

AF Essentials Observation Rubric: 2014-2015

Overview of the Essentials Rubric

The Essentials Rubric is designed to measure the Essentials of Great Instruction and the overall effect of a lesson on scholar achievement.

Essentials	Percent of Total	Page #
1. Great Aims	9%	3
2. Intellectual Preparation	9%	4
3. Assessment of Scholar Learning	9%	6
4. Effective Lesson Delivery	9%	8
5. Academic Ownership: Heavy Lifting	9%	11
6. Scholar Engagement	9%	13
7. Character Development	9%	14
8. Classroom Management	9%	15
9. Positive Classroom Climate	9%	18
10. Cumulative Review	9%	20
Overall Lesson Effectiveness	10%	21
TOTAL	100%	

**The Appendix begins on page 23.*

Scoring the Essentials

Each of the Essentials is given one Performance Level rating based on the five- point scale below:

- **Level 5 Exemplary:** Consistently best practice instruction that gives a high degree of confidence in breakthrough achievement gains
- **Level 4 Strong:** Instruction aligned to best practices that gives strong confidence of achievement gains to consistently meet ambitious AF targets
- **Level 3 Solid:** Solid instruction aligned to best practices that will likely lead to solid scholar achievement gains
- **Level 2 Emergent:** Instruction that is mixed in quality of execution and may lead to scholar achievement concerns
- **Level 1 Ineffective:** Instruction that could lead to very serious scholar achievement concerns

Performance Indicators

In order to measure each *Essential*, several *Performance Indicators* have been identified to determine an overall score. These Performance Indicators are the description of evidence an observer will see in order to evaluate the lesson. This detailed description will provide teachers with more specific, targeted feedback on how to develop their practice on a particular Essential.

Using Performance Indicators to Determine Ratings *NEW*

- Within each Essential, the final rating is not an average of the Performance Indicators. Instead, the observer considers the Essential holistically, focusing on the Performance Indicator(s) that had the greatest impact (positively or negatively) on scholar learning. **Please note the Performance Indicators are no longer in order from “most impactful” to “least impactful.”**
- Observers must hold a rigorous bar, only choosing the Performance Level (1-5) for which a teacher meets **ALL** of the listed criteria. When all criteria are not met, observers must hold a rigorous bar and score one level down. For example, if a teacher meets all three bullet points under a Level 3 for “Active Participation”, and three of the four bullet points under a Level 4, the teacher should score a Level 3. **A teacher must meet all of the criteria within a Performance Level (1-5) to receive that rating.**
- **For a teacher to earn a rating of 5 for an Essential, the teacher must earn a Performance Level 5 for each Performance Indicator within that Essential.**

Guidance for Using N/A

N/A should be used sparingly. Essentials **MUST** receive a 1-5 score and cannot be scored N/A. In most lessons, the observer will provide a rating for all indicators but may, on rare occasion, find the need to score an indicator N/A. **Please note, for Embedded Character all indicators must be scored on a 1-5 scale.**

1. GREAT AIMS ¹					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Effective Aim²</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met and • There is a meaningful culture or character aim in addition to the academic aim that is infused seamlessly throughout the lesson. 	<ul style="list-style-type: none"> • Lesson aim articulates what exactly scholars should be able to do by the end of class and is: 1) aligned with Common Core/NGSS or state standards 2) at the right level of rigor for ALL scholars 3) requires the right level of thinking, analysis of a text, or performance 4) written or explained in scholar friendly language; thus, successfully focusing scholar learning. • There is a culture or character aim that is periodically addressed throughout the lesson. 	<ul style="list-style-type: none"> • Lesson aim articulates what exactly scholars should be able to do by the end of class and is aligned with Common Core/NGSS or state standard, but one of the following criteria could use improvement or may be missing, resulting in a minor impact on scholar learning: 1) at the right level of rigor for ALL scholars 2) requires the right level of thinking, analysis of a text, or performance 3) written or explained in scholar friendly language. 	<ul style="list-style-type: none"> • The aim is not aligned to Common Core/NGSS or state standard, may be unclear or overly confusing, or may be missing one or more criteria that have a significant impact on focusing scholar learning. 	<ul style="list-style-type: none"> • No purpose is set for the class and no expectation exists for how scholars will demonstrate mastery of the daily aim. • Teacher does not have expectations for what scholars should be able to do at the end of the lesson.
<i>Explanation of the Aim³</i>	<ul style="list-style-type: none"> • By the end of the lesson, teacher and scholars can explain what they are doing, why, and how it ties to what they are learning more broadly. <i>(In lower elementary grades, 100% of scholars can explain what they are doing beyond a basic acknowledgement of the task itself.)</i> • The aim is posted. 	<ul style="list-style-type: none"> • By the end of the lesson, scholars can explain what they are doing and why in their own words. <i>(In lower elementary grades, 80% of scholars can explain what they are doing beyond a basic acknowledgement of the task itself.)</i> • Teacher explains what scholars are doing, why and how it ties to what they are learning more broadly. • The aim is posted. 	<ul style="list-style-type: none"> • By the end of the lesson, the teacher explains what scholars are doing, why, and how it ties to what they are learning more broadly. • Scholars are not expected to explain what they are doing and why or how it ties to what they are learning more broadly. <i>(In lower elementary this may look like a basic acknowledgement of the task itself.)</i> • The aim is posted. 	<ul style="list-style-type: none"> • By the end of the lesson, the teacher attempts to explain what scholars are doing, why and how it ties to what they are learning more broadly; however, it is unclear or confusing. • The aim is posted. 	<ul style="list-style-type: none"> • Scholars are clearly confused about what they are supposed to be learning. • The aim is not posted.


¹ All lessons should be grounded in an aim. The culminating question (TDQ)/reading workout aim should be grounded in the most critical sections of a text and can be tagged to multiple grade level Common Core standards. The TDQ forces scholars to unpack core text demands through close considerations and multiple reads. Writing aims are frequently not discrete and are, instead, part of the larger unit for scholar writing.

² In Specials, use standards when available and use your best judgment when they are not.

³ On very *rare* occasions, it **may not be** appropriate for the teacher to state an aim at the start of a lesson (for example, this might be true for an inquiry lesson where the aim would "give away" the key learning the teacher is driving toward.)

2. INTELLECTUAL PREPARATION

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
Key Content ⁴	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • Scholars make connections between what they are learning and other content across disciplines (<i>this can be with or without teacher prompting.</i>) 	<ul style="list-style-type: none"> • The entire lesson focuses on content that advances scholars toward grade-level standards and/or IEP goals and meets the following criteria: <ul style="list-style-type: none"> - All information is factually accurate and all definitions are clear and precise. - All activities scholars engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move scholars toward mastery of the grade-level standard(s) and/or IEP goals. - All instructional materials scholars use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school year, based on guidance in the standards and/or scholars' IEP goals. 	<ul style="list-style-type: none"> • The majority of the lesson focuses on content that advances scholars toward grade-level standards or expectations and/or IEP goals and meets the following criteria: <ul style="list-style-type: none"> - All information is factually accurate; however, some information and/or definitions are not as precise as they could be, though negative impact on scholar learning is minimal. - Most activities scholars engage in are aligned to the stated or implied learning goal(s) and move scholars toward mastery of the grade-level standard(s) and/or IEP goal(s). - Most instructional materials scholars use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school year, based on guidance in the standards and/or scholars' IEP goals. 	<ul style="list-style-type: none"> • Parts of the lesson focus on content that advances scholars toward grade-level standards or expectations and/or IEP goals and meets the following criteria: <ul style="list-style-type: none"> - Some information is factually inaccurate and may lead to scholar misunderstanding. - Only some activities are aligned to the stated or implied learning goal(s). - Only some instructional materials, questions, problems, exercises and assessments are appropriately demanding for the grade/course and time in the school year, based on guidance in the standards and/or scholars' IEP goals. 	<ul style="list-style-type: none"> • The lesson does not focus on content that advances scholars toward grade-level standards or expectations and/or IEP goals. • Key information is factually inaccurate leading to significant scholar misunderstanding. • Most of the activities scholars engage in are not aligned to the stated or implied learning goal(s) or to each other. • Instructional materials scholars use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or scholars' IEP goals.


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⁴ Content here is defined as both the content specific to that subject (e.g., literary content in ELA) *and* – when applicable – content from other subjects that are a necessary supplement to the lesson (e.g., relevant historical knowledge in an ELA lesson).

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Misunderstandings – Content Based</i>	<ul style="list-style-type: none"> Teacher has anticipated all key scholar misunderstandings and has proactively planned for them such that scholars avoid the most common pre-identified pitfalls. 	<ul style="list-style-type: none"> Teacher has anticipated most key scholar misunderstandings and has proactively planned for them such that scholars avoid most of the common pre-identified pitfalls. 	<p>Teacher has anticipated some key scholar misunderstandings and has proactively planned for them such that scholars avoid some of the common pre-identified pitfalls.</p>	<ul style="list-style-type: none"> Teacher has anticipated and proactively addressed few (1-2) scholar misunderstandings such that scholars encounter some of the common pitfalls, resulting in confusion or misunderstanding. 	<ul style="list-style-type: none"> Teacher has not anticipated scholar misunderstandings.
<i>Abstract to Concrete</i>	<ul style="list-style-type: none"> All descriptors for Level 4 are met and Scholars can state the link between the abstract and concrete in their own words. 	<ul style="list-style-type: none"> Teacher effectively makes abstract concepts concrete through the explanation or lesson activities selected, and the link between the abstract and the concrete idea/concept is clear. 	<ul style="list-style-type: none"> Teacher makes abstract concepts concrete through explanation or lesson activities selected, although the link between the abstract and the concrete idea/concept could be clearer. 	<ul style="list-style-type: none"> Teacher attempts to make abstract concepts concrete through the explanation or activities selected, but the link between the abstract and the concrete idea/concept is unclear and causes scholar confusion. 	<ul style="list-style-type: none"> Teacher does not attempt to make abstract concepts concrete for scholars.

