

STANDARDS & OBJECTIVES

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	The learning objectives do not align to standards (i.e. CCSS, NGSS, etc.).	A	The learning objectives align to standards but lack appropriate rigor (i.e. CCSS, NGSS, etc.).	A	The learning objectives align to standards and reflect the proper amount of rigor for the students' instructional level (i.e. CCSS, NGSS, etc.).	A	The learning objectives align to standards and reflect varied levels of rigor that align to individual students' instructional level (i.e. CCSS, NGSS, etc.).
B	Planned instruction targets the entire class and neglects to address the learning needs of each student.	B	Planned instruction targets groupings of students but may not reflect the appropriate zones of proximal development.	B	Planned instruction targets groupings of students to learn in their zones of proximal development.	B	Planned instruction is personalized for each student to learn in his or her zone of proximal development.
C	The learning objectives are not specific and measurable.	C	The learning objectives are not specific or measurable.	C	The learning objectives are specific and measurable.	C	The learning objectives are, specific, measurable and based on formative assessment results.
D	Tasks show weak alignment or misalignment to the content and/or language objective.	D	Tasks show moderate alignment to the content and language objective.	D	Tasks show strong alignment to the content and language objective.	D	Students have input from a selection of learning tasks that align to the content and language objectives. Lesson objective and, if applicable, to the language objective.
E	Most students do not understand the objective or activities.	E	The teacher makes the specific objectives clear to most students.	E	The teacher makes the specific objectives clear to all students (discuss objective, write on board, copy in notebook, create a tree map, use student-friendly language, etc.)	E	The teacher uses an engaging anticipatory set to communicate lesson objective to all students. (engaging hook, video, student inquiry, etc.)
F	Few students understand the purpose or relevance of the lesson.	F	The teacher states purpose, relevance, or sequence in unit but students do not understand the significance of learning.	F	The teacher makes connections to purpose, relevance, and sequence in unit to help students understand significance of learning.	F	Students identify purpose, relevance, and sequence in unit to understand significance of learning.
G	Lesson objective does not include a language objective.	G	Lesson objective does include a language objective but it does not directly relate to student learning.	G	The teacher writes and communicates a language objective for the lesson based on the students' language proficiency (i.e. WIDA Standards).	G	Students can identify how they are developing their language skills as a result of the lesson and the communication of the objective.

ASSESSMENT

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	Student work neither aligns to the objective nor requires students to interpret information and think analytically.	A	Student work aligns to the objective, but only occasionally requires students to interpret information and think analytically.	A	Student work frequently aligns to the objective and requires students to interpret information and think analytically.	A	Student work consistently aligns to the objective and requires students to interpret information and think analytically.
B	Teacher does not use formative assessment results to drive instruction, identify differentiated student supports, or to determine student groupings.	B	Teacher uses the results of at least one formative assessment tool to drive instruction, but inconsistently uses these same results to identify differentiated students supports or student groupings.	B	Teacher consistently uses the results of multiple formative assessments (independent work, program data, etc.) to drive instruction, identify differentiated student supports, and to determine student groupings.	B	Students have ongoing access to their data and use multiple formative assessments results to take ownership of their learning process by identifying and analyzing mistakes, seeking help from the teacher or a peer, and determining the support needed to achieve mastery.
C	Expectations and assessment criteria have not been determined in the planning process and, as a result, are not clearly communicated to students.	C	Expectations and assessment criteria are determined in planning process, but are not clearly communicated to students.	C	Expectations and assessment criteria are clearly communicated for successful student performance (i.e.- rubric, checklist, mastery).	C	Students self- or peer-evaluate using assessment criteria to reinforce, relearn, or extend the lessonobjective.
D	Lesson does not include an assessment.	D	Lesson includes an assessment but teacher lacks efficient system for collecting assessment data, or only uses data to determine the grade rather than to inform future instruction.	D	Teacher has an efficient system for collecting and using lesson assessment data to inform future instruction (exit ticket, anecdotal notes, charts, portfolios, program data, etc.)	D	Teacher implements intentional system for using lesson assessment data and student feedback to enable advancement if a learner has mastered the objective needed to move on..
E	Assessment does not reflect consideration for or understanding of students' developmental and linguistic level and content.	E	Teacher designs rich, multimodal assessments in a variety of media to allow some students of diverse developmental and linguistic levels to demonstrate understanding of content in multiple ways (i.e. one modification for all language learners, such as visual support).	E	Teacher designs rich, multimodal assessments in a variety of media to clearly allow students of diverse developmental and linguistic levels to demonstrate understanding of content in multiple ways (i.e. read directions, visual support).	E	Students participate in designing and choosing the assessment from a variety of media at their linguistic and developmental level to demonstrate understanding of content.

