

## Criterion 2: Demonstrating effective teaching practices.

SE1 Student Engagement – Intellectual Work: Quality of questioning	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• A majority of the teachers questions are at the application, analysis, synthesis, or evaluation level.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• At the end of a discussion in response to open-ended questions, students write down how their thinking as changed as a result of the discussion.</li> </ul>
<b>Actions</b>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Teacher spends time explaining the difference between low and high level questions along with a process for students to question and respond to one another.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Student discourse using stem questions:             <ul style="list-style-type: none"> <li>○ “I agree with you because...”</li> <li>○ “My opinion is...”</li> <li>○ “You brought up some good points but...”</li> <li>○ “I have to agree to disagree...”</li> </ul> </li> <li>• Students suing levels of questioning strategies that challenge understanding, application and misconceptions</li> </ul>

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### SE5 Student Engagement – Engagement Strategies: Expectation, support and opportunity for participation and meaning making

<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Students engage in “quality talk”.</li> <li>• Set norms with class</li> <li>• Practice participating in student-led discourse</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• All of the Proficient plus:             <ul style="list-style-type: none"> <li>○ All students have the opportunity to engage in “quality talk”</li> <li>○ Routines are student-led</li> </ul> </li> <li>• Teacher facilitates a student discussion looking at exemplars and having student formulate the next rigorous step. “Great is not good enough.”</li> </ul>
	<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Randomizing- teacher finds a way to randomly choose students (popsicle sticks, interactive whiteboard, etc.)</li> <li>• Students discuss with a partner then share.</li> <li>• Have students write down their thoughts.</li> </ul>

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SE6 Student Engagement - Talk: Substance of student talk		
<b>Actions</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• Students are reminded to cite evidence for their thinking.</li> <li>• Teacher reminds students to talk to each other, not to teacher.</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• Students are self starters and understand expectations and objectives of the process.</li> <li>• Student will lead their own group discussion.</li> </ul>
<b>Evidence</b>	<b>Proficient</b> <ul style="list-style-type: none"> <li>• During group discussions, the same students cite evidence for their thinking, noting page numbers and quotes from resource materials.</li> <li>• If a student does not cite evidence, teacher will sometimes ask for evidence.</li> </ul>	<b>Distinguished</b> <ul style="list-style-type: none"> <li>• During discussion students cite evidence for their thinking noting page numbers and quotes from resource materials.</li> <li>• If a student does not cite evidence, another student asks, "What is your evidence?"</li> <li>• Class roster with documentation of substance of student talk.</li> </ul>

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CP6 Curriculum & Pedagogy – Scaffolds for Learning: Scaffolds the task	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Teacher gives students sample paragraph models illustrating what an introductory, main body, and concluding paragraphs looks like.</li> <li>Exemplary models are on wall charts with descriptors for reference.</li> </ul> <p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>Teacher can assign a writing task and provide appropriate model, i.e., persuasive, narrative, etc. template for students.</li> <li>Teacher scaffolds to teaching point.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Students can discuss with each other the components of a paragraph/essay and can cite what makes a paragraph exemplary.</li> </ul> <p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>Students decide the appropriate template for the type of writing they have been assigned.</li> <li>Students use templates, wall charts, and peers as resources for the writing.</li> <li>Students can revise with little assistance from the teacher.</li> <li>Student works independently of the teacher.</li> </ul>

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CP7 Curriculum & Pedagogy – Scaffolds for Learning: Gradual release of responsibility	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher uses “I do”, “We do”, “You do” model</li> <li>• Teacher circulates and monitors students spending more time with groups who are not ready to take on full responsibility of task.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher models, practice together, students work independently</li> <li>• “Model” is posted in the classroom.</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Students are able to go directly to “You do” after instructions.</li> <li>• Teacher circulates around classroom monitoring work/conversations offering guidance as needed to all groups.</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Teacher presents task: students work independently and successfully without teacher assistance.</li> <li>• Refer to posted models independently.</li> </ul>