3. ASSESSMENT OF SCHOLAR LEARNING

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Quality and Selection of CFUs (Checks for Understanding)</i>	<ul style="list-style-type: none"> • The selected methods used to check for understanding always: • Afford all scholars an opportunity to grapple with the question. • Enable the teacher to gather data at all key points. • Enable the teacher to identify individual responses. • Allow the teacher to reliably discern the extent and root of a scholar's misunderstanding. • And usually: <ul style="list-style-type: none"> - Build scholar engagement in the content. 	<ul style="list-style-type: none"> • The selected methods used to check for understanding usually: - Afford all scholars an opportunity to grapple with the question. - Enable the teacher to gather data at all key points. - Enable the teacher to identify individual responses. - Allow the teacher to reliably discern the extent and root of a scholar's misunderstanding. - Build scholar engagement in the content. 	<ul style="list-style-type: none"> • The selected methods used to check for understanding usually: - Afford all scholars an opportunity to grapple with the question. - Enable the teacher to gather data at all key points. • And sometimes: - Enable the teacher to identify individual responses. - Allow the teacher to reliably discern the extent and root of a scholar's misunderstanding. - Build scholar engagement in the content. 	<ul style="list-style-type: none"> - The selected methods used to check for understanding sometimes: - Afford all scholars an opportunity to grapple with the question. - Enable the teacher to gather data at all key points. - Enable the teacher to identify individual responses. - Allow the teacher to reliably discern the extent and root of a scholar's misunderstanding. - Build scholar engagement in the content. 	<ul style="list-style-type: none"> - The selected methods used to check for understanding fails to meet one or more of the following criteria: - Afford all scholars an opportunity to grapple with the question. - Enable the teacher to gather data at all key points. - Enable the teacher to identify individual responses. - Allow the teacher to reliably discern the extent and root of a scholar's misunderstanding. - Build scholar engagement in the content.
<i>Responding to Misunderstandings</i>	<ul style="list-style-type: none"> • When CFUs reveal scholar misunderstandings, the teacher's responses are always appropriate, effective, and efficiently executed; confusions are effectively unscrambled for all scholars. 	<ul style="list-style-type: none"> • When CFUs reveal scholar misunderstandings, the teacher's responses are usually appropriate, effective, and efficiently executed with only 1-2 minor exceptions; confusions are effectively unscrambled for most scholars. 	<ul style="list-style-type: none"> • When CFUs reveal scholar misunderstandings, the teacher's responses are sometimes appropriate, effective, and efficiently executed; confusions are effectively unscrambled for some scholars. • On occasion, clarity and/or efficiency could be improved. 	<ul style="list-style-type: none"> • When CFUs reveal scholar misunderstandings, the teacher's responses rarely unscramble confusion, are inefficient, "gives it away", and/or "breaks it down" too far too quickly to keep the rigor bar high, resulting in scholar confusion or minimal learning. 	<ul style="list-style-type: none"> • Teacher does not attempt to use the data from the CFUs.

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	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Top-Quality Responses</i>	<ul style="list-style-type: none"> Scholar responses always top-quality; scholars always: <ul style="list-style-type: none"> Explain key content and concepts they are learning in their own words. Use standard grammar and complete sentences. Demonstrate grade appropriate use of academic language and content specific vocabulary. Provide evidence/rationale. <p style="text-align: center;"><and></p> Scholars require little to no prompting from the teacher when responses are top quality. 	<ul style="list-style-type: none"> Scholar responses are usually top-quality; scholars usually: <ul style="list-style-type: none"> Explain key content and concepts they are learning in their own words. Use standard grammar and complete sentences. Demonstrate grade appropriate use of academic language and content specific vocabulary. Provide evidence/rationale. <p style="text-align: center;"><and></p> Scholars require little to no prompting from the teacher when responses are top quality. 	<ul style="list-style-type: none"> Scholar responses are sometimes top-quality; scholars sometimes: <ul style="list-style-type: none"> Explain key content and concepts they are learning in their own words. Use standard grammar and complete sentences. Demonstrate grade appropriate use of academic language and content specific vocabulary. Provide evidence/rationale. <p style="text-align: center;"><and/or></p> Scholars require some prompting from the teacher when responses are top quality. 	<ul style="list-style-type: none"> Scholar responses are rarely top-quality because scholars rarely: <ul style="list-style-type: none"> Explain key content and concepts they are learning in their own words without heavy prompting from teacher. Use standard grammar and complete sentences. Demonstrate grade appropriate use of academic language and content specific vocabulary. Provide evidence/rationale. <p style="text-align: center;"><and/or></p> Scholars almost always require prompting from the teacher when responses are top quality. 	<ul style="list-style-type: none"> Scholar responses are never top-quality, even with prompting from the teacher. <p style="text-align: center;"><or></p> The teacher uses few to no prompts when needed.
<i>Strategic Use of No Opt Out⁵</i>	<ul style="list-style-type: none"> Teacher always uses <i>No Opt Out</i> to cycle back to scholars, when doing so would be the right instructional move. 	<ul style="list-style-type: none"> Teacher usually uses <i>No Opt Out</i> to cycle back to scholars, when doing so would be the right instructional move. 	<ul style="list-style-type: none"> Teacher sometimes uses <i>No Opt Out</i> to cycle back to scholars, when doing so would be the right instructional move. 	<ul style="list-style-type: none"> Teacher rarely uses <i>No Opt Out</i> to cycle back to scholars, when doing so would be the right instructional move. 	<ul style="list-style-type: none"> Scholars are allowed to opt out. There is no prompting or consequence for opting out. <p style="text-align: center;"><or></p> There is no need for the teacher to use “No Opt Out” because the teacher asks too few questions, or the questions are not rigorous enough.
<i>Daily Assessment</i>	<ul style="list-style-type: none"> All descriptors for Level 4 are met and There is a mechanism for scholars to self-assess as they complete their daily assessment. <i>In lower grades (2nd and below), scholars can explain how they know what they learned in the day’s lesson, i.e., during a quick interview with a scholar.</i> 	<ul style="list-style-type: none"> The assessment: <ul style="list-style-type: none"> Allows the teacher to determine whether scholars mastered all elements of the daily aim. Reveals common misunderstandings. Is effectively differentiated⁶ when appropriate for individual scholars. 	<ul style="list-style-type: none"> The assessment is aligned to the lesson aim but: <ul style="list-style-type: none"> May not be fully comprehensive in assessing the aim. Is not differentiated for individual scholars as effectively as it could be. <p style="text-align: center;"><or></p> May only partially uncover misunderstandings thus providing good but not great data. 	<ul style="list-style-type: none"> The assessment: <ul style="list-style-type: none"> Is only partially aligned to the lesson aim, may be poorly written / confusing to complete, may not assess the aim in a rigorous way, or does not reveal misunderstandings. Is not differentiated for individual scholars when it should have been. 	<ul style="list-style-type: none"> There is no systematic way to assess scholar mastery of the aim. The teacher asks one scholar to summarize the learning, uses a mechanism (partner talk) that makes it impossible to really know what each scholar knows, gives an assessment with cumulative review questions only, or runs out of time to give the exit ticket.


⁵ If you do not see an opportunity for a teacher to implement the No Opt Out strategy, the score for this indicator should be “N/A.” Please note that if the lesson is at the right level of rigor, “N/A” should be extremely rare.

⁶ Ways of differentiating the daily assessment may include, but are not limited to, easier questions at the start of an exit-ticket, sentence starters, or graphic organizers.

4. EFFECTIVE LESSON DELIVERY

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Explanation of Material</i>	<ul style="list-style-type: none"> Teacher clearly explains key content and concepts, demonstrating strong knowledge of the relevant standards/concepts. Teacher allocates time in explanation to the most important content in a way that leads to significant scholar understanding and engagement in content. <and/or> Teacher provides the right stimuli to elicit the most relevant key points from scholars, significantly increasing scholar engagement in and overall understanding of content. By the end of the lesson, scholars are able to explain the material independently and are making connections. 	<ul style="list-style-type: none"> Teacher clearly explains key content and concepts, demonstrating strong knowledge of the relevant standards/concepts. Explanations are presented in an efficient way that increases scholar engagement in content and understanding. <and/or> Teacher provides the right stimuli to elicit the most relevant key points from scholars, increasing scholar engagement in and overall understanding of content. 	<ul style="list-style-type: none"> Teacher explanations of key content and concepts are generally clear, but might not be as effective or efficient as possible; thus, creating a minor point of confusion, causing the pace of scholar learning to slow slightly, or a minor decrease in scholar engagement in content. <and/or> Teacher provides the right stimuli to elicit the most relevant key points from scholars, but the delivery/questioning sequence is not as effective as it could be, leading to minor points of scholar confusion, causing the pace of scholar learning to slow, or a minor decrease in scholar engagement in or learning of content. 	<ul style="list-style-type: none"> Teacher explanations of key content and concepts are not effective or efficient, leading to moderate scholar confusion, significantly slowing the pace of scholar learning, or decreasing scholar engagement in content. <and/or> Teacher attempts to provide the right stimuli to elicit relevant key points from scholars, but the delivery/questioning sequence is ineffective or the key points are not the most relevant, leading to moderate scholar confusion, causing the pace of scholar learning to slow, or a moderate decrease in scholar engagement in or learning of content. 	<ul style="list-style-type: none"> Teacher explanations are not effective or efficient and lead to significant scholar confusion, impeding the learning progress. <and/or> Teacher does not provide the right stimuli to elicit relevant key points from scholars, leading to significant scholar confusion and impeding the learning process.
<i>Meaningful Connections</i>	<ul style="list-style-type: none"> The teacher makes intentional connections between content and scholars' lives that have clearly been planned in advance and lead to a significant increase in scholar engagement and learning. 	<ul style="list-style-type: none"> The teacher makes intentional connections between content and scholars' lives that have clearly been planned in advance and lead to an increase in scholar engagement and learning. 	<ul style="list-style-type: none"> The teacher makes in-the-moment connections between the content and scholars' lives that positively contribute to scholar engagement and learning. 	<ul style="list-style-type: none"> The teacher attempts to make in-the-moment connections between the content and scholars' lives, but the attempts do not increase scholar engagement and learning. 	<ul style="list-style-type: none"> The teacher does not make connections between content and scholars' lives.
<i>Most Effective Strategy</i>	<ul style="list-style-type: none"> All descriptors for Level 4 are met and The teacher flexibly makes adjustments based on in-the-moment circumstances as necessary. 	<ul style="list-style-type: none"> Teacher effectively uses agreed upon instructional strategies that align to the rigor of Common Core/NGSS or state standards, the school's vision and FOIs/program in the respective content area. 	<ul style="list-style-type: none"> Teacher uses agreed upon instructional strategies that align to both the rigor of Common Core/NGSS or state standards, the school's vision, and FOIs/program in the respective content area; although, there may be minor problems with implementation. 	<ul style="list-style-type: none"> Teacher attempts to use agreed upon instructional strategies that align to the rigor of Common Core/NGSS or state standards, the school's vision, and FOIs/program in the respective content area; however, there are problems with implementation that have significant impact on the lesson. 	<ul style="list-style-type: none"> Teacher does not use the most effective instructional strategies that align to the rigor of Common Core/NGSS or state standards, the school's vision, and FOIs/program in the respective content area.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Declining Scaffolding</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • The teacher provides additional individualized support for scholars in need of further scaffolding. <i>(This can be proactive or reactive based on data and can include the strategic use of a co-teacher.)</i> 	<ul style="list-style-type: none"> • Teacher leads scholars through the lesson, declining scaffolding/ guidance based on data collected from checks for understanding. • The reduction in scaffolding is effective for most scholars. 	<ul style="list-style-type: none"> • Teacher reduces scaffolding, but it is not based on the understanding scholars are demonstrating. • The reduction in scaffolding is effective for some scholars. 	<ul style="list-style-type: none"> • Teacher provides the same level of scaffolding throughout the entire lesson. <or> • The level of scaffolding is random and does not gradually release scholars to independence. <or> • Teacher is not able to proactively address scholars and instead must reactively respond to questions due to lack of gradual release. 	<ul style="list-style-type: none"> • There is no evidence of declining scaffolding.
<i>Independent Practice</i> ⁷	<ul style="list-style-type: none"> • Scholars have a sufficient number of “at bats” to work towards mastery of the aim independently. In reading, scholars are “in text” and in writing, scholars have “ink to paper” for at least 75% of class. <and> • When appropriate, teacher differentiates entry points and outcomes (including extension work) for independent work, resulting in a significant increase in success for all scholars on independent practice. 	<ul style="list-style-type: none"> • Scholars have a sufficient number of “at bats” to work towards mastery of the aim independently. In reading, scholars are “in text” and in writing, scholars have “ink to paper” for at least 60% of class. <and> • When appropriate, teacher differentiates entry points and outcomes for independent work, resulting in a moderate increase in success for all scholars on independent practice. 	<ul style="list-style-type: none"> • Scholars work towards mastery of the aim independently, and are given at least two “at bats”, but the number may not be sufficient for scholars to work toward mastery of the aim. In reading, scholars are “in text” and in writing, scholars have “ink to paper” for at least 50% of class. <and> • When appropriate, teacher differentiates entry points and outcomes for independent work, and this leads to a minor increase in success for all scholars on independent practice. 	<ul style="list-style-type: none"> • Scholars work towards mastery of the aim independently, but they are only given one “at bat.” In reading, scholars are “in text” and in writing, scholars have “ink to paper” for less than 40% of class. <and> • When appropriate, teacher attempts to differentiate entry points and outcomes for independent practice, but it does not lead to increased scholar success. 	<ul style="list-style-type: none"> • Scholars never work towards mastery of the aim independently. In reading, scholars are “in text” and in writing, scholars have “ink to paper” for less than 30% of class. <or> • Scholars are given time to work independently, but the work lacks alignment to the aim (i.e. content, level of rigor) regardless of the number of “at bats.” <or> • When appropriate the teacher does not attempt to differentiate entry points and outcomes for independent practice.

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⁷ In Writing, independent practice is about having an authentic opportunity for scholars to integrate **new** knowledge into their writing rather than having multiple “at bats.”

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Break the Plane – Circulate: Delivery of Instruction</i> ⁸	<ul style="list-style-type: none"> Teacher circulates to assess the work of 100% of scholars. Teacher gives targeted and effective positive and constructive feedback to 100% of scholars. <i>(In a workshop, teacher confers with 100% of the scholars that he/she planned to confer with that day.)</i> Teacher insists that scholars redo work that is not up to standard – and follows through to ensure it is done. The teacher collects and tracks instructional data on all scholars as (s)he moves. 	<ul style="list-style-type: none"> Teacher circulates to assess the work of approximately 80% of scholars. Teacher gives targeted and effective positive and constructive feedback to 90% of scholars. <i>(In a workshop, teacher confers with 90% of the scholars that he/she planned to confer with that day.)</i> Teacher insists that scholars redo work that is not up to standard – and follows through to ensure it is done. The teacher collects and tracks instructional data on most scholars as (s)he moves. 	<ul style="list-style-type: none"> Teacher circulates to assess the work of approximately 75% of scholars. Teacher gives feedback to a majority of scholars but some feedback is too general. <i>(In a workshop, teacher confers with 75% of the scholars that he/she planned to confer with that day.)</i> Teacher insists that scholars redo work that is not up to standard – and follows through to ensure it is done, but the work is only marginally better. The teacher collects and tracks instructional data on most scholars as (s)he moves. 	<ul style="list-style-type: none"> Teacher attempts to circulate but gets to less than 50% of scholars to assess mastery. <i>(In a workshop, teacher confers with 50% of the scholars that he/she planned to confer with that day.)</i> Teacher provides very little effective, targeted feedback during the lesson. Teacher insists that scholars redo the work but does not follow through. <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> Does not appear to be collecting data (i.e., monitors behavior only). <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> Only collects instructional data on and intervenes with very small subset of scholars. Other scholars appear to be “out of mind” or are literally out of sight. 	<ul style="list-style-type: none"> Teacher does not circulate during the lesson and/or does not provide any feedback when circulating. <i>(In a workshop, teacher confers with less than 50% of the scholars that he/she planned to confer with that day.)</i> Teacher never insists that scholars redo work that is not up to standard. <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> Teacher does not appear to have a plan for which scholars will receive conferences.
<i>Pacing</i>	<ul style="list-style-type: none"> Teacher maximizes the amount of time devoted to each component of the lesson, while strategically making adjustments, when necessary, based on in-the-moment circumstances, resulting in increased scholar learning. Teacher effectively “works the clock” to increase urgency and maximize pacing. All scholars adjust their pace to meet the clock with joy, enthusiasm, and grit. 	<ul style="list-style-type: none"> Teacher allots the appropriate amount of time <i>(as defined by the FOI)</i> to each component of the lesson, while flexibly making adjustments when necessary, based on in-the-moment circumstances, resulting in increased scholar learning. Teacher effectively and consistently “works the clock” to increase urgency and maximize pacing. All scholars adjust their pace to meet the clock. 	<ul style="list-style-type: none"> In general, the teacher spends the appropriate amount of time <i>(as defined by the FOI)</i> on each part of the lesson. Teacher “works the clock” but could do so more effectively or consistently. Scholars sometimes adjust their pace to meet the clock. 	<ul style="list-style-type: none"> Teacher spends too much or too little time on one part of the lesson, resulting in scholar achievement concerns. 	<ul style="list-style-type: none"> Time allocated to different parts of the lesson appears unplanned and not purposeful. Poor pacing significantly decreases opportunities for scholar achievement.

⁸ The strategic use of a co-teacher is also appropriate for Break the Plane – Circulate.

