



INSTRUCTIONAL FRAMEWORK RUBRIC

Updated: June 2020

BALTIMORE CITY
PUBLIC SCHOOLS



HISTORY OF THE INSTRUCTIONAL FRAMEWORK RUBRIC

The shift away from the previous Performance Based Evaluation System (PBES) was a shift towards an evaluation and an observation rubric that affirms effective instruction and distinguishes educator practice. It was then that Baltimore City Public Schools, in collaboration with the Baltimore Teachers Union (BTU), developed the City Schools Instructional Framework Rubric as a key measure of professional practice for teachers. The development of the rubric spanned two years and included a pilot in eight schools during the 2011-12 school year and a districtwide field test in the spring of 2013. This culminated in the implementation of the Instructional Framework Rubric in the new Teacher Effectiveness Evaluation starting in the 2013-14 school year.

To reflect changes in the educational field and development of City Schools Blueprint for Success, the district set out to update the Instructional Framework Rubric in 2017 and began by gathering substantial feedback and input from teachers, school leaders, principal supervisors, and union representatives. The resulting changes include updated language and instructional concepts to reflect educator moves that support student learning and engagement in rigorous tasks. The three Domains of the Instructional Framework Rubric remain as defining elements of educator practice:



Prepare

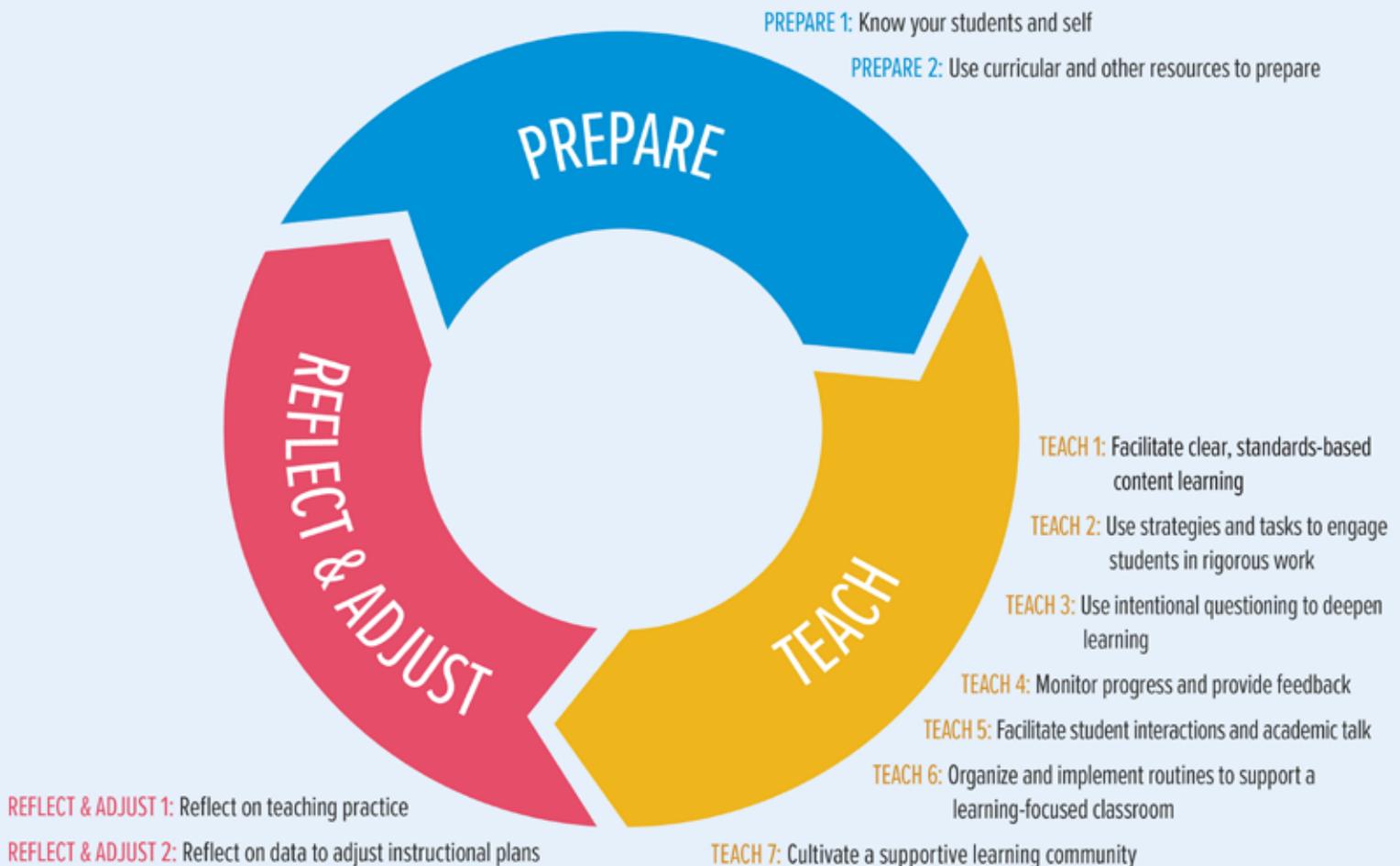


Teach



Reflect and Adjust

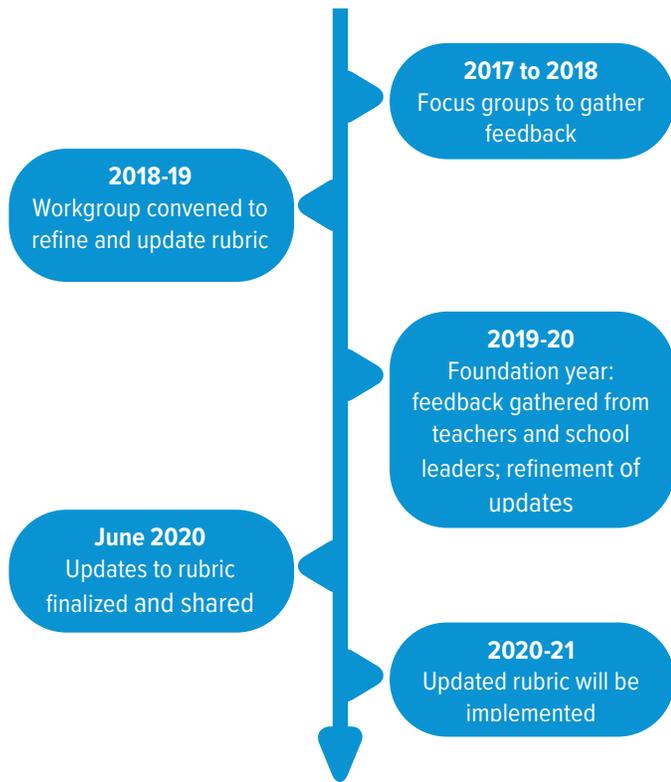
The individual indicators (or “Key Actions”) and aligned descriptors of performance, have been updated based on research and stakeholder feedback. The updated rubric will be used starting in the 2020-21 school year.



UPDATES TO THE INSTRUCTIONAL FRAMEWORK RUBRIC

Timeline

From November 2017 to January 2018, members of the Southern Regional Education Board (SREB) and Education First worked with City Schools to facilitate focus groups with teachers, school leaders, and principal supervisors to gather feedback on teacher evaluations. During the 2018-19 school year, a work group of district team members and representatives from Baltimore Teachers Union (BTU) met monthly to refine and update the rubric and accompanying resources, responding to stakeholder feedback and strengthening the connection to current curriculum expectations and district initiatives.



City Schools established 2019-20 as a foundation year to give stakeholders the opportunity to review and provide feedback on the working draft of the rubric. The district heard from hundreds of teachers and school leaders, and partnered with researchers from the Community Training and Assistance Center (CTAC) during this time. This additional input informed further refinement to the updated Instructional Framework Rubric. This year was also used to develop and implement training and observer calibration, ensuring those who use the rubric understand how to apply the language and expectations when observing classrooms, providing support, or reflecting on practice.