FACILITATION OF LEARNING

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	Teacher does not use instructional tools (technology, sentence stems, Thinking Maps, anchor chart, manipulatives, multi-lingual text, etc.) to deliver the lesson and move students towards mastery	A	Teacher uses instructional tools (technology, sentence stems, Thinking Maps, anchor chart, manipulatives, multi-lingual text, etc.) to deliver the lesson; however, doing so does not move students towards mastery of the lesson objective.	A	Teacher uses instructional tools (technology, sentence stems, Thinking Maps, anchor chart, manipulatives, etc.) to provide rigorous learning experiences that involve multiple opportunities to learn from mistakes.	A	Students independently select and use instructional tools (technology, sentence stems, Thinking Maps, anchor chart, manipulatives, etc.) that enable rigorous learning experiences that involve multiple opportunities to learn from mistakes.
B	Teacher does not use examples, non-examples, stories, analogies, or visuals to support the learning objectives.	B	Teacher misses opportunities to use culturally and linguistically relevant examples, non-examples, stories, analogies, or visual to support the learning objectives.	B	Teacher uses culturally and linguistically relevant examples, non-examples, stories, analogies, or visuals to support the learning objectives.	B	Students contribute purposeful culturally and linguistically relevant examples, non-examples, stories, analogies, or visuals.
C	Teacher's instruction is largely procedural and rarely models metacognitive thinking to support student learning.	C	Teacher sometimes models metacognitive thinking to support student learning in a developmentally and linguistically appropriate way.	C	Teacher regularly models metacognitive thinking to support student learning in a developmentally and linguistically appropriate way.	C	Students regularly demonstrate metacognitive thinking in their own learning.
D	Academic vocabulary focus is not integrated into unit/lesson.	D	Academic vocabulary is taught in unit/lesson but teacher misses opportunities to integrate or reinforce terms.	D	Teacher integrates academic vocabulary throughout the unit/lesson and uses challenging or new language in a developmentally and linguistically appropriate way to expand students' vocabularies.	D	Students authentically use challenging or new academic language throughout the unit/lesson to expand their vocabulary.
E	Teacher does not personalize instruction.	E	The teacher anticipates student difficulty and responds with a personalization strategy; however this strategy has little impact on learning. This may include: 1. Content: tiered vocabulary, varied reading levels, highlighted texts, readiness, building background knowledge 2. Process: tiered lessons, leveled stations, peer buddy, teacher-guided 3. Product: tiered assessments, varied timelines, modified mastery criteria 4. Learning Profile: choice products, student interest, language proficiency 5. Environment: varied student work stations, account for student affect	E	The teacher anticipates student difficulty and early mastery and responds with a personalization strategy that impacts learning without compromising rigor or cognitive complexity. This may include: 1. Content: tiered vocabulary, varying reading levels, highlighted texts, readiness, building background knowledge 2. Process: tiered lessons, leveled stations, peer buddy, teacher guided 3. Product: tiered assessments, varied timelines, modified mastery criteria, 4. Learning Profile: choice products, student interest, language proficiency 5. Environment: varied student work stations, account for student affect	E	The teacher anticipates student misconceptions and students are able to apply and reflect on personalized strategies that meet desired learning goals without compromising rigor or cognitive complexity. This may include: 1. Content: tiered vocabulary, varying reading levels, highlighted texts, readiness, building background knowledge 2. Process: tiered lessons, leveled stations, peer buddy, teacher guided 3. Product: tiered assessments, varied timelines, modified mastery criteria 4. Learning Profile: choice products, student interest, language proficiency 5. Environment: varied student work stations, account for student affect