5. ACADEMIC OWNERSHIP: HEAVY LIFTING⁹

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Rigorous Questioning</i> ^{10,11}	<ul style="list-style-type: none"> Teacher consistently pushes rigor by focusing the lesson on a key set of questions or tasks that require scholars to demonstrate extended thinking (i.e., requires investigation, complex reasoning, planning, developing, and grappling with content over a longer period of time.) Always strategically incorporates questions or tasks from Webb’s DOK Levels 1-3 to support scaffolding for scholars who need it. 	<ul style="list-style-type: none"> Teacher primarily incorporates questions or tasks that require strategic thinking (i.e., requires reasoning, developing a plan or a sequence of steps, some complexity, possibly more than one answer or strategy). Always strategically incorporates questions or tasks from Webb’s DOK Levels 1-2 to support scaffolding for scholars who need it. Teacher primarily incorporates questions or tasks that require scholars to demonstrate extended thinking (i.e., requires investigation, complex reasoning, planning, developing, and grappling with content over a longer period of time.) Some questions or tasks are Webb’s DOK Level 1-3, but all questions may not be strategic. Or the teacher fails to ask Webb’s DOK Level 1-3 questions to support scaffolding for scholars who need it. Verbs you might hear: <i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize.</i> 	<ul style="list-style-type: none"> Teacher primarily incorporates questions or tasks that require strategic thinking (i.e., requires reasoning, developing a plan or a sequence of steps, some complexity, possibly more than one answer or strategy). Some questions or tasks are occasionally from indicator Levels 1 & 2, but all questions may not be strategic in helping scholars achieve the aim, or the teacher fails to ask indicator Levels 1 & 2 questions to support scaffolding for scholars who need it. Verbs you might hear: <i>apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems.</i> 	<ul style="list-style-type: none"> Teacher primarily incorporates questions or tasks that focus on a skill/concept and requires two or more steps. Some questions or tasks are occasionally recall and reproduction. Verbs you might hear: <i>apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues, explain.</i> 	<ul style="list-style-type: none"> The teacher’s questions are exclusively recall and reproduction, which only elicit information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula. Verbs you might hear: <i>arrange, calculate, define, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what-when- where-why.</i> Regardless of the rigor, teacher asks too few questions to effectively put academic ownership on scholars.

Continued on the next page 

⁹ Scholars should be grappling with complex questions and content, resulting in scholars doing the majority of “the work.” Teacher talk should be minimal in comparison to scholars.

¹⁰ Based on Webb’s Depth of Knowledge. See the Appendix for descriptors. **Level 1:** Recall and Reproduction; **Level 2:** Skills & Concepts; **Level 3:** Strategic Thinking; **Level 4:** Extended Thinking.

¹¹ See pg.25 of the Appendix for scoring guidance for text-based lessons.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Differentiation of Process</i> ¹²	<ul style="list-style-type: none"> The methods of differentiation are matched perfectly for the needs of the scholar and seamlessly integrated into the lesson. 	<ul style="list-style-type: none"> Teacher effectively differentiates the process for scholars, and the implementation has a significantly positive impact on scholar learning. 	<ul style="list-style-type: none"> Teacher differentiates the process for scholars, and the implementation has a moderately positive impact on scholar learning. 	<ul style="list-style-type: none"> Teacher attempts to differentiate the process for scholars, but the differentiation method causes minor scholar confusion because a method may not be the most effective or a method may be applied at the wrong point in the lesson. 	<ul style="list-style-type: none"> Teacher does not attempt to differentiate the process for scholars, and it has a significantly negative impact on their learning.
<i>Right Is Right</i> ¹³	<ul style="list-style-type: none"> Teacher always sets and defends a high standard of correctness for scholar oral responses. 	<ul style="list-style-type: none"> Teacher usually sets and defends a high standard of correctness for scholar oral responses. 	<ul style="list-style-type: none"> Teacher sometimes sets and defends a high standard of correctness for scholar oral responses. 	<ul style="list-style-type: none"> Teacher rarely sets and defends a high standard of correctness for scholar oral responses. 	<ul style="list-style-type: none"> Teacher never sets or defends a high standard of correctness for scholar oral responses.
<i>Stretch It</i> ¹⁴	<ul style="list-style-type: none"> Teacher always stretches scholar thinking at the most critical moments in the lesson, resulting in a significant increase in rigor, scholar engagement, and scholar mastery of the aim. 	<ul style="list-style-type: none"> Teacher usually stretches scholar thinking at the most critical moments in the lesson, resulting in increased rigor, scholar engagement, and scholar mastery of the aim. 	<ul style="list-style-type: none"> Teacher usually stretches scholar thinking but not always at the most critical moments in the lesson, mildly increasing rigor, scholar engagement, and scholar learning. 	<ul style="list-style-type: none"> Teacher rarely stretches scholar thinking at the most critical moments in the lesson, resulting in little to no increase in rigor, scholar engagement, or scholar learning. 	<ul style="list-style-type: none"> Teacher never stretches scholar thinking at the most critical moments in the lesson.

¹² There are multiple methods for differentiating the process for scholars, including those which a) change the volume of work, b) present ideas and concepts using multiple modalities to make learning concrete and sticky, and, when appropriate, consider the auditory and visual processing needs of **ALL** scholars, c) change the rate of work, d) provide increased accountability, and e) provide increased scaffolding (e.g., graphic organizers, extra prompts in questions) beyond what was provided for the whole class.

¹³ The teacher “holds out” for the complete response without “rounding up” or leading, may repeat the scholar’s words while indicating the problematic part of the response, insists that the scholar answers the asked question, and requires that the scholar answers the “right question” at the “right time.”

¹⁴ Stretch-it does not apply when a scholar response does not meet the response requirements (i.e., fails to provide evidence when needed). Instead, learning can and should continue after a correct answer has been given. Teachers should respond to right answers by asking scholars to answer a different or tougher question or by using questioning to make sure that a right answer is repeatable. This can be asking for another way to answer, asking for a better word, asking for precise evidence when not shared, asking scholars to integrate a related skill, or to apply the same skill to a new setting. Please note that “Break it Down” is NOT a form of “Stretch It.”

6. SCHOLAR ENGAGEMENT¹⁵

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Active Participation</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • Scholars synthesize diverse perspectives or points of view during the lesson. • Prompting is rarely required and is always effective. 	<ul style="list-style-type: none"> • Scholars respond to their peers' thinking, ideas or answers. • Scholars routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. • 100% of scholars consistently try hard to complete academic work and answer questions, even if the work is challenging. • Prompting is sometimes required and is always effective. 	<ul style="list-style-type: none"> • Scholars respond to their peers' thinking, ideas or answers, and provide feedback to their classmates. • Most scholars try hard to complete academic work and answer questions, even if the work is challenging. • Prompting is sometimes required and is usually effective. 	<ul style="list-style-type: none"> • Scholars sometimes respond to their peers' thinking, ideas or answers, and provide feedback to their classmates. • Some scholars try hard to complete challenging academic work and answer questions. • Prompting is always required and is sometimes effective. 	<ul style="list-style-type: none"> • Scholars do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. • No scholars or very few scholars try hard to complete challenging academic work or answer questions. • Prompting is always needed, but teacher rarely prompts scholars and/or scholars are not responsive to prompts.
<i>Sense of Urgency: Scholars</i>	<ul style="list-style-type: none"> • 100% of scholars always demonstrate a palpable and authentic sense of urgency and purpose without prompting. 	<ul style="list-style-type: none"> • Scholars usually demonstrate a sense of urgency and purpose with little to no prompting. 	<ul style="list-style-type: none"> • 100% of scholars sometimes demonstrate a sense of urgency and purpose. <li style="text-align: center;"><or> • Some scholars always demonstrate a sense of urgency and purpose. 	<ul style="list-style-type: none"> • Scholars rarely demonstrate a sense of urgency or purpose. <li style="text-align: center;"><or> • Few scholars demonstrate a sense of urgency and purpose. 	<ul style="list-style-type: none"> • Scholars do not demonstrate a sense of urgency or purpose.
<i>Accountability and Variety</i>	<ul style="list-style-type: none"> • Teacher deliberately chooses high-engagement strategies that are the best fit for the instructional goals. • Teacher varies the use of strategies to raise or lower the class energy level. • Engagement strategies require scholars to be intellectually active in learning related, important and challenging content (i.e., "What do you think the title of this chapter means?" or scholars determine which of several tools would be suitable to solve a math problem). 	<ul style="list-style-type: none"> • Teacher uses a variety of high-engagement strategies that are effective at holding all scholars accountable. • Teacher selects the right strategy or move at the right time to engage scholars. • Engagement strategies require scholars to be intellectually active in learning related, important and challenging content. 	<ul style="list-style-type: none"> • Teacher uses a variety of high-engagement strategies that are effective at holding the majority of scholars accountable. • Teacher sometimes selects the right strategy or move at the right time to engage scholars. • Engagement strategies primarily rely on factors outside of the content area and/or are superficial (i.e., "Who can make a personal connection?" or scholars use math materials in a rote way). 	<ul style="list-style-type: none"> • Teacher uses engagement strategies, although they are not varied, and they are not effective in holding the majority of scholars accountable (e.g., teacher may only use one effective engagement strategy). • Teacher rarely selects the right strategy or move at the right time to engage scholars. • Engagement strategies rely solely on factors outside of the content and/or are superficial (i.e., "Who can make a personal connection?" or scholars use math materials in a rote way). 	<ul style="list-style-type: none"> • Teacher only uses strategies that engage one scholar at a time.


¹⁵ Engagement strategies may include, but are not limited to, the incorporation of a meaningful hook, utilization of group problem solving and capitalizing on the "challenge" component of Positive Framing.