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Navigating the Updated Instructional Framework Rubric

TEACH 1. Facilitate clear, standards-based content learning			
When teaching, teachers must intentionally set a learning objective or goal that specifies the skills and content of the day while ensuring they are teaching with purpose and students understand this purpose and its significance. In the facilitation of student learning, teachers should use curriculum-provided, aligned activities, appropriate and available technology, and academic language. Students should have opportunities to demonstrate their own thinking about the facilitated content.			
HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> With teacher support, students make connections across and within disciplines to support content learning⁹. With teacher supports, students connect their learning to essential questions, life experiences, or their own identities¹⁰. 	<ul style="list-style-type: none"> Teacher presents a purpose for learning¹¹ or standards-based lesson objective that is grade-level or beyond, and the significance of their learning. Tasks have a clear purpose that is aligned with the lesson objective and standard, and provide challenge¹² for students. Teacher presents content accurately and emphasizes important concepts accurately. Students demonstrate¹³ their new or higher-level thinking¹⁴, individually or in groups. Teacher uses pacing appropriate for content and students' needs. 	<ul style="list-style-type: none"> Teacher presents a purpose for learning or standards-based objective that is grade-level or beyond. Tasks have a clear purpose that is aligned with the lesson objective and standard, but may not invite challenge for students. Teacher presents content accurately without emphasizing important concepts accurately. Students minimally demonstrate new or higher-level thinking, individually or in groups. Teacher uses pacing that is sufficient for content or students' needs. 	<ul style="list-style-type: none"> Teacher does not present a purpose for learning or standards-based objective, or it is not grade-level or beyond. Tasks have an unclear purpose, or are not aligned to the lesson objective and standard or objective. Teacher presents content inaccurately and either does not emphasize important concepts or does so inaccurately. Students do not demonstrate thinking. Teacher uses inappropriate pacing for the content and the students' needs¹⁵.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.			
When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.			

