

Criterion 2: Demonstrating effective teaching practices.

SE1 Student Engagement – Intellectual Work: Quality of questioning		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher questioning • Teacher does the clarifying 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Students question one another • Teacher assists students clarifying and assessing with one another • Students complete rubrics • Students work together in different groups every time class meets to work together effectively as a whole. Teacher helping to guide this action
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • List or examples of critical thinking questions • Collecting student hand-written questions 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Students are researching and formulating their own answers to the questions. In the form of written work – journals, research papers, PowerPoint presentations. (Sharing knowledge with the rest of the class) • Students have note takers for each group to gather at the end of session to share with the other groups.

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SE5 Student Engagement – Engagement Strategies: Expectation, support and opportunity for participation and meaning making	
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Turn & talk • Group talk • Wait time • Group projects/partners • Random reporter • Deadlines – consequences • Scaffolding • A variety of student engagement. Helping students with meaning making in the lessons • Most students engage in quality talk
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Collaborative assignment – one paper – both partners • Signing off on role for group or part of group assignment
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Group members each have a role • Discussion run by group • Group roles rotate so each student has the chance to participate in different ways • All students engage and have the opportunity for quality talk – routines are student led
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • 100% participation of student present that day (project) • Each student completes their part of group project/assignment

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SE6 Student Engagement - Talk: Substance of student talk		
Actions	<p>Proficient</p> <ul style="list-style-type: none"> • Think – pair – share • Team talk • Debate • Students talk about the content of the lesson • Students provide evidence to support their thinking 	<p>Distinguished</p> <ul style="list-style-type: none"> • Think – pair – share and refer back • Reteach expectations • Student to student talk reflects knowledge about their learning • Students provide evidence to support their arguments and new ideas • Gallery walk with discussion
Artifacts	<p>Proficient</p> <ul style="list-style-type: none"> • Partner poster • Audio 	<p>Distinguished</p> <ul style="list-style-type: none"> • Gallery walk with discussion • Partner notes • Persuasive essays and share • Visual arts posters to display content in group form

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CP6 Curriculum & Pedagogy – Scaffolds for Learning: Scaffolds the task		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • State connections or uses questioning strategies to connect students to earlier learning or lessons • Use curriculum mapping • Classroom management skills/expectations • Teacher provides scaffolds and structures that are clearly related to the support and development of targeted skills 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • In addition to proficient: • Transferrable skills • Students applying skills in other content areas • Expectations demonstrated throughout day – content area • Students use scaffolds across tasks with similar demands
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Curriculum map • Assignment / tasks • Observation notes of questioning and connections to earlier learning 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Curriculum map • Assignment / tasks across different tasks with similar demands • Questions and responses by students of any connection in other tasks

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CP7 Curriculum & Pedagogy – Scaffolds for Learning: Gradual release of responsibility		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teaching routines • Provide examples of quality work • Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Students follow routines • Consistent modeling • Provide a range of models of student work examples • Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Posted routines • Posted scaffolded paragraph then posted individual student paragraphs • Posted student work frequently shows independent student initiative 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Scaffolded posters with student work • Posted student consistently shows independent student initiative