7. CHARACTER DEVELOPMENT					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Embedded Character Instruction</i>	<ul style="list-style-type: none"> There is an explicit or implicit character aim (in addition to a content aim) that is driving the lesson, and both the content and character aim are executed effectively. 	<ul style="list-style-type: none"> When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages (e.g., College, Team & Family, REACH). These examples are clear and specific¹⁶. 	<ul style="list-style-type: none"> When appropriate, teacher strategically picks lesson examples, literature, and activities that reinforce key messages (e.g., College, Team & Family, REACH), but these choices are ineffectively implemented from a character-building point of view. 	<ul style="list-style-type: none"> The lesson design attempts to embed character skills and values, but it is not planned purposefully and is therefore primarily procedural. 	<ul style="list-style-type: none"> The lesson design does <i>not</i> attempt to teach character skills and values.
Teachable Character Moments ¹⁷	<ul style="list-style-type: none"> Teacher celebrates and reinforces character skills and key values/messages strategically throughout the lesson and always addresses high-leverage moments as well. The moments are impactful for all scholars. 	<ul style="list-style-type: none"> Teacher celebrates and reinforces character skills and key values/messages as a dedicated part of the lesson and usually takes advantage of unexpected moments as well. The moments are impactful for most scholars. 	<ul style="list-style-type: none"> Teacher sometimes celebrates and reinforces character skills and key values/messages, but the moment is not a part of the lesson and may only be impactful for some scholars. 	<ul style="list-style-type: none"> Teacher <i>rarely</i> reinforces character skills or key values/messages. If the teacher does celebrate scholar character, the moment is <i>not</i> high impact or it takes up too much instructional time. 	<ul style="list-style-type: none"> Teacher misses <i>all</i> opportunities to teach character skills and values.

¹⁶ A clear and specific example that reinforces key messages like college might include specific statements like “when you are in college and go to the writing center...” or “when you are working in your study groups in college...” instead of generic statements like “when you are in college, you will have to work hard.”

¹⁷ There are many character traits that a teacher can reinforce and celebrate throughout a lesson. For example, scholars should be able to use their own resources during independent practice before raising their hand for support. A teacher would want to celebrate this moment of grit and resilience with the class or scholars individually. Another example might be messaging hard work so that scholars connect their achievements to their hard work.

8. CLASSROOM MANAGEMENT					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>High Behavioral Expectations</i>	<ul style="list-style-type: none"> Teacher differentiates¹⁸ strategies so that all scholars meet exceedingly high expectations while still holding a very high bar academic participation. All scholars align their own behavior to high expectations. 	<ul style="list-style-type: none"> Teacher proactively sets and maintains unapologetically high expectations and consistently sweats the small stuff (e.g., SLANTing, volume). Scholars align their own behavior to high expectations. 	<ul style="list-style-type: none"> Teacher has high expectations and addresses most (but not all) of the “small stuff.” Nearly all scholars align their own behavior to high expectations. 	<ul style="list-style-type: none"> Teacher aligns expectations to behavioral standards that are not high enough and only sometimes sweats the small stuff. Most scholars align their behavior to high expectations. 	<ul style="list-style-type: none"> Teacher aligns expectations and routines to low behavioral standards and does not sweat the small stuff. Fewer than half of scholars align their own behavior to high expectations.
<i>Routines and Down Time</i>	<ul style="list-style-type: none"> All descriptors for Level 4 are met and Scholars assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no additional support from the teacher. All scholars are engaged in meaningful work 100% of the time. 	<ul style="list-style-type: none"> Class has a quick pace, and scholars are engaged in the work of the lesson from start to finish. Scholars who finish assigned work early engage in meaningful learning without interrupting other scholars’ learning. Every routine adheres to the school’s Common Picture, consistently maximizes learning time and is executed habitually with 100% participation with little to no support from the teacher. 	<ul style="list-style-type: none"> Scholars do not experience down time waiting for the teacher. The agenda and routines generally move the pace of the lesson. There is a predictable routine/regular agenda for the class, but it could be more effective at moving the pace of the lesson. 	<ul style="list-style-type: none"> Scholars are idle while waiting for the teacher or left with nothing to do at one or more moments during the lesson (e.g., waiting for direction after finishing an assignment early). There are a number of points in the lesson when scholars demonstrate confusion about what they should be doing because they lack a routine. 	<ul style="list-style-type: none"> Scholars sit idly, and there is a palpable sense of time being wasted (e.g., materials are not prepared or organized in advance and scholars have to wait for the teacher.) There is not a predictable routine/regular agenda for the class that effectively moves the pace of the lesson.
<i>Strong Voice</i> ¹⁹	<ul style="list-style-type: none"> Teacher always demonstrates Strong Voice (i.e., uses the five principles of strong voice to modulate tone, volume, body language, and posture to exert influence and authority), and the impact is always successful. 	<ul style="list-style-type: none"> Teacher always demonstrates Strong Voice (i.e., uses the five principles of strong voice to modulate tone, volume, body language, and posture to exert influence and authority), and the impact is usually successful. 	<ul style="list-style-type: none"> Teacher always demonstrates Strong Voice (i.e., uses the five principles of strong voice to modulate tone, volume, body language, and posture to exert influence and authority), and the impact is sometimes successful. 	<ul style="list-style-type: none"> Teacher attempts to demonstrate Strong Voice (i.e., attempts to use the five principles of strong voice to modulate tone, volume, body language, and posture to exert influence and authority), but the attempts are rarely successful. <or> Teacher may successfully demonstrate some of the five principles successfully but not all. 	<ul style="list-style-type: none"> Teacher does not attempt to demonstrate Strong Voice.
<i>Precise Directions</i> ²⁰	<ul style="list-style-type: none"> Teacher always provides unambiguous directions that are specific, concrete, sequential and measurable, always resulting in 100% of scholars meeting expectations. 	<ul style="list-style-type: none"> Teacher usually provides precise directions that are specific, concrete, sequential and measurable, resulting in the majority of scholars meeting expectations. Teacher revises in the moment so all scholars meet expectation. 	<ul style="list-style-type: none"> Teacher sometimes provides precise directions; however, there are times when the directions could be more specific, concrete, sequential and/or measurable, resulting in some scholars feeling unclear regarding expectations and/or not meeting expectations. 	<ul style="list-style-type: none"> Teacher attempts to provide precise directions, but they fail to be specific, concrete, sequential and/or measurable, resulting in the majority of scholars feeling unclear and not meeting expectations. 	<ul style="list-style-type: none"> Teacher does not provide directions that are specific, concrete, sequential and/or measurable, resulting in the majority of scholars being “off task” for the majority of the lesson.


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¹⁸ Differentiation does not mean changing the expectation; instead, the teacher is adding support so that ALL scholars meet the expectation. For example, inserting a scholar’s name as an additional support, “All pencils down in five, four, three, Doug, two, one.”

¹⁹ According to Doug Lemov’s definition, Strong Voice has 5 Principles: Economy of Language, Do Not Talk Over, Do Not Engage, Square-up/Stand Still, and Quiet Power. The criteria for success can be found in the appendix.

²⁰ Ideally, only at the start of the year should precise directions be focused on routine behaviors; however, when scholars need additional support or the class is going through a cultural reset one form of scaffolding would be providing precise directions. See the appendix for Elements of Precise Directions.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Positive Framing</i>	<ul style="list-style-type: none"> Teacher strategically (right component/right time) implements the components of Positive Framing (Narration, Challenge, Assume the Best), resulting in increased compliance, motivation, and sense of urgency for all scholars. 	<ul style="list-style-type: none"> Teacher strategically (right component/right time) implements the components of Positive Framing (Narration, Challenge, Assume the Best), resulting in increased compliance, motivation, and sense of urgency for the majority of scholars. 	<ul style="list-style-type: none"> Teacher implements the components of Positive Framing (Narration, Challenge, Assume the Best) but does so in a rote way, resulting in increased compliance, motivation, and sense of urgency for some but not all scholars. 	<ul style="list-style-type: none"> Teacher attempts to use Positive Framing but does so ineffectively. <or> Teacher uses "Narration" when a correction would be the right move.²¹ 	<ul style="list-style-type: none"> Teacher never uses Positive Framing.
<i>Sweat the Small Stuff</i>	<ul style="list-style-type: none"> The teacher always "sweats the small stuff" without having an impact on lesson pacing through the use of efficient verbal and non-verbal cues and corrections. Always results in immediate change for 100% of scholars. 	<ul style="list-style-type: none"> The teacher always "sweats the small stuff" with minimal impact on lesson pacing through the use of verbal and non-verbal cues and corrections. There is one minor exception which could have been executed with greater efficiency. Always results in immediate change for 100% of scholars. 	<ul style="list-style-type: none"> The teacher usually "sweats the small stuff" with minimal impact on lesson pacing through the use of verbal and non-verbal cues and corrections. There are 2-3 minor exceptions which could have been executed with greater efficiency. Usually results in immediate change for the majority of scholars. 	<ul style="list-style-type: none"> The teacher sometimes "sweats the small stuff" with minimal impact on lesson pacing through the use of verbal and non-verbal cues and corrections. Sometimes results in immediate change for some scholars. <or> When the teacher sweats the small stuff, the lesson pacing slows considerably. 	<ul style="list-style-type: none"> The teacher rarely "sweats the small stuff" with minimal impact on lesson pacing through the use of verbal and non-verbal cues and corrections. Rarely results in immediate change for the majority of scholars.
<i>Break the Plane – Circulate: Behavior Management</i> ²²	<ul style="list-style-type: none"> All descriptors for Level 4 are met <u>and</u> Movement and interventions are strategically determined based on a combination of behavioral data collected during and prior to the lesson. 	<ul style="list-style-type: none"> The teacher immediately starts to circulate (and keeps moving) after giving direction. While delivering instruction and monitoring independent practice, (s)he consistently moves around the room, providing verbal and non-verbal behavior interventions when needed. The teacher positions self such that (s)he can scan the room at all times. The teacher collects and tracks behavior data on all scholars as (s)he moves. 	<ul style="list-style-type: none"> The teacher starts to circulate shortly after giving direction and moves around the room for the majority of the time. While delivering instruction and monitoring independent practice, (s)he usually moves around the room, providing verbal and non-verbal interventions when needed. The teacher positions self such that (s)he can scan the room at all times with 1-2 minor exceptions. The teacher collects and tracks behavior data on all scholars as (s)he moves. 	<ul style="list-style-type: none"> The teacher sometimes circulates after giving direction. While delivering instruction and monitoring independent practice, (s)he sometimes moves around the room, providing verbal and non-verbal interventions when needed. <or> The teacher circulates but rarely positions self such that (s)he can scan the room at all times. <or> The teacher only collects behavioral data on and intervenes with a very small subset of scholars. Other scholars appear to be "out of mind" or are literally out of sight. 	<ul style="list-style-type: none"> The teacher circulates or walks around the room without real purpose, failing to provide verbal and non-verbal interventions when needed. <or> The teacher never circulates or walks around the room.