Indicator Title
The indicator and the aspect of teaching which it focuses on

Indicator Overview
A description of the purpose or intent behind the educator moves prioritized and described

Descriptor Progressions
A series of descriptors which illustrate the different levels of practice

Footnotes
More expansive footnotes support common understandings about core ideas in the rubric and illustrate how these practices manifest in different settings and contexts

⁹ Connections can be to any prior learning, readings, other contexts and learning experiences. Students should be able to describe the connection to their current learning in their own words, and what has led them to make this connection.
¹⁰ Essential questions or life experiences (PEL).
¹¹ The purpose for teaching it and the same as the tasks the students will complete. It should help name the contribution for understanding or the concept that is the focus of the learning.
¹² Challenges may be cognitive, affective, or psychomotor. Cognitive challenge is described as higher-level thinking or Bloom's taxonomy or increased depth on Webb's Depth of Knowledge. The exploration of new materials, the exploration of new materials, include cognitive challenge and higher-level thinking. Affective challenge can be described as challenging debates, emotions or feelings. Psychomotor challenge is described as learning movements.
¹³ This can be done verbally, through writing, drawing, acting, performance, reading with materials, or other ways.
¹⁴ Teacher spends far much time or not enough time on tasks in a manner that does not allow for student learning and/or will not allow full coverage of the content.



Defining Performance Levels in the Updated Instructional Framework Rubric

The four-tier rating structure in the updated rubric better distinguishes areas of strength and impact, and identifies opportunities for growth within in each indicator (or “Key Action”).

- ▶ **Highly effective** – the practice has enabled student agency and ownership of their learning.
- ▶ **Effective** – the practice includes data-informed techniques that students engage with meaningfully and has a positive impact on students.
- ▶ **Developing** – the practice includes inconsistent implementation and teacher-driven techniques with limited positive impact on students.
- ▶ **Ineffective** – the practice includes beginning mistakes in the profession, misconceptions, or lack of awareness and has little positive impact on students.

Using the updated Instructional Framework Rubric in Formal and Informal Observations of Practice

The Instructional Framework Rubric is used for formal observations of teacher practice and should be aligned to feedback and tools used for informal observations of teacher practice. Formal observations refer to those observations of practice which are conducted as part of the evaluation of teachers; informal observations of practice are not included formally in the calculation of an employee evaluation rating. Whether formal or informal, observations of practice allow observers to gather information about teacher performance and provide feedback. They also allow teachers to demonstrate their practice and show how they are working to improve their practice and build from their strengths.

City Schools’ Instructional Framework Rubric remains a key resource to provide teachers with

- ▶ clear and consistent expectations for high-impact teacher moves that support student learning and success;
- ▶ feedback that is specific and actionable;
- ▶ support that identifies their strengths and accelerates their growth.

As observations that serve both an evaluative and developmental purpose, formal observations should occur as an opportunity to observe the employee’s regular professional practice. Currently, the rubric works best for evaluative purposes when observers collect a large amount of evidence and make a holistic determination about which level within the descriptor progression matches that evidence. After reviewing the evidence across all the descriptor progressions and determining which level of performance the preponderance of evidence aligns, the overall rating for that specific indicator would be determined.



Updated Instructional Framework Rubric: Content-Specific Addendum

In general, the updated language of the Instructional Framework Rubric applies broadly to teaching in all content areas and grade levels, and provides a strong foundation for reflective practice, professional learning, and organizational decision making for all teachers. In response to educator feedback, an addendum has been included to better acknowledge the variety of content areas our students receive instruction in and includes more details around how the TEACH indicators of our rubric may look in different settings. This addendum was designed with content experts from the Teaching & Learning Office and with feedback from teachers in various content areas.

KEY SHIFTS IN THE UPDATED INSTRUCTIONAL FRAMEWORK RUBRIC

Practices and Pedagogical Approaches

Facilitation of student learning: Teachers facilitate learning by helping students make meaning of the learning content and come to their own conclusions. While the content should always be clear and accurate, students can construct meaning and engage in learning through a range of teacher facilitation techniques, such as presentation, inquiry-based learning, discovery learning, or social constructivism. The method of facilitation should be determined by the needs of the students and the content.

Grade-level or above standards-based instruction: Effective teaching keeps students' future learning in mind and is grounded in grade-level standards for all students. When students are below grade-level, teachers help them reach their grade level by sharing grade-level content while working on needed skills. When students are on or above grade level, teachers use standards from higher grades to continue student learning and growth.

Connection to City Schools priorities: As the standards, curriculum, and Blueprint for our district have evolved, the updates in the rubric connect to other guiding concepts in our district and the broader national context. Connections to our curriculum, equity and cultural relevance considerations, and social-emotional learning language are embedded throughout.

Positive impact on students: The progressions across levels of performance are clearer and grounded in observable evidence of teacher moves and their impact on students. Positive impact on students can be seen through student responses, work products, questions, and discussions.

STRUCTURE AND DESIGN OF THE RUBRIC

Streamlined focus: When looking across all domains within the rubric, there is a tighter focus on classroom instruction – in preparation, delivery, reflection and adjustment. By focusing on effective teaching, educators and instructional leaders can better leverage the rubric for conversations and feedback centered on fewer, targeted educator practices that effectively support student learning.