<p>F</p>	<p>Learning tasks do not include future-ready cognitive skills.</p>	<p>Learning tasks incorporate an element of future-ready cognitive skills. These may include:</p> <ol style="list-style-type: none"> 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use 	<p>Learning tasks are designed to develop future-ready cognitive skills. These may include:</p> <ol style="list-style-type: none"> 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use 	<p>Students demonstrate multiple examples of future-ready cognitive skills. These may include:</p> <ol style="list-style-type: none"> 1. Information Literacy: applying research to given challenge 2. Collaboration: working together to reach common goal 3. Communication: comprehend ideas between a variety of mediums and audiences 4. Innovation: refining and improving ideas 5. Problem Solving: experimentation to find viable solution 6. Citizenship: global awareness and responsible technology use
<p>G</p>	<p>Teachers provide opportunities for students to practice knowledge and skills to achieve mastery.</p>	<p>Teachers provide multiple and varied opportunities for students to practice knowledge and skills to achieve mastery.</p>	<p>Teacher designs learning experiences that lead to mastery of skills and knowledge through doing.</p>	<p>Students gain mastery of skills and knowledge through authentic inquiry and discovery experiences.</p>

QUESTIONS

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	Questions do not align to lesson objectives.	A	Most questions align to lesson objectives and lead some students to deeper understanding.	A	Questions align to lesson objectives and lead students to deeper understanding through further high-level questioning.	A	Students generate questions aligned to lesson objectives that aid in deeper understanding.
B	Teacher solicits responses from a limited number of students and in a linguistically responsive manner.	B	Teacher solicits responses from a variety of students and in a linguistically responsive manner (cold call, volunteer, choral, written, digital, etc.).	B	Teacher solicits responses from a variety of students, in a variety of ways, and in a linguistically responsive manner (cold call, volunteer, choral, written, digital, etc.)	B	Teacher maximizes student response strategy to ensure strong student participation in class questioning.
C	Teachers does not provide adequate wait time (3-5 seconds).	C	Teacher occasionally provides a balance of silent and narrated wait time.	C	Teacher provides a balance of silent and narrated wait time based on student need.	C	Students show awareness of balancing silent and narrated wait time during peer discussions.
D	Teacher rarely asks questions or incorporates higher-level questioning to support discussion.	D	Teacher scaffolds questions and addresses multiple levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation).	D	Teacher uses developmentally appropriate strategies that encourage students to think about and respond to questions aligned to their learning needs. In addition, the teacher encourages students to question one another, to push each other to defend their answer, and/or to build upon or challenge the teacher's ideas.	D	Students engage in discussion with the teacher and each other by asking questions, thinking about and responding to questions, and pushing one another to defend their answers and/or to challenge each other's idea.

PROVIDING FEEDBACK

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	Teacher relies primarily on lecture to deliver the lesson and does not provide opportunities for student feedback.	A	Lesson includes student feedback, but teacher misses opportunities for peer-to-peer and self-reflection.	A	Teacher facilitates academically-focused dialogue in a variety of ways that encourage student feedback (ie. teacher and student, student-to-student, student self-reflection).	A	All students continually self-evaluate their progress towards achievement of academic and/or behavioral goals and identify next steps to advance development.
B	Teacher ignores or does not provide opportunities for student response.	B	Teacher provides opportunities for student response, but tends to engage the same few students throughout the lesson.	B	Teacher creates a learning environment in which students are consistently encouraged to engage in an authentic conversation with the teacher and one another in a variety of ways.	B	Teacher and students embrace growth mindset, as evidenced by positive and authentic conversations in which all responses are valued and discussed.
C	Teacher provides little to no feedback.	C	Teacher does provide feedback; however, feedback is late, not academically specific, or focuses on a response being correct or incorrect.	C	Teacher provides feedback that is timely, specific, and developmentally and linguistically appropriate. In addition, the teacher uses open-ended questions to help the learner reflect on his/her progress towards mastery.	C	Students, independently or in collaboration with a teacher or peer, routinely reflect on feedback in order to determine their (own) path for academic and behavioral growth and make appropriate adjustments. The feedback is objective, reflects a growth mindset (ie. "yet", "almost", "what if", etc.) and reinforces a learner's sense of control for improving his/her mastery.
D	Teacher does not use observations and/or conversations with students to monitor and adjust instruction.	D	Teacher sometimes misses opportunities to use observations and/or conversations with students to monitor and adjust instruction.	D	Teacher consistently uses observations and/or conversations with students to monitor, adjust, reinforce, or extend instruction.	D	Students use observations and/or conversations with the teacher or each other to monitor, adjust, reinforce, or extend their own learning.

DOMAIN 2: LEARNING ENVIRONMENT
SOCIAL-EMOTIONAL LEARNING

	Emerging (1)	Developing (2)	Effective (3)	Distinctive (4)
A	<p>Teacher rarely uses designated times in the daily schedule to nurture community and strengthen student-to-student relationships; in addition, the teacher does not leverage these same opportunities during other times of day.</p> <p>Student frequently demonstrate negative behavior towards one another, as characterized by conflict, sarcasm, or insults.</p>	<p>Teacher sometimes uses designated times in the daily schedule to nurture community and strengthen student-to-student relationships; in addition, the teacher sometimes leverages these same opportunities during other times of day.</p> <p>Student sometimes demonstrate negative behavior towards one another, as characterized by conflict, sarcasm, or insults.</p>	<p>Teacher and students consistently use designated times in the daily schedule to deepen shared community understandings and strengthen student-to-student relationships; in addition, both teacher and students consistently leverage these same opportunities throughout the day.</p> <p>Student interactions are consistently positive (ie empathetic, respectful, helpful, and encouraging)</p>	<p>Students use designated times in the daily schedule to deepen community understandings and to strengthen student-to-student connections; in addition, students consistently find opportunities to encourage, connect with, and support others others throughout the school day.</p> <p>Students demonstrate care (positive, empathetic, respectful, helpful, encouraging, etc.) for one another as individuals and for the collective learning process.</p>
B	<p>Teacher rarely embeds SEL strategies/language in real-time situations with students.</p>	<p>Teacher sometimes embeds SEL strategies/language in real-time situations with students to support students in developing self-awareness, self-management, social awareness, relationship skills, and/or responsible decision making.</p>	<p>Teacher consistently embeds SEL strategies/language in real-time situations with students to support students in developing self-awareness, self-management, social awareness, relationship skills, and/or responsible decision making.</p>	<p>Students independently and consistently use SEL strategies/language, such as self-awareness, self-management, social awareness, relationship skills, and/or responsible decision making.</p>
C	<p>Teacher demonstrates limited or inconsistent use of PRIDE language and related structures.</p>	<p>Teacher connects PRIDE systems/language to student behavior as a management tool.</p> <p>Teacher sometimes employs PRIDE language when referencing expectations and/or student interactions (Ex. <i>When finished with your lesson, remember to be responsible and put your Chromebook back in the cart</i>).</p>	<p>Teacher and students consistently drive student intervention using PRIDE, as evidenced by employing PRIDE language when referencing expectations and/or student interactions (Ex. <i>As you begin your lesson, remember I am looking for students showing Drive as they start their writing prompt.</i>)</p>	<p>Students are able to independently apply PRIDE for personal use as well as for the support of their peers. (Ex: <i>Do you need help solving that problem, Hannah? When I was on that lesson, I used a manipulative to help me start.</i>)</p>
D	<p>Teacher-student interactions are often authoritarian in nature. (Teacher may even respond in negative, sarcastic, or ways that are inappropriate to the student's age or culture.)</p>	<p>Teacher-student interactions are generally appropriate but lack a 5:1 positive:negative ratio.</p>	<p>Teacher-student interactions are friendly and demonstrate warmth, care, respect, and meet or exceed the 5:1 ratio. Interactions are appropriate to development and cultural norms.</p>	<p>Teacher demonstrates care and respect for individual students and for the class as a whole; teacher-student interactions exceed the 5:1 ratio and celebrate cultural norms.</p>

STUDENT ENGAGEMENT							
Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	Less than half of the students are on-task and active in the learning process (few participate, little intrinsic motivation to learn, general disinterest in the lesson).	A	At least half of the students are on-task and active in the learning process (some students participate, evidence of intrinsic motivation to learn, evidence of some interest in the lesson).	A	Most students are on-task and active in the learning process (engaged vs. compliant, high level of participation, peer discussion, tracking the teacher, quality of student work).	A	All students are on-task and active in the learning process.
B	Students disengage or do not comprehend due to inadequate pacing throughout the lesson.	B	Students disengage or do not comprehend due to inadequate pacing of a lesson segment.	B	Teacher monitors student engagement and comprehension in order to determine appropriate pacing of lesson.	B	Teacher provides flexible lesson pacing to address the needs of all learners and to ensure full engagement and comprehension.
C	Engagement strategies reflect a lack of understanding of and connection to student interest, cultural background, local context, and relevant life experiences.	C	Engagement strategies reflect missed opportunities to connect to student interest, cultural background, local context, and relevant life experiences.	C	Engagement strategies are developmentally and linguistically relevant and frequently refer to and reflect careful consideration for student interest, cultural background, local context, and relevant life experiences.	C	Teacher solicits and students readily share personal and real-world connections that contribute to the lesson and demonstrates teacher knowledge of student interest, cultural background, local context, and relevant life experiences.
D	Learning activities are mostly teacher-centered.	D	Some learning activities are student-centered and lesson reflects missed opportunities to facilitate student ownership of learning.	D	Most learning activities are student-centered and students show some ownership of learning.	D	Students contribute to their learning paths and take primary ownership of their learning.

CLASSROOM MANAGEMENT

Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)	
A	There is minimal or no evidence that clear expectations, logical consequences, and positive reinforcement strategies have been established; in instances where there is evidence of a system in place, the teacher rarely or never reinforces the expectations.	A	There is some evidence that teacher has established clear expectations, logical consequences, and positive reinforcement strategies have been established; however these systems are inconsistently enforced.	A	There is consistent evidence that clear expectations, logical consequences, and positive reinforcement strategies have been established; in addition, these systems are consistently enforced and clearly support school-wide behavior systems.	A	There is abundant evidence that clear expectations, logical consequences, and positive reinforcement strategies have been established; in addition, these systems are consistently enforced and clearly support school-wide behavior systems.
B	Active learning opportunities are frequently diminished or interrupted due to inefficient transitions, time management, or inefficient classroom procedures.	B	Active learning opportunities are sometimes diminished or interrupted due to inefficient time management and classroom procedures.	B	Active learning opportunities are not diminished or interrupted due to evidence of effective time management and efficient classroom procedures. Transitions are efficient.	B	Active learning opportunities are not diminished or interrupted. Student urgency is maximizing instructional time is evident through efficient transitions and immediate refocusing on the learning tasks.
C	Disruptive student behavior consistently impedes instruction; teacher is not aware of disruptive or off-task behavior, or rarely responds appropriately by demonstrating positive strategies (ex: positive framing, approaching with a calm demeanor, positive redirection, strength based approach, restorative justice mindset, SEL strategies, modeling.)	C	Disruptive student behavior sometimes impedes instruction; teacher sometimes responds appropriately to disruptive behavior by demonstrating positive strategies (ex: positive framing, approaching with a calm demeanor, positive redirection, strength based approach, restorative justice mindset, SEL strategies, modeling.)	C	Few disruptive behaviors occur; when they do, teacher consistently responds by demonstrating positive strategies (ex: positive framing, approaching with a calm demeanor, positive redirection, strength based approach, restorative justice mindset, SEL strategies, modeling.)	C	No disruptive behaviors occur; when they do, teacher consistently responds by demonstrating positive strategies (ex: positive framing, approaching with a calm demeanor, positive redirection, strength based approach, restorative justice mindset, SEL strategies, modeling.) There may also be evidence of student initiation of restoration or self-regulation.