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²¹ Ideally, positive narration for daily expectations should only be necessary during the first month of school, after which corrections should be used. When scholars need additional support or the class is going through a cultural reset one form of scaffolding would be to use positive narration.

²² The strategic use of a co-teacher is also appropriate for Break the Plane – Circulate.

	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Behavior Management System</i>	<ul style="list-style-type: none"> The system is well established such that the teacher can use the least invasive technique to get maximum results. 	<ul style="list-style-type: none"> When warranted, the teacher consistently uses the system to reward and correct scholar behavior. This system is utilized in a way that always maintains the flow of the lesson without putting scholar misbehavior “on stage” in an inappropriate manner. All scholars immediately respond by correcting the misbehavior. 	<ul style="list-style-type: none"> When warranted, the teacher usually uses the system to reward and correct scholar behavior. This system is utilized in a way that usually maintains the flow of the lesson. The teacher rarely puts scholar misbehavior “on stage” in an inappropriate manner. Most scholars immediately respond by correcting the misbehavior with 1-2 minor exceptions. 	<ul style="list-style-type: none"> When warranted, the teacher sometimes uses the system to reward and correct scholar behavior. This system is utilized in a way that has a minor impact on the flow of the lesson. The teacher sometimes puts scholar misbehavior “on stage” in an inappropriate manner. Some scholars immediately respond by correcting the misbehavior. <or> The teacher overly relies on the behavior management system. 	<ul style="list-style-type: none"> Teacher does not appear to have an established system for behavior management. <or> When warranted, the teacher rarely implements the system to reward and correct scholar behavior. The teacher disproportionately puts scholar misbehavior “on stage” in an inappropriate manner. Few, if any, scholars immediately respond by correcting the misbehavior.

9. POSITIVE CLASSROOM CLIMATE					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Warm & Demanding Teacher Presence</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • There is a strong, palpable sense that scholars believe they can learn and want to learn from this teacher. 	<ul style="list-style-type: none"> • The teacher always maintains an authentically warm and demanding presence through tone, pace, volume, poise, body language, and interactions with scholars. 	<ul style="list-style-type: none"> • The teacher usually demonstrates an authentically warm and demanding presence through tone, pace, volume, poise, body language, and interactions with scholars. 	<ul style="list-style-type: none"> • The teacher attempts to demonstrate warm and demanding presence, but it may come off as false or forced or may be overly positive or overly demanding. 	<ul style="list-style-type: none"> • The teacher does not demonstrate a warm and demanding presence. • The majority of scholars are not engaged and/or the classroom feels “dry” or tense, or overly lax.
<i>Joyful Rigor</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • Scholars indicate, through their questions, comments, body language, and “jump-to-it” response to work, that they are authentically excited to take on the rigor. • All scholars receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. • Reinforcement system recognizes effort in proportion to scholars’ individual accomplishments. 	<ul style="list-style-type: none"> • The teacher communicates the importance of content and the conviction that with hard work all scholars can master material. • Teacher leverages highly engaging instructional strategies that effectively push the lesson forward. • Scholars indicate, through their questions, comments, body language, and “jump-to-it” response to work, a desire to understand content. • In discussion or partner practice, scholars assist their classmates in understanding the content. • Scholars take initiative in improving the quality of their work. • Reinforcement system recognizes significant academic effort (e.g., studying hard and making incremental gains) and mastery of a well-defined, absolute bar. 	<ul style="list-style-type: none"> • The teacher communicates the importance of content and the conviction that with hard work all scholars can master material. • Teacher conveys an expectation of high levels of scholar effort. • Teacher leverages somewhat engaging instructional strategies in an effort to push the lesson forward. • Scholars expend good effort to complete work of high quality. • Reinforcement system recognizes basic academic effort (e.g., class participation, homework completion) and mastery of a well-defined, absolute bar. 	<ul style="list-style-type: none"> • Teacher attempts to create an environment of joy that does not simultaneously enforce rigor. For example, the teacher leverages chants or cheers that are high interest, but do not push the lesson forward. <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> • The teacher leverages high rigor without introducing joy. <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> • The teacher’s energy for the work is neutral. <p style="text-align: center;"><or></p> <ul style="list-style-type: none"> • High expectations are conveyed only for some scholars. • Scholars exhibit a limited commitment to complete the work on their own; many scholars are looking for an “easy path” or to just get the work done. 	<ul style="list-style-type: none"> • There is not a focus on joy or rigor in this classroom. For example, the teacher’s primary concern is around completion. • Scholars do not exhibit a commitment to complete the work on their own.

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	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Respect</i> ²³	<ul style="list-style-type: none"> • Scholars are always respectful of the classroom, materials, teacher and their peers. • In rare instances of very minor exceptions, the scholars hold each other accountable to change behavior which always results in change. <and> • The teacher is always respectful of all scholars, without exception. 	<ul style="list-style-type: none"> • Scholars are usually respectful of the classroom, materials, teacher and their peers, but there may be 1-2 very minor exceptions. The teacher immediately prompts scholars to change behavior which always results in change. <and> • The teacher is always respectful of all scholars, without exception. 	<ul style="list-style-type: none"> • Scholars are generally respectful of the classroom, materials, teacher and their peers, but there are some exceptions. The teacher consistently prompts scholars to change behavior, usually resulting in change. <and> • The teacher is generally respectful of all scholars, but there may be 1-2 very minor exceptions. 	<ul style="list-style-type: none"> • Scholars need significant prompting and redirection to be respectful of the classroom, materials, the teacher and/or their peers, but this only sometimes changes scholar action. <or> • There are moments when the teacher is not respectful of scholars. 	<ul style="list-style-type: none"> • There is evidence that scholars and teacher are not respectful to one another.
<i>Classroom Set-up</i>	<ul style="list-style-type: none"> • All descriptors for Level 4 are met <u>and</u> • The teacher maximizes classroom set-up by utilizing the most efficient processes for executing routines and procedures. 	<ul style="list-style-type: none"> - The chosen seating plan supports pacing, learning, and instruction by meeting all of the following criteria: <ul style="list-style-type: none"> - Fits the main teaching strategy - Permits the teacher to freely circulate - Permits the teacher to stand naturally next to any scholar at any time - Allows the teacher to monitor all scholars at all times - Ensures there are no blind spots due to furniture or teacher positioning - Groups scholars deliberately 	<ul style="list-style-type: none"> - The chosen seating plan somewhat supports pacing, learning, and instruction, but it may be missing one of the criteria below: <ul style="list-style-type: none"> - Fits the main teaching strategy - Permits the teacher to freely circulate - Permits the teacher to stand naturally next to any scholar at any time - Allows the teacher to monitor all scholars at all times - Ensures there are no blind spots due to furniture or teacher positioning - Groups scholars deliberately 	<ul style="list-style-type: none"> • The chosen seating plan does not support pacing, learning, and instruction because it does NOT meet two or more of the following criteria: <ul style="list-style-type: none"> - Fits the main teaching strategy - Permits the teacher to freely circulate - Permits the teacher to stand naturally next to any scholar at any time - Allows the teacher to monitor all scholars at all times - Ensures there are no blind spots due to furniture or teacher positioning - Groups scholars deliberately 	<ul style="list-style-type: none"> • The chosen seating plan actually hinders pacing, learning, and instruction.

²³ Respect can be demonstrated in multiple ways by the scholars and the teacher. This includes, but is not limited to, use of PETSU, SLANT or other “ready to learn” positions, tracking, showing support when a fellow scholar is grappling with a response, consequences being delivered in a way that maintains scholar dignity, scholar responsiveness to teacher requests and corrections, teacher tone with **all** scholars, scholars and teacher are authentically nice/kind, the scholars keep the classroom neat and use materials in appropriate ways.