Embedded rationale: Effective teaching is purposeful. Each indicator in the rubric opens with a description for the purpose or intent behind the educator moves. The descriptors also have clearer connections to why these behaviors are important to teaching and learning.

Acknowledging broader contexts: The updated rubric reflects meaningful, shared language that applies to teaching across the content and contexts within which our students learn. To help better articulate how educator and student behaviors may be observed, the rubric includes strategies broadened beyond one methodology, an increase in the number and detail of footnotes, and a new addendum with content-specific considerations.



PREPARE 1. Know your students and self

In order to support student learning, teachers must know their students and themselves. Knowing and valuing students' strengths allow teachers to accentuate student assets when planning and differentiating. This includes knowing students' current performance levels, cultural and linguistic backgrounds, interests, learning preferences, and other information that can help teachers prepare to teach in ways that support student success and connect to students' lives.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Teacher proactively and appropriately¹ shares and solicits information from other individuals² who can affect student achievement. 	<ul style="list-style-type: none"> Teacher demonstrates use of varied sources³ to determine students' current levels of performance, interests, and social-emotional competencies, which yield accurate, helpful data that informs instructional planning. Teacher plans regular group differentiation⁴. Teacher's identification of successful and potential growth areas of his or her planning process and link to lesson performance is reflected in preparation for instruction. 	<ul style="list-style-type: none"> Teacher demonstrates use of varied sources to determine students' current levels of performance, interests, and social-emotional competencies, which yield accurate data but are not used to inform instructional planning. Teacher plans some group differentiation. Teacher identifies successful and potential growth areas of his or her planning process and link to lesson performance. 	<ul style="list-style-type: none"> Teacher demonstrates minimal or no use of varied sources to determine students' current levels of performance, interests, or social-emotional competencies, or teacher uses sources which yield inaccurate or unhelpful data. Teacher plans for no differentiation. Teacher does not identify successful or potential growth areas of his or her planning process.

¹ Teachers do not share information that may be confidential or sensitive without first obtaining appropriate permission to do so.

² Examples include, but are not limited to, family members, counselors, social workers and other teachers a student sees including resource teachers.

³ Examples include, but are not limited to, diagnostics, formative assessments, interim assessments, pre- and post-tests, teacher-created assignments, student interest surveys and exit tickets.

⁴ Individual students' strengths, preferences, and needs are considered and accounted for in the group differentiation and their placement.

PREPARE 2. Use curricular and other resources to prepare

In preparing to teach, teachers use the knowledge of students, learning needs, assets, and curricular materials to plan for a lesson. Depending on the curricular materials for the content, teachers may have to create or modify materials to include objectives, activities, formative assessments, groups, differentiation, and the release of responsibility to students. These should be evident in a lesson plan and through discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> The lesson plan contains authentic connections to students' future and past learning in a way that is culturally-responsive. 	<ul style="list-style-type: none"> Lesson objectives and activities⁵ are fully aligned to grade-level or beyond standards. Ongoing opportunities⁶ are planned for students to engage with complex texts, rigorous tasks, and other students. Key tasks are designed to be scaffolded and/or differentiated within the lesson plan.⁷ Various types of questions are planned at key points. Strongly-aligned formative assessments are planned at key points throughout the lesson. Lesson plan considers student responsibility, with teacher responsiveness to how students engage with complexity. Lesson plan shows intentionally planned opportunities for student interactions with other(s) in the classroom community. 	<ul style="list-style-type: none"> Lesson objectives and activities are somewhat aligned to grade-level or beyond standards. Isolated opportunities⁸ are planned for students to engage with complex texts and/or rigorous tasks, and/or other students. Some key tasks are not designed to be scaffolded and/or differentiated within the lesson plan. Some questions are planned. Somewhat-aligned formative assessments are planned. Lesson plan reflects a gradual release of responsibility to students. Lesson plan shows planned opportunities for students to superficially interact with other(s) in the classroom community. 	<ul style="list-style-type: none"> Lesson objectives and/or activities are not aligned to grade-level or beyond standards. Minimal to no opportunities are planned for students to engage with complex texts, rigorous tasks, or other students. Tasks are not scaffolded or differentiated within the lesson plan. Questions are not planned. Formative assessments are not planned. Lesson plan reflects no consideration of student responsibility. Lesson plan shows no or minimal opportunities for students to interact with other(s) in the classroom community.

⁵ Even when activities are remedial or extension in nature, they should still be aligned and lead to grade-level or beyond standard mastery objectives.

⁶ Examples include, but are not limited to, group problem solving, class discussions, laboratories, investigations, and small group, student-to-student and whole group instruction. The timing indicated within the lesson plan should reflect curriculum guidance and teacher knowledge of student needs.

⁷ Not all tasks need to be scaffolded and differentiated. A task requires scaffolding and differentiation only when the complexity of the task and/or students' prior knowledge requires it.

⁸ Isolated opportunities could refer to complexity, rigor or pacing.

