



Indicator	Highly Effective Descriptor	Descriptor Summary	Possible Instructional Strategies and Techniques
<p>Element 1.2:A</p> <p>Uses strategies to support learning and language acquisition</p>		<p>Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.</p>	<p><u>Seen at Beginning of Lesson in Written Agenda on Board, Seen throughout the Lesson</u></p> <p>Strategies for vocabulary development (i.e. use of word walls include current/relevant, grade-level appropriate words; visual representations, examples and non-examples, Frayer Models)</p> <p>Explicit instruction in tier 2 and academic vocabulary, explicit instruction in content area vocabulary</p> <p>Reading across the curriculum (instruction aligned to CCSS for Literacy in the Sciences, Social Studies, and technical subjects)</p> <p>Ongoing checks for understanding (i.e. TAPPLE, use of dry erase boards, cold calling) followed by adjusting instruction in response to student understanding</p> <p>Leveled texts used for acquisition of content knowledge through reading</p> <p>Students respond in complete sentences and use content area vocabulary</p>



<p>Element II.4:A</p>	<p>Articulates learning objectives/goals with learning standards</p>	<p>Teacher is able to design all learning experiences and articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their learning</p>	<p>Teacher articulates learning experiences to the objective and how they are aligned to learning standards</p> <p>Instructional strategies, techniques, pathways are appropriate to the outcome (learning rather than activity focused)</p>	<p><u>Lesson Introduction , Seen at the beginning of the Lesson</u> Introduces lesson’s outcome/purpose with a clearly articulated learning objective, “I can” statement, essential question, or learning outcome The major focus of the lesson’s outcomes are on “Power Standards”: Endurance: relevant throughout a student’s lifetime (such as learning how to read or how to interpret a map). Leverage: used in multiple academic disciplines (such as writing grammatically and persuasively or interpreting and analyzing data). Essentiality: necessary for students to succeed in the next grade level or the next sequential course in an academic subject (such as understanding algebraic functions before taking geometry or calculus, which require the use of algebra).</p> <p>Explicitly teaches key vocabulary embedded in the lesson’s standard/objective Agendas and directions are focused on learning rather than activities (i.e. “Practice regrouping with two-digit multiplication,” rather than “Complete practice problems”) Lesson and materials include scaffolding to support varied needs of students in the class Previews/teaches key vocabulary Bellringers</p>
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<p>Element II.5:B</p>	<p>Designs learning experiences using prior knowledge</p>	<p>Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.</p>	<p>Learning experiences are connected to prior knowledge</p>	<p><u>Within/Following Lesson Introduction</u> After setting the lesson’s purpose, the teacher activates prior knowledge by building on either universal experiences or common prior learning Students explain how prior knowledge supported current learning (i.e. teacher asks and students discuss at the beginning of the lesson: Why is photosynthesis critical to plant life; at the end of the lesson on respiration, the teacher asks and students discuss: How are photosynthesis and respiration similar and how are they different”) Teacher/students connect learning to relevance through application to real-world problems (“Learning to use evidence in our writing can help us sway our parents’ opinions about curfew”) Embeds 21st Century skills into lesson (critical thinking, collaboration, problem solving, creativity, and communication) Use of a collaborative challenge to activate and apply prior knowledge</p>
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<p>Element III.1:B</p>	<p>Uses research-based instruction</p>	<p>Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.</p>	<p>Instructional practices are researched-based.</p> <p>Teacher uses newest research-based methods</p>	<p><u>Seen throughout the lesson</u> Concept/skill development includes modeling and guided practice with frequent feedback Embeds 21st Century skills into lesson (critical thinking, collaboration, problem solving, creativity, and communication) Project/Problem/challenge-based learning Marzano’s Nine Instructional Strategies: 1. Identifying similarities and differences; 2. Summarizing and note-taking; 3. Reinforcing effort and providing recognition; 4. Homework and practice; 5. Nonlinguistic representation (including manipulatives); 6. Cooperative learning; 7. Setting objectives and providing feedback; 8. Generating and testing hypotheses; 9. Questions, cues and advance organizers;</p> <p>Building academic vocabulary; Writing in content areas; Activating prior knowledge; Differentiation (content, product/ assessment, process, method of pres., environment/grouping); Providing opportunities for Closure/Reflection; Technology to engage with content/enhance skills; Reading (to self, to others, listening to reading) White Boards/Dry Erase boards Sentence frames Text-based answers Instructional methods/techniques and materials align to learning outcomes Reading across content areas, including primary sources</p>
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<p>Element III.1:C</p>	<p>Engages students</p>	<p>Teacher’s instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.</p>	<p>Students are challenged cognitively engaged</p> <p>Opportunities to work with teacher and peers</p> <p>Students initiate interactions</p>	<p><u>Seen throughout the lesson</u> EDI Strategies (i.e. Engagement Norms-Track/Read with Me; Gestures for vocabulary; frequent pair-share; use of attention signals; Whiteboards) Collaborative work to apply course’s key concepts to solve real-world problems (development and application of 21st century skills) Directions and procedures are clear Provides frequent opportunities for student interaction Pauses frequently during direct instruction to check for understanding Student choice in how they learn (keep the “what” constant) Project/Problem/challenge-based learning Scaffolds lesson to provide support for all students to reach the outcome (sufficiently challenging, but not out of reach) 90-100% of students appear actively engaged (participating in discussion, hands-on work/experiments, listening/note-taking, answering questions, completing graphic organizers, collaborative work, reading/writing)</p>

<p>Element III.2:B</p>	<p>Uses questioning techniques</p>	<p>Teacher’s questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.</p>	<p>Questions are open ended</p> <p>Questions are challenging</p> <p>All students must respond</p>	<p><u>Seen throughout the lesson</u></p> <p>Wait time</p> <p>Pair-share</p> <p>Student-led discussion</p> <p>Fish-Bowl technique</p> <p>Student Generated questions</p> <p>Higher-order questioning (How did you determine...)</p> <p>Use of dry erase boards and paired discussion</p> <p>No opt out (think about the question and I will come back to you; let’s review another example and I will give you another try)</p> <p>Error-analysis questions focused on process/lesson concept (i.e. Why does this method work while this method does not for this example?)</p> <p>Cold calling/picking non-volunteers: use of popsicle sticks or random number or name generator to choose students to respond to questions</p> <p>Question stems to help students generate higher-order questions</p> <p>Questions require synthesis/application</p>
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<p>Element III.6:A</p>	<p>Uses formative assessment to monitor and adjust pacing</p>	<p>Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.</p>	<p>Formative assessments Adjustment of instruction</p>	<p>Seen throughout the lesson and in closing EDI Strategy (TAPPLE: Teach first, Ask a question, Pause and pair-share; wait 3-5 seconds+; Pick a non-volunteer, Listen to the response, give Effective feedback) Use of dry erase/white boards Exit tickets (closing) Groupings/differentiation reflects student performance (i.e. one group works on improving sensory details, while another is focused on proper use of quotations in a narrative writing lesson) Varies assessment strategies throughout the lesson (i.e. student-teacher conferences; observation of student work; exit ticket; “Poll Anywhere”/electronic response system; Kahoot) Formative assessment is aligned to learning outcome</p>
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<p>Element IV.1:A</p>	<p>Interactions with students</p>	<p>Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free to take learning risks.</p>	<p>Interactions are respectful and caring</p> <p>Teacher creates a safe learning environment</p>	<p><u>Seen throughout the lesson</u> Positive tone of voice Interactions reflect/support a growth mindset Feedback is positive and focused on growth Students willingly share work/ideas Teacher corrects behavior in a positive manner (I need you to... rather than Stop...) Evidence of students self-correcting their own behavior</p>
<p>Element IV.3:A</p>	<p>Establishes routines/procedures/transitions and expectations for student behavior</p>	<p>The teacher and students have established seamless routines/ procedures/transitions and standards of conduct. They are clear to all students and appear to be internalized. Student assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation</p>		<p><u>Seen throughout the lesson</u> Use of transition signals Students help manage/run non-instructional routines (i.e. mail delivery) Clearly posted and followed classroom rules Teacher applies respectful behavior management techniques (i.e. non-verbal warnings, proximity control; pulls aside when necessary to address behavior) Expectations for behavior are consistent with the school's code of conduct/PBIS expectations Students treat one another with respect Students remind one another of classroom routines and expectations/support the implementation of routines and expectations Procedures/routines are orderly (i.e. students calmly and quickly rearrange furniture when moving from independent to group work) Evidence of students self-correcting their own behavior Materials and resources are prepared and readily available</p>

<p>Element V.2:B</p>	<p>Engages students in self-assessment</p>	<p>Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.</p>		<p>Summary/Closure (most often) Student self-assessment (i.e. score your exit ticket (place in bins for 4, 3, 2, 1)) (closing) Other Summarizing Activity Self-assessment on rubrics followed by revision (i.e. writing/project rubrics) Student goal setting/tracking (often in closing) Self-assessment aligns to learning outcome</p>
<p>Element VI.1:A</p>	<p>Demonstrates ethical, professional behavior</p>	<p>Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.</p>		<p>Receptive to and applies feedback Has positive interactions with staff Demonstrates professional interactions with students, parents, administrators and colleagues Provides suggestions to parents/staff to support student learning/behavioral needs and accepts/applies suggestions from others Completes professional responsibilities/obligations on time</p>



<p>Element VII.3:B</p>	<p>Collaborates</p>	<p>Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team</p>	<p>Works with peers</p>	<p>Evidence of participation in grade-level teams, such as through shared instructional materials, setting common outcomes (i.e. power standards), teaching common essential vocabulary Applies professional learning Instructional practice reflects collaboration (i.e. application of technique learned from a peer/instructional coach) Observes/allows peers to observe instruction Backwards planning from common assessments (i.e. aligning daily instruction to summative unit assessment)</p>
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