| | **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
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| ***3a Communicating with Students*** | The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. | Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanations consist of a monologue with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds. | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken r written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. |
| ***Critical Attributes*** | *In addition to the characteristics of "effective,"*<br>• *The teacher points out possible areas for misunderstanding.*<br>• *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*<br>• *The teacher invites students to explain the content to the class or to classmates.*<br>• *Teacher uses rich language, integrating vocabulary lessons where appropriate* | • *The teacher states clearly, at some point during the lesson, what the students will be learning.*<br>• *The teacher clarifies the learning task so that students can complete it.*<br>• *Teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors.*<br>• *If appropriate, the teacher models the process to be followed in the task*<br>• *Vocabulary and usage are correct and completely suited to the lesson.*<br>• *Vocabulary is appropriate to the students' ages and levels of development.* | • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>• *The teacher makes a limited attempt to clarify the learning task so that the students can complete it.*<br>• *The teacher makes no serious content errors, although may make a minor error.*<br>• *The teacher's explanation consists of a monologue with minimal participation by students.*<br>• *Vocabulary is too advanced or too juvenile for students.* | • *At no time during the lesson does the teacher convey to the students what they will be learning.*<br>• *The teacher does not clarify the learning task.*<br>• *The teacher makes a serious content error that will affect students' understanding of the lesson,*<br>• *Teacher's communications include errors of vocabulary or usage.*<br>• *Vocabulary is inappropriate to the age or culture of the students.* |
| ***Possible Examples*** | • *The teacher says. "Here's a spot where some students have difficulty...be sure to read it carefully."*<br>• *The teacher says, "Who would like to explain this idea to us?"*<br>• *The teacher asks a student to explain the task to the other students.*<br>• *When needed, a student offers clarification about the learning task to classmates.*<br>• *The teacher explains a topic by inviting students to think about real life examples.*<br>• *The teacher uses advanced vocabulary* | • *The teacher says, "By the end of today's lesson, you will be able to..."*<br>• *The teacher provides support when students ask for direction or clarification.*<br>• *In the course of a presentation, the teacher asks, "Can anyone think of an example of that...?"*<br>• *The teacher uses a handout, a model, a board, or a projection device so students can refer to it* | • *The teacher says, "And oh, by the way, today we're going to factor polynomials."*<br>• *A student asks, "What are we supposed to be doing?" and the teacher does not clarify the task.*<br>• *A number of students do not seem to be following the explanation of content, and the teacher does not redirect them.*<br>• *Students are inattentive during* | • *The teacher ignores the question when a student asks "What are we doing?"*<br>• *The teacher ignores students, who in an effort to follow the lesson, are talking among themselves..*<br>• *The teacher uses technical terms with an elementary class without explaining their meanings.*<br>• *The teacher states that to add fractions, they must have the same numerator.* |

| | *paired with age appropriate synonyms.*<br>• *The teacher pauses during an explanation to remind students of common prefixes and suffixes.* | *without requiring the teacher's attention.*<br>• *The teacher models a skill, process, or behavior.* | *the teacher's explanation of content, and the teacher does not respond.*<br>• *The teacher mispronounces "..."* | • *The teacher says "ain't."* |

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| *3b Using questioning/ prompts and discussion* | Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high –level thinking and discourse, and promote meta-cognition.  Students formulate many questions, initiate topics, and make unsolicited contributions.  Students themselves ensure that all voices are heard in the discussion. | While the teacher may use some low-level questions he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of students to ensure that most students are heard. | Teacher's questions lead students through a single path of inquiry with answers seemingly determined in advance.  Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.