TEACH 1. Facilitate clear, standards-based content learning

When teaching, teachers must intentionally set a learning objective or goal that specifies the skills and content of the day while ensuring they are teaching with purpose and students understand this purpose and its significance. In the facilitation of student learning, teachers should use curriculum-provided, aligned activities, appropriate and available technology, and academic language. Students should have opportunities to demonstrate their own thinking about the facilitated content.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • With teacher support, students make connections across and within disciplines to support content learning⁹. • With teacher supports, students connect their learning to essential questions, life experiences, or their own identities¹⁰. 	<ul style="list-style-type: none"> • Teacher presents a purpose for learning¹¹ or standards-based lesson objective that is grade-level or beyond, and the significance of their learning. • Tasks have a clear purpose that is aligned with the lesson objective and standard, and provide challenge¹² for students. • Teacher presents content accurately and emphasizes important concepts accurately. • Students demonstrate¹³ their new or higher-level thinking¹², individually or in groups. • Teacher uses pacing appropriate for content and students' needs. 	<ul style="list-style-type: none"> • Teacher presents a purpose for learning or standards-based objective that is grade-level or beyond. • Tasks have a clear purpose that is aligned with the lesson objective and standard, but may not invite challenge for students. • Teacher presents content accurately without emphasizing important concepts accurately. • Students minimally demonstrate new or higher-level thinking, individually or in groups. • Teacher uses pacing that is sufficient for content or students' needs. 	<ul style="list-style-type: none"> • Teacher does not present a purpose for learning or standards-based objective, or it is not grade-level or beyond. • Tasks have an unclear purpose, or are not aligned to the lesson objective and standard or objective. <p>Teacher presents content inaccurately and either does not emphasize important concepts or does so inaccurately.</p> <ul style="list-style-type: none"> • Students do not demonstrate thinking. • Teacher uses inappropriate pacing for the content and the students' needs¹⁴.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

⁹ Connections can be to any prior learning, readings, other contents and learning experiences. Students should be able to describe the connection to their current learning in their own words, and what has led them to make this connection.

¹⁰ Essential questions or life experiences for PK-2.

¹¹ The purpose for learning is not the same as the tasks the students will complete. It should help name the construction for understanding or the concept that is the focus of the learning

¹² Challenges may be cognitive, affective, or psychomotor. Cognitive challenge is described as higher-level thinking on Bloom's taxonomy or increased depth on Webb's Depth of Knowledge. The exploration of new materials may include cognitive challenge and higher-level thinking. Affective challenge can be described as challenging students' emotions or feelings. Psychomotor challenge is described as learning movements.

¹³ This can be done verbally, through writing, drawing, acting, performance, creating with materials, or other ways.

¹⁴ Teacher spends too much time or not enough time on tasks in a manner that does not allow for student learning and/or will not allow full coverage of the content.

TEACH 2. Use strategies and tasks to engage students in rigorous work

While teaching, teachers use strategies in order to engage each student in rigorous work and learning that provides challenge. Teachers use curricular materials, evidence-based strategies, and appropriate differentiation and scaffolding to provide access points for students at all levels. Through these strategies, students are empowered to take charge of their learning and classwork.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • With teacher supports, students determine and select strategies¹⁵ that support their learning needs and goals to engage in the learning task. • Teacher incorporates student voice and choice¹⁶ into lesson, while maintaining access to grade-level or beyond learning. 	<ul style="list-style-type: none"> • Students have time and opportunities to engage in and grapple¹⁷ with complex texts¹⁸ and rigorous tasks. • In response to teacher’s guidance, students engage in the lesson learning and use strategies to persist in order to meet the challenge. • Teacher appropriately¹⁹ provides scaffolds²⁰ or differentiates²¹ in a manner that supports each student’s²² access to grade-level or beyond learning. • Teacher uses or models evidence-based strategies²³ to engage students with texts and/or tasks. • Teacher’s release of responsibility to students is responsive to how students engage with complexity and challenge. 	<ul style="list-style-type: none"> • Students have opportunities to engage with complex texts and rigorous tasks, but do not have adequate time to grapple with or make meaning. • While students engage in the lesson learning in response to teacher instructions, teacher does not monitor or address lack of student persistence through challenge. • Teacher provides scaffolds or differentiates for students to access grade-level or beyond learning that is whole class and/or is not based on student progress information. • Teacher models and assists students with evidence-based strategies to engage students with texts and/or tasks. Strategies are teacher-dependent. • Teacher’s release of responsibility to students is not responsive to how students are engaging with complexity and challenge. 	<ul style="list-style-type: none"> • Students sometimes have opportunities to engage with complex texts and rigorous tasks, though the opportunities are superficial. • Few students engage in the lesson learning in response to teacher instructions, and teacher does not monitor or address lack of student engagement. • Teacher does not provide scaffolds and/or differentiates for students to access grade-level or beyond learning within the class, or does so in a manner that does not appropriately²⁴ support students. • Teacher does not use or model evidence-based strategies. • Teacher releases no responsibility to students.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

15 Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.

16 Student voice and choice may include students selecting the essential question to focus their learning, selecting the format or final product to demonstrate their learning, or selecting the text(s) or materials for their learning

17 When students grapple with a text or task, they should go through a “productive struggle,” not a struggle so overwhelming that they are unable to work through it.

