steps</b> during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 3</b> Teacher models and demonstrates <b>high</b> expectations that <b>all</b> children can learn at high levels regardless of family background, socio-economic status, or ability
<b>Level 2</b> Teacher engages <b>most</b> students with tasks that <b>inadequately</b> support deep learning of subject-matter content and processes	<b>Level 2</b> Teacher provides tasks at an <b>appropriate</b> level of challenge for <b>few</b> students, <b>minimally</b> enabling <b>most</b> students to advance their learning of subject-matter content and processes	<b>Level 2</b> Teacher structures <b>a single task at one level</b> that <b>minimally</b> advance <b>all</b> students' thinking and/or skills during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 2</b> Teacher demonstrates <b>minimal</b> expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
<b>Level 1</b> Teacher <b>does not</b> engage students with <b>any</b> tasks that support deep learning of subject-matter content and processes	<b>Level 1</b> Teacher provides <b>no, or almost no</b> tasks at an appropriate level of challenge for <b>any</b> students, enabling <b>no, or almost no</b> students to advance their learning of subject-matter content and processes	<b>Level 1</b> Teacher <b>does not</b> structure leveled tasks that advance <b>any</b> student's thinking <b>and/or</b> skills <b>in connected steps</b> during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 1</b> Teacher demonstrates <b>little</b> expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

# 3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

## INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Teacher notes</li> <li>• Audio/visual/print artifact</li> </ul>	<ul style="list-style-type: none"> <li>• Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning</li> <li>• Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim</li> <li>• Forms of discourse: oral and written</li> </ul>
<p><b>Indicator 2</b> Teacher provides opportunities for <b>all</b> students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One artifact of the representation and/or its creation, interpretation, or use of the representation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Student work</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple representations can be of the same or different concepts</li> <li>• Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations</li> <li>• Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking</li> </ul>
<p><b>Indicator 3</b> Teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plan</li> <li>• Teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media</li> <li>• Teacher helps students use prior knowledge to draw analogies to support understanding of ideas</li> </ul>
<p><b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Teacher notes</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners</li> <li>• Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space</li> </ul>

# 3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

## PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<b>Indicator 2</b> Teacher provides opportunities for all students to create and interpret multiple representations	<b>Indicator 3</b> Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
<b>Level 4</b> Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	<b>Level 4</b> Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	<b>Level 4</b> Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 4</b> Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
<b>Level 3</b> Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	<b>Level 3</b> Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 3</b> Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 3</b> Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
<b>Level 2</b> Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	<b>Level 2</b> Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 2</b> Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 2</b> Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
<b>Level 1</b> Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	<b>Level 1</b> Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 1</b> Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	<b>Level 1</b> Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning



# 4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

## INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson</li> </ul>
<p><b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Student work</li> <li>• Student classroom interviews</li> <li>• Teacher notes</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so</li> <li>• Teacher provides instruction to students in self-monitoring strategies</li> <li>• Student artifacts include self-reflection tools provided by the teacher and students' notes</li> <li>• Students need to be clear about learning goals and performance criteria to engage in self-monitoring</li> <li>• Self-monitored student learning is a core 21<sup>st</sup> century skill</li> </ul>
<p><b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher notes</li> <li>• Student work</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This is a core 21<sup>st</sup> century skill</li> <li>• Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class</li> <li>• Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance</li> <li>• Students revise their learning strategies based on their own evaluation of how their learning is progressing</li> </ul>

# 4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

## PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it	<b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for all students	<b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes
<b>Level 4</b> All students in the class can <b>fully</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 4</b> All students <b>actively</b> engage in reflection on their learning status, which is <b>directly</b> related to learning goals and performance criteria, during <b>well-structured</b> opportunities for reflection in the lesson	<b>Level 4</b> All students <b>routinely</b> take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 3</b> Most students in the class can <b>generally</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can <b>fully</b> explain <b>two</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 3</b> Most students <b>adequately</b> engage in reflection on their learning status, which is <b>generally</b> related to learning goals and performance criteria, during <b>moderately well-structured</b> opportunities for reflection in the lesson	<b>Level 3</b> Most students <b>frequently</b> take actions based <b>largely</b> on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 2</b> Most students in the class can <b>only vaguely</b> explain <b>one or more</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 2</b> Most students <b>do not</b> engage in <b>adequate</b> reflection on their learning status; this reflection is <b>generally unrelated</b> to learning goals and performance criteria, and there are <b>only limited, and/or poorly structured</b> opportunities for reflection in the lesson	<b>Level 2</b> Most student actions are <b>infrequently</b> based on their own assessment of their learning status <b>and/or</b> students have <b>few</b> self-assessment opportunities on which to base actions
<b>Level 1</b> No, or <b>almost no</b> students <b>can</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 1</b> No, or <b>almost no</b> students engage in reflection on their learning status and there are <b>no, or almost no</b> opportunities for reflection in the lesson	<b>Level 1</b> No, or <b>almost no</b> students take actions based on their own assessment of their learning status <b>and/or</b> students have <b>no</b> self assessments on which to base actions

# 5

## STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

### INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher plans on-going learning opportunities based on evidence of <b>all</b> students' current learning status</p>	<ul style="list-style-type: none"> <li>Teacher pre/post conference</li> <li>One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Prior student work/assessment informing planned learning opportunities</li> <li>Teacher notes</li> <li>Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>"Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area)</li> <li>There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)</li> </ul>
<p><b>Indicator 2</b> Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>Teacher pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Student work</li> <li>Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity)</li> <li>Performance criteria indicate the successful accomplishment of the learning goal</li> <li>Teacher should use different types of assessment strategies to account for learner differences</li> </ul>
<p><b>Indicator 3</b> Teacher structures opportunities to generate evidence of learning during the lesson of <b>all</b> students</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>Teacher pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Teacher notes</li> <li>Student classroom interviews</li> <li>Audio/visual/print artifact</li> </ul>	<ul style="list-style-type: none"> <li>While evidence generation needs to be planned, evidence can also arise spontaneously</li> <li>Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing</li> <li>Teacher should structure multiple opportunities to generate evidence and not rely on one source</li> </ul>
<p><b>Indicator 4</b> Teacher adapts actions based on evidence generated in the lesson for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>Direct evaluator observation</li> <li>Teacher pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Teacher notes</li> <li>Written feedback on student work</li> <li>Student classroom interviews</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning</li> </ul>

# 5

## STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

### PERFORMANCE LEVELS

<b>Indicator 1</b> Teacher plans on-going learning opportunities based on evidence of <b>all</b> students' current learning status	<b>Indicator 2</b> Teacher aligns assessment opportunities with learning goals and performance criteria	<b>Indicator 3</b> Teacher structures opportunities to generate evidence of learning during the lesson of <b>all</b> students	<b>Indicator 4</b> Teacher adapts actions based on evidence generated in the lesson for <b>all</b> students
<b>Level 4</b> Teacher <b>consistently</b> plans on-going learning opportunities based on <b>substantial, current</b> evidence of <b>all</b> students' learning status	<b>Level 4</b> Teacher <b>fully</b> aligns assessment opportunities with <b>clearly specified</b> learning goals and performance criteria to provide <b>quality</b> evidence of <b>all</b> students' learning status	<b>Level 4</b> Teacher structures <b>multiple and varied</b> opportunities to generate evidence of <b>all</b> students' learning during the lesson	<b>Level 4</b> Teacher <b>effectively</b> adapts her/his actions for <b>all</b> students in response to evidence presented and/or generated in the lesson
<b>Level 3</b> Teacher <b>frequently</b> plans on-going learning opportunities based on <b>adequate</b> evidence of <b>most</b> students' learning status	<b>Level 3</b> Teacher <b>adequately</b> aligns assessment opportunities with <b>specified</b> learning goals and performance criteria to provide <b>adequate</b> evidence of <b>most</b> students' learning status	<b>Level 3</b> Teacher structures <b>adequate (e.g., several or varied)</b> opportunities to generate evidence of <b>most</b> students' learning during the lesson	<b>Level 3</b> Teacher <b>adequately</b> adapts her/his actions for <b>most</b> students in response to evidence presented and/or generated in the lesson
<b>Level 2</b> Teacher <b>sometimes</b> plans on-going learning opportunities based on evidence of <b>some</b> students' learning status; the evidence used is <b>frequently outdated and/or limited</b>	<b>Level 2</b> Teacher <b>inadequately</b> aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are <b>insufficiently specified</b> to provide <b>adequate</b> evidence of <b>most</b> students' learning status	<b>Level 2</b> Teacher structures <b>limited</b> opportunities to generate evidence of <b>most</b> students' learning during the lesson	<b>Level 2</b> Teacher <b>inadequately</b> adapts her/his actions for <b>most</b> students in response to evidence presented and/or generated in the lesson
<b>Level 1</b> Teacher plans <b>no, or almost no</b> on-going learning opportunities based on <b>any</b> evidence of students' learning status	<b>Level 1</b> Teacher aligns <b>no, or almost no</b> assessment opportunities with <b>any</b> learning goals and performance criteria	<b>Level 1</b> Teacher structures <b>no, or almost no</b> opportunities to generate evidence of <b>any</b> student's learning during the lesson	<b>Level 1</b> Teacher continues with planned lesson <b>regardless of any</b> evidence presented and/or generated in the lesson

### Four-Point Rating Scale

**Level 4.** The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

**Level 3.** The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

**Level 2.** The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

**Level 1.** The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.