10. CUMULATIVE REVIEW ²⁴					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Evidence of Accumulated Knowledge</i>	<ul style="list-style-type: none"> Scholars independently build off prior learning and integrate “review content” without teacher direction. 	<ul style="list-style-type: none"> The teacher explicitly builds off prior learning and weaves in “review content”; the integration consistently pushes scholars to articulate connections between new and review content or skills. 	<ul style="list-style-type: none"> The teacher explicitly builds off prior learning and weaves in “review content”; however, the integration only sometimes pushes scholars to articulate connections between new and review content or skills. 	<ul style="list-style-type: none"> The teacher attempts to build off prior learning and to weave in “review content”, but the attempt does not appear to be strategically planned or is not strategically implemented. 	<ul style="list-style-type: none"> The teacher does not proactively build off prior learning or weave in review content.
<i>Fast and Systematic²⁵</i>	<ul style="list-style-type: none"> Scholars initiate cumulative review on their own without teacher prompting (e.g., flash cards, “assign yourself” etc.). Cumulative review is designed to help scholars understand and efficiently correct errors they make (e.g., there is a mechanism for them to check their answers) and there is evidence that scholars go back and re-do work until they get it right. 	<ul style="list-style-type: none"> Scholars have a routine (daily), fast and well-executed opportunity to systematically and successfully review and practice skills that have already been mastered while simultaneously building engagement. 	<ul style="list-style-type: none"> Scholars have an opportunity to systematically review and practice skills, but it could have been more efficient or engaging. It appears that cumulative review is part of a daily routine. 	<ul style="list-style-type: none"> Scholars have an opportunity to systematically review and practice skills that have already been mastered, but the review takes up too much or too little class time or most scholars are not successful. It is not clear that this is a daily routine. 	<ul style="list-style-type: none"> There is no cumulative review in the lesson.
<i>High Impact</i>	<ul style="list-style-type: none"> All descriptors for Level 4 are met <u>and</u> Cumulative review assignments are differentiated based on scholar data. 	<ul style="list-style-type: none"> The entire review targets foundational skills and concepts that scholars will need to be successful. During the cumulative review, all standards are truly “review” for nearly all scholars. 	<ul style="list-style-type: none"> Most of the review targets foundational skills and concepts that scholars will need to be successful. During the cumulative review, most standards are truly “review” for nearly all scholars. 	<ul style="list-style-type: none"> Review targets a number of skills or concepts that are not foundational to the course. Teacher is using review when (s)he should be re-teaching. 20% or more of the class cannot successfully complete the review. 	<ul style="list-style-type: none"> There is no cumulative review in the lesson.

²⁴ Cumulative Review strategies may include, but are not limited to, QQ, Do Now, Pepper, cumulative review activity or game. For Close Reading lessons, the teacher should review the purpose of close reading, the type of thinking required, and introduce the text with minimal building off prior knowledge.

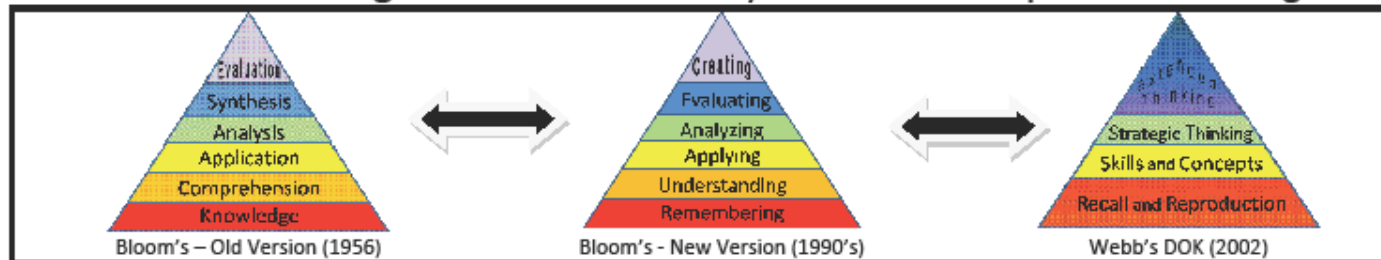
²⁵ If you enter the classroom after the start of the lesson or leave before the lesson was complete and you did not see it, score as N/A. Do not make an assumption that it did not occur.

OVERALL LESSON EFFECTIVENESS					
	5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<i>Outcomes: Scholar Learning²⁶ and Engagement</i>	<ul style="list-style-type: none"> This lesson was an outstanding use of instructional time, resulting in exceptional levels of engagement and learning for all scholars. 	<ul style="list-style-type: none"> This lesson was an effective use of instructional time and resulted in significant engagement and learning for almost all scholars. 	<ul style="list-style-type: none"> This lesson was a good use of instructional time and resulted in solid learning for most scholars. 	<ul style="list-style-type: none"> This lesson failed to effectively teach important concepts to a significant minority of the class (at least 25%). 	<ul style="list-style-type: none"> This lesson resulted in little scholar learning.

²⁶ Scholar learning outcomes should be determined by reviewing the daily assessments after the lesson whenever possible; otherwise, observers will need to apply professional judgment in noting whether the lesson was a good use of instructional time. Some questions to consider when making this call: 1. Was the majority of the lesson focused on the aim? 2. When walking around the classroom, what is the level of quality of scholar work? 3. When talking to a sample of scholars, can scholars explain the “what”, “why”, and “how” of the lesson? (i.e., how they got to their answer, why it’s important etc.)

Webb’s Depth of Knowledge²⁷

Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge <i>Recall appropriate information.</i>	Remembering
Comprehension <i>Grasp the meaning of material.</i>	Understanding
Application <i>Use learned material in new and concrete situations.</i>	Applying
Analysis <i>Break down material into component parts so that its organizational structure may be understood.</i>	Analyzing
Synthesis <i>Put parts together to form a new whole.</i>	Evaluating
Evaluation <i>Judge value of material for a given purpose.</i>	Creating (Previously Synthesis) <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs <i>*Some verbs could be classified at different levels depending on application.</i>	
Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i> arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why	
Skill/Concept <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i> apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues	
Strategic Thinking <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i> appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems	
Extended Thinking <i>Correlates to Bloom's 2 Highest Levels</i> <i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i> analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize	

Debbie Perkins, 2008

²⁷ Borrowed from : <http://www.paffa.state.pa.us/PAAE/Curriculum%20Files/7.%20DOK%20Compared%20with%20Blooms%20Taxonomy.pdf>

ELA Guidelines *UPDATED*

In ELA the success of a lesson is based on the combination of three components. These components are:

1. The rigor of the text and the heavy lifting required of the students in engaging with the text
2. The rigor of the questions being asked (including the embedded skills required)
3. The rigor of expectations in the criteria for success for student responses

Instead of mastery of a bite-sized aim, observers are looking for the above three components in conjunction with high quality responses. In order for a student's response to be considered "high quality," a student must explain his/her reasoning and cite compelling evidence from the text.


Aims in ELA

While aims in ELA class may look/sound different, the spirit of the criteria of an effective aim still applies; therefore, aims should be scored. Every ELA class should have a clear focus, even if that focus is on reading a complex text deeply and analyzing that text.

Please consider the following as you score effective aims in ELA class:

- In early grades, K-1, you will more often than not see aims that meet the standard AF criteria. However, these aims should not create a myopic focus on a singular strategy at the expense of students comprehending the entire text.
- In grades 2 and beyond, there may be some cases where the standard criteria apply. However, this should be very rare, and the alternative "ELA descriptors" above should be applied.
- While the culminating text dependent question (TDQ) should be scored via "Assessment of Scholar Learning," the TDQ can also be used to evaluate the focus/purpose of the class in "Great Aims." Note: The TDQ is not the aim itself, but rather is a representation of the culminating thinking and analysis scholars should be doing via the text.

The overarching ideas that should drive the scoring of effective aims in ELA is that 1) every class should have a clear focus; 2) ELA aims may be focused on deep reading, comprehension and analysis of the text as a whole rather than a bite-sized, discrete aim that can be "mastered" in one day.

Continued on the next page 

Rigorous Questioning in ELA

5: Exemplary	4: Strong	3: Solid	2: Emergent	1: Ineffective
<p><u>Text-Based Lessons Only</u></p> <ul style="list-style-type: none"> • Source of the questions always target the necessary text demands and serve to unpack what is most challenging about the text or where scholars are getting stuck based on data. • Questions consistently build the appropriate literal comprehension and lead towards deeper analysis, synthesis, and/or application as needed. • Questions are consistently presented in a way that requires scholars to do the bulk of the heavy lifting with the text (e.g., requiring rereading and providing textual evidence). 	<p><u>Text-Based Lessons Only</u></p> <ul style="list-style-type: none"> • Source of the questions mostly target the necessary text demands and serve to unpack what is most challenging about the text or where scholars are getting stuck based on data. • Questions mostly build the appropriate literal comprehension and lead towards deeper analysis, synthesis, and/or application as needed. • Questions are mostly presented in a way that requires scholars to do the bulk of the heavy lifting with the text (e.g., requiring rereading and providing textual evidence). 	<p><u>Text-Based Lessons Only</u></p> <ul style="list-style-type: none"> • Source of the questions sometimes target the necessary text demands and serve to unpack what is most challenging about the text or where scholars are getting stuck based on data, but not always in the most strategic way. • Questions somewhat build the appropriate literal comprehension and lead towards deeper analysis, synthesis, and/or application as needed, but they may miss a few rich questioning opportunities. • Questions are somewhat presented in a way that requires scholars to do the bulk of the heavy lifting with the text (e.g., requiring rereading and providing textual evidence) but may not consistently require scholars to grapple (e.g., some questions may be sequenced in a way that is leading and thus do not require close rereading). 	<p><u>Text-Based Lessons Only</u></p> <ul style="list-style-type: none"> • Source of the questions rarely target the necessary text demands or serve to unpack what is most challenging about the text or where scholars are getting stuck based on data. • Questions rarely build the appropriate literal comprehension or lead towards deeper analysis, synthesis, and/or application as needed. • Questions are rarely presented in a way that requires scholars to do the bulk of the heavy lifting with the text (e.g., requiring rereading and providing textual evidence). 	<p><u>Text-Based Lessons Only</u></p> <ul style="list-style-type: none"> • Source of the questions do not target the necessary text demands or serve to unpack what is most challenging about the text or where scholars are getting stuck based on data. • Questions do not build the appropriate literal comprehension and do not lead towards deeper analysis, synthesis, and/or application as needed. • Questions are not presented in a way that requires scholars to do the bulk of the heavy lifting with the text.

