

TEACHER HIGH LEVERAGE INSTRUCTIONAL STANDARDS AND INDICATORS

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

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>Indicator 1 Teacher and all 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"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • 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 • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

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

PERFORMANCE LEVELS

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

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.