Teacher attempts o engage all students in the discussion and to encourage them to respond to one another with uneven results. | Teacher's questions are of low cognitive challenge, single correct responses and asked in rapid succession.  Interaction between teacher and students is predominantly recitation style with teacher mediating all questions and answers.  A few students dominate the discussion. |
| *Critical Attributes* | *In addition to the characteristics of "effective," the teacher provides opportunities for*<br>• *students to initiate higher order questions*<br>• *students to extend the discussion, enriching it.*<br>• *students to invite comments from their classmates during a discussion.* | • *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.*<br>• *The teacher builds on/uses student responses to questions effectively.*<br>• *The teacher encourages many students to actively engage in the discussion.*<br>• *The teacher makes effective use of wait time.*<br>• *Discussions enable students to talk to one another, without on-going mediation by the teacher.*<br>• *The teacher calls on most students, even those who don't initially volunteer.* | • *Teacher rarely frames questions  designed to promote student thinking,*<br>• *The teacher rarely invites student to respond directly to one another's ideas.*<br>• *Students comment on each other's ideas, but teacher fails to provide scaffolding and support.* | • *Teacher only asks rapid-fire and convergent questions with a single correct answer.*<br>• *Teacher asks questions that do not invite student thinking.*<br>• *A few students dominate the discussion without teacher intervention.*<br>• *All discussion is between teacher and students; students are not invited to speak directly to one another.* |
| *Possible Examples* | *The teacher facilitates students asking questions such as:*<br>• *"How many ways are there to get this answer?"*<br>• *"What if ….?"*<br>• *(a student commenting on another student's opinion) "I don't think I agree with you on this because…"*<br>• *(a student asks other students) "Does anyone have another idea as to how we can figure this out?"*<br><br>*In-depth, student discussion takes place.* | • *The teacher asks, "What might…? and "What if…? " questions*<br>• *The teacher uses the plural form in asking questions, such as, "What are some things you think might contribute to…?"*<br>• *The teacher asks the students to comment on each other's ideas.*<br>• *The teacher asks a question, then asks every student to write a brief response, and finally asks the students to share with a partner before inviting a few to offer their ideas to the entire class.* | • *In discussions, most questions are the"recitation" type.*<br>• *The teacher asks, "Who has an idea about this?" but only calls on the same three students.*<br>• *When a teacher calls on a student who offers no response or responds incorrectly, the teacher simply moves on.* | • *All questions are of the recitation type, such as "What is 3 X 4?"*<br>• *The teacher asks a question for which the answer is on the board, and students respond by reading it.*<br>• *The teacher only calls on students with their hands up.* |

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| ***3c Engaging Students in Learning*** | Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. | The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning tasks and activities, materials, resources, instructional groups and technologies are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. |
| ***Critical Attributes*** | *In addition to the characteristics of "effective,"*<br>• *The teacher encourages students to take the initiative to modify a learning task to make it more meaningful or relevant to their needs.*<br>• *The teacher encourages the students to suggest modifications to the grouping patterns used.*<br>• *Teacher provides an opportunity for students to have an extensive choice in how they complete a task..*<br>• *Teacher designs a lesson to allow modifications or additions to the materials being used.*<br>• *Teacher provides students with an opportunity for reflection and closure on the lesson to consolidate their understanding.* | • *Learning tasks have multiple correct responses, approaches and/or demand higher-order thinking.*<br>• *Teacher provides some choice in how students complete learning tasks.*<br>• *Teacher provides a mix of different types of groupings, suitable to the lesson objectives.*<br>• *Materials and resources support the learning goals and require intellectual engagement, as appropriate.*<br>• *The pacing of the lesson provides students the time needed to be intellectually engaged.* | • *Learning tasks are a mix of those requiring thinking and recall.*<br>• *Students learn primarily facts or procedures.*<br>• *Students rarely have choices in how they complete tasks.*<br>• *There is no mix of different types of groupings suitable to the lesson objectives.*<br>• *Materials and resources support the learning goals and require intellectual engagement as appropriate.*<br>• *The pacing of the lesson is uneven; suitable in parts but rushed and dragging in others.* | • *Learning tasks require only recall or have a single correct response or method.*<br>• *Teacher provides no choices in how students complete tasks with no higher order thinking skills.*<br>• *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.*<br>• *Instructional materials used are unsuitable to the lesson and/or the students.*<br>• *The lesson drags or is rushed.* |
| ***Examples*** | • *Students are asked to write in the style of a particular author.*<br>• *Students are asked to identify or create their own learning materials.*<br>• *Students are asked to reflect on their learning from the lesson* | • *Students are asked to demonstrate an understanding in a variety of ways.*<br>• *Students are given a task to do independently and then to discuss it with a table group, followed by a report-out from each table.* | • *Students are asked to demonstrate their understanding only by filling in a worksheet.*<br>• *Students rarely are asked by the teacher to justify the reasoning behind their answers.* | • *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.*<br>• *Students complete purposeless activities.* |