Co-Teaching Guidelines

Co-teaching classes include any class with two people teaching a classroom of scholars. This can include either CTT classes or non-CTT classrooms (where teachers sometimes co-teach, split subjects, or split scholars but teach independently). In all cases, observers should schedule two different observations in order to observe teachers separately. For example, an observer would observe Teacher A on one particular day and Teacher B on a different day. (We are using the terms CTT and ICT interchangeably. ICT is used in NY and CTT is used across the country, including CT.)

Formal TCP lesson observations are attempting to measure the individual teacher's practice. Therefore, TCP observations should ideally be conducted when the teacher either has a dedicated group of scholars or leads a portion of the lesson. However, a co-teacher's practice is, by virtue of co-teaching, a shared contribution to the co-taught classroom. We recognize it can be difficult to parse out an individual teacher's practice and therefore, there may be times where a teacher needs to be observed within a full co-teaching context. In such cases, we expect observers to follow this policy:

- **The observed teacher can be rated based on their co-teacher's actions only if it is clear that this is a result of pre-determined planning.** A rule of thumb is to consider the following: the clarity of specific teacher roles, the evidence of teacher collaboration, evidence of using data to strategically maximize the use of both teachers, and the student experience. If a student is receiving strong instruction from the lesson, the teacher being observed will receive credit for the practice if it is clear that the teacher being observed has worked in advance to clearly plan specific teacher and co-teacher moves.
 - For example, with strong planning, one teacher may ask the check for understanding question. The other teacher may capture the data and respond to the misunderstandings. These teachers have made a strategic decision about how to define their individual roles. From a student experience, the students have received all of the instruction described in the rubric and therefore, the observed teacher can be rated based on the actions of both him/herself and the co-teacher.
- **Use N/As when a strategic decision is made to divide the teaching.** At times, it is appropriate and best practice for co-teacher pairs to play different roles in the lesson. N/As are used when there is a lack of evidence to evaluate a teacher's performance in an Essential or a Performance Indicator. Ask yourself, should the teacher have been doing what is described in the rubric? Or was it strategic not to have taken a particular action?
 - For example, one co-teacher leads cumulative review and another reviews exit tickets and re-teaches a small group at the point of confusion. In this example, the teacher who led the small group should receive N/A for cumulative review rather than a 1 on the rubric because it was an appropriate/strategic decision for one of the co-teachers not to actively facilitate cumulative review.
- **Some co-teaching roles cannot be observed.** In rare cases, a co-teacher is executing a role that cannot be scored. In these cases, the observer should reschedule the observation. If this happens multiple times, this should be flagged for review by the school leader.
 - For example, F&P testing, conducting an FBA, or administering a re-test are all roles that cannot be scored and should be rescheduled.

Specials Guidelines *UPDATED*

When observing an AF Specials lesson, it may be helpful to keep the following two points in mind:

1. The evidence of mastery in Specials is usually found through performance (drawing, singing, moving, playing, etc.), and not in oral or written responses.
2. Often, there are two levels of goals for the lesson: **acquisition** of skills and knowledge on an individual scholar level; and **application** of each individual's skills and knowledge toward a culminating group performance task or action.

Indicator	Interpretation
Quality and Selection of CFUs	<ul style="list-style-type: none"> • CFU's of aims that are centered around skill performance are often done via real-time teacher visual/aural assessment of scholar performance, either individually or within a group.
Daily Assessment	<ul style="list-style-type: none"> • A representative sample is acceptable (when appropriate) for daily assessment. • Assessing individual scholar performance on skill-based aims is typically done via: <ol style="list-style-type: none"> a) Individual Performance Assessment (SAM 5-point Skills Assessment Rubric, etc.) to collect in-depth, comprehensive data about the level of skill performance. b) Checklist during independent practice. c) Circulate and conduct real-time visual or aural assessment. d) Pencil & Paper (exit ticket/do now, etc.) – to collect data on knowledge that supports successful skill performance.
Assessment of Aims	<ul style="list-style-type: none"> • The oral question followed by an oral response is not always the best way to move scholars toward mastery of the aim; it could, instead, be a prompt/cue/direction, followed by a performed response that could include an oral response. • Strategic Use of No-Opt Out: Teacher holds all scholars accountable for performing at the clearly defined or demonstrated/modeled standard of top quality.
Most Effective Strategy	<ul style="list-style-type: none"> • While there is no established set of agreed-upon best practices at this time, the observer should determine the overall effectiveness of the selected strategy.
Explanation of Material	<ul style="list-style-type: none"> • This can be, when appropriate, a “demonstration of material.”
Academic Ownership: Heavy Lifting	<ul style="list-style-type: none"> • Heavy Lifting may include multiple opportunities to practice the skill in a number of different contexts and with varying levels of complexity. • In general, substitute “performance prompt” for “question” and “performance task” for “response,” as appropriate. • Stretching scholar understanding using higher levels of thinking is often achieved through the strategic sequencing of performance tasks that increase in complexity and difficulty.
Cumulative Review	<ul style="list-style-type: none"> • If cumulative review is performance based, teacher introduction or description is clear in helping scholars to correct errors and misunderstandings. • Teacher clearly articulates to scholars how data informed the selection of which skills to include in cumulative review.
Pacing	<ul style="list-style-type: none"> • It may be appropriate for a scholar or small number of scholars to perform or demonstrate in front of the group, while the rest of the class observes. This should not be time idly spent; “non-performers” must have clearly defined roles and responsibilities as a critical audience and be fully engaged in the learning process.

Cultivating a Warm & Demanding Classroom *NEW*

*The 5 Principles of Strong Voice*²⁸

Principle	The Criteria for Success
Economy of Language	<input type="checkbox"/> Give directions that focus scholars on the most important thing they need to attend to. Don't dilute urgent issues with things that can wait. <input type="checkbox"/> Avoid initiating distractions and excess words. <input type="checkbox"/> Speak quieter and slower to show you are calm and composed. <input type="checkbox"/> When giving a correction, step forward/lean in (into scholars direct line of sight) and repeat directions quieter and slower. <input type="checkbox"/> Affirm the scholar / scholars for engaging in the steps necessary for success.
Do Not Talk Over	<input type="checkbox"/> Wait until there is no other talking or rustling before beginning. <input type="checkbox"/> Self-interrupt (start a sentence and break it off) to show that you will not go on until you have full attention; remain silent for a few seconds before beginning again. <input type="checkbox"/> Square up/Stand Still.
Do Not Engage	<input type="checkbox"/> Avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. <input type="checkbox"/> Explicitly reference to the fact that you initiated a topic of conversation and expect it to be addressed. <input type="checkbox"/> Use "what to do" statements instead of "what not to do."
Square Up/Stand Still	<input type="checkbox"/> Square your shoulders towards scholar. <input type="checkbox"/> Remain still as you speak. <input type="checkbox"/> Limit hand movement, using hands only if providing non-verbal prompt.
Quiet Power	<input type="checkbox"/> Talk slower and quieter. <input type="checkbox"/> Drop your voice. <input type="checkbox"/> Exude poise and calm.

*Elements of Precise Directions*²⁹

Precise directions are most effective when they have the following elements:

Element	Function	Example
Attention Prompt	Gain attention of all scholars (100%)	<i>Scholars, track me...</i>
Cue to Begin	Signals the beginning of transition/expectation	<i>...when I say go...</i>
Physical M ovement	Direction explicitly names expectations for physical movement	<i>...turn and face your partner...</i>
V erbal Behavior	Addresses expectations for volume	<i>...in a whisper voice..</i>
P articipation	Names the actual activity/action scholars will engage in	<i>...discuss two ways we can solve number 4.</i>
Narration of MVP	Builds positive momentum; additional layer of support	<i>"Martin and Jeff are using whisper voices."</i>

²⁸ Adapted from Doug Lemov's Teach Like A Champion

²⁹ Adapted from The Center For Transformative Teacher Training

Resources used and adapted in the creation of this rubric:

- Danielson 2013 Framework for Teaching <http://danielsongroup.org/framework/>
- Teach For America Teaching As Leadership Comprehensive Rubric
<http://www.teachingasleadership.org/sites/default/files/TAL.Comprehensive.Rubric.FINAL.pdf>
- *Teach Like A Champion*, by Doug Lemov
- TNTP Core Teaching Rubric <http://tntp.org/ideas-and-innovations/view/tntp-core-teaching-rubric>
- Webb's Depth of Knowledge Guide http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf