

Standard 1
NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

What Teachers Need to Demonstrate	Indicators			Performance Areas			
	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
1. Teacher activates all students' initial understandings of new concepts and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic 	Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Teacher activates no, or almost no students' initial understandings
2. Teacher makes connections explicit between previous learning and new concepts and skills for all students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts 	Teacher makes connections for all students between previously learned and/or new concepts and skills	Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student
3. Teacher makes clear the purpose and relevance of new learning for all students	<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"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point? 	Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals
4. Teacher provides all students opportunities to build on or challenge initial understandings	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student Work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward 	Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning	Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

Standard 2
LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

What Teachers Need to Demonstrate	Indicators			Performance Areas			
	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
1. Tasks purposefully employ all students' cognitive abilities and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • 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) • Cognitive abilities and skills are increasingly content specific as students' learning develops 	Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes
2. Tasks place appropriate demands on each student	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all" 	Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes
3. Tasks progressively develop all students' cognitive abilities and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time? 	Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons
4. Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • 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. 	Teacher models and demonstrates the highest expectation that all 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.	Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.	Teacher demonstrates minimal expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.	Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.

Standard 3
STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

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

Standard 4

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

What Teachers Need to Demonstrate	Indicators			Performance Areas			
	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
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	<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 	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	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	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	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
2. Teacher structures opportunities for self-monitored learning for all students	<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 	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	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	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	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
3. Teacher supports all students to take actions based on the students' own self-monitoring processes	<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 	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	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	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	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

Standard 5
ASSESSMENT IS INTEGRATED INTO INSTRUCTION

What Teachers Need to Demonstrate	Indicators			Performance Areas			
	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
1. Teacher plans on-going learning opportunities based on evidence of all students' current learning status	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/ assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> “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) 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) 	Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Teacher plans no, or almost no ongoing learning opportunities based on any evidence of students' learning status
2. Teacher aligns assessment opportunities with learning goals and performance criteria	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences 	Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria
3. Teacher structures opportunities to generate evidence of learning during the lesson of all students	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source 	Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson
4. Teacher adapts actions based on evidence generated in the lesson for all students	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning 	Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson	Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson	Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson