

Criterion 1: Centering instruction on high expectations for student achievement.

P1 Purpose – Standards: Connections to standards, broader purpose and transferable skill		
Actions	Proficient <ul style="list-style-type: none">• Lesson reflection• Structured questions that support student learning• Model skill• Alignment of grade-level standards and lesson targets	Distinguished <ul style="list-style-type: none">• Stating objectives before, during and after lessons• Adjusting lessons as needed to meet student needs• Real world application• Includes cross-curricular whenever appropriate
Artifacts	Proficient <ul style="list-style-type: none">• Posts learning targets• Student journals with stated objectives• Graphic organizers or a step-by-step example (worked math problem)• Lesson plans reflect alignment of grade-level standards and lesson targets	Distinguished

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P4 Purpose – Learning Target: Communication of learning target(s)

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Actions	Proficient <ul style="list-style-type: none">• Teacher verbalizes or uses visual strategies to communicate learning target• Checks for student understanding• Lesson based on grade level standard	Distinguished <ul style="list-style-type: none">• Proficient items as well as:• References the target throughout the lesson• Lesson is constantly linked to broader purpose or transferable skill
Artifacts	Proficient <ul style="list-style-type: none">• Learning target posted at front of class• Learning target written on any handouts• Observation notes of teacher verbalizing target• Syllabus• Written in family letter or website• Teacher questioning• Exit slip• Assessment	Distinguished <ul style="list-style-type: none">• Proficient items as well as:• Restating target throughout lesson, noted in observation notes• Follow-up family communication• Restating target in assessment then asking for understanding/evidence

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P5 Purpose – Learning Target: Success criteria and performance task(s)		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Criteria shared with students • Criteria aligned with performance task and shared with students • Success criteria are clear 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Students referring to criteria and applying to their task for improvement • Observation of students using rubric to improve their work • Teacher modeling for students how to use criteria to improve • Tasks align to success criteria and standards
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Copy of criteria • Lesson plan linking learning target to performance task based on criteria 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Student copy of criteria • Student work demonstrating changes to their work based on criteria • Lesson plans, observation notes of modeling

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SE3 Student Engagement – Engagement Strategies: High cognitive demand		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Questioning strategies: <ul style="list-style-type: none"> ○ Bloom's taxonomy ○ Wait time ○ Turn & talk ○ Probing • Very short transitions • Conversations are facilitated with a "tight leash" • Students explain instructions to another student 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Each member of group has a role during discussion – all participate • Turn & talk – student tells partner's answer
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Exit slips – majority of students complete or group exit slip • Verbal response from group spokesman • High test scores for tests that require high cognitive thinking – real life experiences • In depth research for work requiring task sheets • Student bibliography 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Individual exit slips – everyone succeeds • Verbal response – random reporter • Restate learning target on exit slip

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CEC3 Classroom Environment & Culture – Classroom Routines & Rituals: Discussion, collaboration and accountability		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> Teacher creates prompts and routines to support collaboration and accountability Prompts students use in their lessons, students are held accountable 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> Students no longer need teacher prompt, they are able to independently collaborate and support learning of others Students self-monitor and apply rules, guidelines and expectations Keep record of own scores/progress as related to goals Students are held accountable for their work, take ownership of their learning and support and teach others
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> Posted classroom rules & expectations 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> Posted classroom rules & expectations Students perform self-reflection/evaluation sheets for group work