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| *3.d. Using Assessment in Instruction* | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and pees, is accurate, specific, and advances learning. Questions /prompts/assessments are used regularly to diagnose evidence of learning by individual students. | .Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/ prompts/assessments are used to diagnose evidence of learning. | Assessment is used sporadically to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning. | There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. |
| *Critical Attributes* | *In addition to the characteristics of "effective"* <br>• *The teacher provides opportunities for students to help establish evaluation criteria.* <br>• *Teacher monitoring of student understanding is discerning and on-going: the teacher is constantly "taking the pulse" of the class.* <br>• *Teacher makes frequent use of strategies to elicit information about individual student understanding.* <br>• *Feedback to students is specific and timely and is provided from many sources, including other students.* <br>• *As a result of tasks set by the teacher, students monitor their own understanding.* <br>• *The teacher's adjustments to the lesson are designed to assist individual students.* | • *Teachers make the characteristics of high quality work clear.* <br>• *The teacher elicits evidence of student understanding during the lesson and invites them to assess their own work to make improvements.* <br>• *Feedback is timely, specific to the learning task, and oriented toward future improvement of work for at least groups of students.* <br>• *The teacher attempts to engage students in self-or peer-assessment.* <br>• *When necessary, the teacher makes adjustment to the lesson to enhance understanding by groups of students.* | • *There is little evidence that the students understand how their work will be evaluated.* <br>• *Teacher monitors understanding through a single method or without eliciting evidence of understanding from all students.* <br>• *Teacher requests global indications of student understanding.* <br>• *Feedback to students is not specific, not oriented toward future improvement of work.* <br>• *The teacher makes only minor attempts to engage students in self-or peer-assessments.* <br>• *The teacher's attempt to adjust the lesson are partially successful.* | • *The teacher gives no indication of what high quality work looks like.* <br>• *The teacher makes no effort to determine whether students understand the lesson.* <br>• *Feedback is only global or absent.* <br><br>. |
| *Possible Examples* | • *Teacher reminds students of the agreed-upon characteristics of high quality work that they helped to create.* <br>• *While students are working, the teacher circulates providing substantive feedback to individual students.* <br>• *The teacher uses methods, such as Popsicle sticks or exit tickets, to elicit evidence of individual student understanding.* <br>• *Students offer feedback to their classmates on their work.* <br>• *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* | • *The teacher circulates during small group or independent work, offering suggestions to groups of students.* <br>• *The teacher uses a specifically formulated question to elicit evidence of student understanding.* <br>• *The teacher asks students to look over their papers to correct their errors.* | • *Teacher asks, "Does anyone have a question?"* <br>• *When a student competes a problem on the board, the teacher corrects the student's work without explaining why.* <br>• *The teacher, after receiving a correct response from one student, continues without ascertaining all students understand the concept.* | • *The teacher forges ahead without checking for understanding.* <br>• *The sole feedback from the teacher is "Good job, everyone."* |

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| *3e Demonstrating flexibility and responsiveness* | Teacher seizes an opportunity to enhance leaning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. . | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. . | Teacher attempts to modify the lesson when needed and to respond to student questions and interests with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. |
| *Critical Attributes* | *In addition to the characteristics of "effective,"*<br>• *Teacher successfully executes a major lesson readjustment when needed.*<br>• *Teacher seizes on a teachable moment to enhance a lesson.*<br>• *In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.* | • *Teacher successfully makes a minor modification to the lesson*<br>• *Teacher incorporates students' interests and questions that are applicable to the lesson.*<br>• *The teacher conveys to students that s/he has other approaches to try when students experience difficulty.*<br>• *In reflecting on practice, the teacher cites more than a single approach undertaken to reach students having difficulty.* | • *Teacher's efforts to modify the lesson are only partially successful.*<br>• *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*<br>• *The teacher conveys to students a level of responsibility for their learning, but is uncertain as to how to assist them.*<br>• *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* | • *Teacher ignores or is unaware of indications of student boredom or lack of understanding.*<br>• *Teacher brushes aside student questions.*<br>• *Teacher makes no attempt to incorporate student interests into the lesson.*<br>• *Teacher conveys to students that when they have difficulty learning, it is their fault.*<br>• *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* . |
| *Possible Examples* | • *The teacher stops in mid-stream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it."*<br>• *The teacher incorporates the school's upcoming championship game into an explanation of averages.*<br>• *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."* | • *The teacher says, "That's an interesting idea; let's see how it fits."*<br>• *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.*<br>• *The teacher says, "Let's try this way, and the uses another approach."* | • *The teacher says, "I'll try to think of another way to come at this and get back to you."*<br>• *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it" without indicating an opportunity for re-teaching.* | • *The teacher says, "We don't have time for that today."*<br>• *The teacher makes no attempt to adjust the lesson based on student confusion.*<br>• *The teacher says, "If you'd pay attention, you could understand this."* |