18 Texts are not limited to literary work. May include, but are not limited to, informal images, texts, images, graphs, artwork, musical pieces, modeled movements, and letters.

19 Appropriately refers to scaffolds and differentiations informed by IEP or ELL supports/plans or based on student data, information resulting from progress monitoring, and/or progress on formative and summative assessments.

20 Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students’ prior knowledge requires scaffolding. Effective scaffolding of learning tasks results in multiple pathways to completion and/or determining the correct response.

21 Differentiation’s primary goal is ensuring rigorous content for all students. Although product, process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires. Teachers can differentiate above the level of the standard.

22 “Each student” does not mean each individual student has a different scaffold or differentiation strategy, rather it means each student’s needs and strengths are accounted for as they are placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her or receive scaffolds. Instructional groups can be determined based on various student data such as skill levels, current progress, interests and ability levels.

23 Strategies may include modeling, cooperative learning, using graphic organizers, teaching strategies with content, or helping students engage in metacognition.

24 Scaffolds or differentiations that do not appropriately support includes students not having the supports they need, the learning is below grade level or does not require meeting the full expectations of the standard, or that is not based on actual student data.

TEACH 3. Use intentional questioning to deepen learning

When teaching, teachers use questions to deepen learning and push student thinking. Through intentionally planned and scaffolded questions, students increase their levels of thinking and justify responses by regularly using evidence. Questions should occur at key points, be aligned to the learning goal, and provide opportunity for multiple students to respond.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Students lead questioning throughout the class. Students hold one another (and themselves) accountable for justifying their answers by using evidence and/or elaborating on their thought processes, when needed.²⁵ Students reflect on the variety of pathways they and/or their peers used in order to appropriately respond to questions. 	<ul style="list-style-type: none"> Teacher consistently²⁶ poses varied questions²⁷ that engage multiple students²⁸ in the lesson learning. Teacher ensures students justify their thinking by explaining their thought process and/or using evidence²⁹. Teacher asks questions that are clear³⁰ and lesson-appropriate³¹ at key points³² throughout the lesson that are followed by sufficient wait time³³. When needed, teacher supports students in exploring a variety of appropriate³⁴ responses and pathways for arriving at appropriate responses. Teacher values³⁵ input from all students and ensures students have opportunities to contribute equitably. 	<ul style="list-style-type: none"> Teacher poses varied questions that engage students in the lesson learning. Teacher sometimes requires students justify their thinking by explaining their thought processes and/or using evidence. Teacher asks questions that are clear and lesson-appropriate at key points throughout the lesson, but wait time is not sufficient. Teacher supports students in getting to appropriate responses in a leading manner³⁶. Teacher encourages input from students, but uses few strategies to ensure equitable contribution by students. 	<ul style="list-style-type: none"> Teacher poses minimal or no questions that engage students in the lesson learning. Teacher does not require students to justify their thinking or use evidence. Teacher asks questions that are unclear³⁷ or not lesson-appropriate. Teacher accepts any response, even if it is inappropriate, or responds to students with criticism or judgment. Teacher minimally encourages student input and/or repeatedly calls on the same students for contribution.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

25 Because students may be learning the skill of peer feedback, the timing of the observation informs student progress towards the goal. Additionally, for early elementary students, teacher prompting and explicit teaching is appropriate.

26 Consistency can be described as the majority of teacher questions spread throughout the class period.

27 Teacher uses closed-ended/convergent, open-ended/divergent, lower-level, and higher-level questions based on the type of learning needed at the moment. Different types, levels, and purposes of questions engage student curiosity and learning.

28 Engaging multiple students can consider the variety of students who are encouraged to respond, variety of students who do respond, and the variety of students for whom the questions are accessible.

29 Students using evidence can be verbal or non-verbal. This includes citing text, giving examples from lesson activities, or gesturing to text or images.

30 Clear questions do not require clarification or restating in order for students to answer.

31 Appropriate refers to the questions' relevance to the lesson learning or task as well as being developmentally appropriate for students who are responding.

32 Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.

33 Wait time allows time for multiple students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as stop-and-jot, think-pair-share, or turn-and-talk to help students process questions.

34 Depending on the lesson and requirements of the purpose for learning, appropriate responses are not necessarily correct, but support continued learning.

35 Value can be demonstrated through the teacher's speech, tone, body language, and practices to include all student voices during instruction

36 This may include the teacher over-prompting, scaffolding without first giving students the opportunity to generate responses, or guiding students in a way that suggests there is only one appropriate pathway to answering the question.

37 Unclear questions can be seen through students' unable to answer or need to ask for question to be rephrased, or phrasing that creates confusion based on student reactions or attempts to respond.

TEACH 4. Monitor progress and provide feedback

During a lesson, teachers monitor progress of student learning through formative assessments and address student misunderstandings. Teachers use that information to guide their moves to facilitate student learning and understanding during the current lesson and future lessons. Artifacts should indicate student learning towards the lesson objective or goal.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> In response to evidence from formative assessments, teacher facilitates peer learning opportunities that advance learning. Students correct, clarify, expand, or redo work in response to feedback from teacher or other students 	<ul style="list-style-type: none"> Teacher conducts formative assessments³⁸ that yield useful information for student groups' learning progress at key points³⁹ throughout the lesson. Teacher decisions and/or adjustments are based on student progress information and contribute to student understanding of the content. In response to student misunderstandings, teacher or other students provide specific academic feedback⁴⁰ that is actionable and clarifies next steps for students. Student artifacts⁴¹ indicate application of learning, mastery, or progress towards objective or learning goal. 	<ul style="list-style-type: none"> Teacher conducts formative assessments that yield a general sense of the whole class' learning progress at some points throughout the lesson. Teacher decisions and/or adjustments are based on student progress information, but fail to contribute to student understanding of the content. In response to student misunderstandings, teacher attempts to clarify the concept with general academic feedback that communicates current progress. Student artifacts indicate minimal application of learning or progress towards objective or learning goal. 	<ul style="list-style-type: none"> Teacher does not conduct or conducts sporadic formative assessments to get a general sense of the whole class' learning progress. Even when needed, teacher does not make real-time adjustments or the teacher's decisions and/or adjustments are not based on student progress information. Teacher does not attempt to address student misunderstandings, or does so with minimal or non-academic feedback that does not specify current progress or next steps⁴². Student artifacts indicate no application of learning, mastery, or progress of objective or learning goal.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

³⁸ Formative assessments may include—but are not limited to—checks for understanding, exit tickets, white board activities or student responses to teacher questions. Formative assessments are not necessarily formal or written.

³⁹ At key points means at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson. Data can come from previous day's formative assessments as well.

⁴⁰ Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small groups, or individual students. Feedback should be based on whole or small group trends, and/or individual needs.

⁴¹ Artifacts can be from the same day or across related lessons.

⁴² For example, feedback may only be given at the beginning or end of the lesson, and does not include student next steps.

TEACH 5. Facilitate student interactions and academic talk⁴³

Teachers facilitate student interactions that engage students and support their progress towards the learning goal. Interactions should vary in format to include writing and/or speaking opportunities within the full class, smaller groups and/or partners. Student interactions should be flexible, purposeful and consider student data. During student interactions, attention is paid to ensuring each student is engaged and using content and academic vocabulary.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Students use academic language and vocabulary as they lead academic discussions or group work with minimal teacher support.⁴⁴ Students monitor their progress in group work and support one another in staying productive and on task. Students demonstrate ability to reflect on or adapt their interactions with other students based on their own growing or developing social-emotional competencies. 	<ul style="list-style-type: none"> Teacher provides multiple opportunities for student interactions that serve diverse purposes⁴⁵. Teacher consistently models and uses strategies⁴⁶ to reinforce student use of academic vocabulary and language. In most student interactions, students engage with their peers to make meaning of content or deepen their understanding⁴⁷ of grade-level or beyond content. Students work collaboratively towards learning goals by using structures and supports the teacher has put in place. Teacher ensures⁴⁸ that student interactions are flexible, based on student data⁴⁹. 	<ul style="list-style-type: none"> Teacher provides multiple opportunities for student interaction that are similar in purpose. Teacher consistently models academic vocabulary and language. In some student interactions, students engage with their peers to make meaning of content or deepen their understanding of grade-level or beyond content. Student interactions promote students meeting learning goals, but are dependent upon teacher prompting. Teacher ensures there is flexibility in student interactions. 	<ul style="list-style-type: none"> Teacher provides no or superficial opportunities for student interactions that are similar in purpose. Teacher inconsistently models academic vocabulary and language. Student interactions do not focus student engagement with their peers on making meaning of content or deepening their understanding of grade-level or beyond content. Student interactions do not help students meet learning goals. Teacher does not ensure there is flexibility in student interactions or does so in sporadic ways.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

43 Academic talk supports student progress towards the learning goal. When students engage in academic talk, they use content and academic vocabulary. Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural, linguistic and individual learning needs. Consideration must be used when students are non-verbal.
 44 For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling. Additionally, in some cases in ESOL classes, consideration should be given to what stage of language learning the students are in to determine effectiveness in student interactions.
 45 Purposes may include to collaborate, brainstorm, process/internalize new information, check for understanding, repeat/reinforce information, critique/give feedback, model, or create a finished product.
 46 These may include, but are not limited to, up to date word walls, visual reminders/cues, sentence starters. Differentiated strategies to support students whose home language is not English may be needed based on the students' stage of language learning, including processing time, sentence starters or visual cues in English and their home language, or strategic student pairings or groupings.
 47 This could be adding to another student's response, disagreeing respectfully and offering an alternative perspective, or asking questions of each other to push their thinking.
 48 This can be demonstrated through the lesson plan, discussion, as well as sharing the data used to determine appropriateness of student interactions that are grounded in full class engagement, smaller groups, and/or partners and how often they change.
 49 Student data includes performance data, interests, and other data about the student.

TEACH 6. Organize and implement routines to support a learning-focused classroom⁵⁰

Teachers create a classroom culture of high expectations, student ownership, and academic risk-taking. During the lesson, routines are used to focus students on learning. Routines should help to maximize instructional time, ensure smooth transitions, increase student understanding of responsibilities, and provide a safe environment for students to take academic risks.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Teacher creates conditions⁵¹ where students are expected to take chances in the learning task. Students handle breaks in structure by maintaining their academic focus. Teacher and students have created and follow shared agreements that support the learning-focused classroom. 	<ul style="list-style-type: none"> Students are on task and engaged in learning throughout the lesson. Teacher holds all students to appropriately high expectations⁵² in a supportive manner⁵³. Teacher has appropriate routines⁵⁴ in place that students execute successfully.⁵⁵ Teacher’s arrangement of space and materials facilitates student movement, interactions, and learning, and includes celebration of student experiences and current work. Students manage materials in a developmentally appropriate manner. 	<ul style="list-style-type: none"> Teacher provides short periods of time for students to be off task. Teacher holds students to expectations in a supportive manner, but these expectations vary for students. Teacher has appropriate routines in place, but students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. Teacher’s arrangement of space and materials facilitates student movement, interactions, and learning. Teacher manages materials. 	<ul style="list-style-type: none"> Teacher provides large periods of time for students to be off task. Teacher holds low expectations for students, or reinforces or communicates these expectations with criticism or judgement. Teacher has minimal to no routines in place and students demonstrate they are unclear about what they should be doing, ask questions constantly, or do not follow teacher directions. Teacher’s arrangement of space and materials hinders student movement, interactions, or learning. Materials are not available for students.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

⁵⁰ In cases where teacher uses someone else’s classroom, observation should focus on how the teacher uses shared space and cart.

⁵¹ Conditions include: space and time to take chances, an encouraging environment, acceptance of help and encouragement from peers, a joy for learning.

⁵² Expectations may be academic, behavioral, or social.

⁵³ Expectations should communicate care, interest, and belief in each student’s potential and can be observed through what and how teacher communicates and the action(s) the teacher takes when reinforcing expectations that were not met or acknowledging when they were met. Evidence may come from teacher’s tone, posture, body language, or word choice.

⁵⁴ Appropriate routines reflect students’ developmental needs, are respectful to students, and reflect that students are assets within their classroom community.

⁵⁵ Students demonstrate they generally know their responsibilities and know what to do next.

TEACH 7. Cultivate a supportive learning community

To support student learning and well-being, teachers cultivate and model competencies such as self-awareness, self-management, social awareness, and responsible decision making. By creating a safe and welcoming classroom environment that nurtures strong relationships, teachers create opportunities for student voice, leadership, and agency.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Students support one another through affirmation, encouragement, demonstrated empathy, or other supportive actions. Teacher inquires about and is responsive to student needs and perspective during instructional delivery. Students feel safe sharing their perspective, which may differ from a majority of others. 	<ul style="list-style-type: none"> Students demonstrate effective coping strategies⁵⁶ or use supports teacher has put in place for coping. Teacher implements routines and practices that appropriately build student leadership⁵⁷. Teacher implements practices that encourage the inclusion of one another and one another’s ideas.⁵⁸ Teacher cultivates a positive⁵⁹, supportive⁶⁰ classroom community and student awareness of their impact within the classroom⁶¹. When needed, teacher appropriately addresses, redirects or de-escalates⁶² student misbehavior or disruption⁶³ in a manner that solves the issue with minimal disruption to the lesson or other student learning. 	<ul style="list-style-type: none"> Teacher models effective coping strategies. Teacher implements routines and practices that appropriately build student leadership in some students. Teacher implements practices that encourage inclusion of one another or one another’s ideas. Teacher cultivates a positive, supportive classroom community. When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that solves the issue but with disruption to the lesson or other student learning. 	<ul style="list-style-type: none"> Teacher does not model effective coping strategies. Teacher does not implement routines or practices that build student leadership, or the practices are sporadic or inappropriate for the students. Teacher does not implement practices that encourage student inclusion of one another or one another’s ideas. Teacher inconsistently cultivates a positive, supportive classroom community. Teacher does not address or redirect student misbehavior or disruption, or does so in a manner that does not solve the issue⁶⁴.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>	<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>		

56 Coping strategies refer to coping with stress, conflict, frustration, and other challenging situations or feelings.

57 Building student leadership can include providing discrete and/or substantive roles for students or verbally encouraging students to step into leadership opportunities.

58 This may include, but is not limited to, how the teacher welcomes and accepts student ideas and contributions to the classroom, how the identities, backgrounds, and lived experiences of students in the classroom community are reflected, generating and establishing classroom agreements or contracts with students.

59 This may include but is not limited to teacher’s verbal and non-verbal communication, how the teacher encourages positive relationships, or the use of Three Signature Practices, restorative circles, affective statements, or other strategies.

60 This may be seen in how teacher and/or students support one another through affirmation, recognition, demonstrated empathy, encouragement, or other supportive actions

61 Evidence may include student reflection or acknowledgment of the impact of their words or actions on others, the ideas or ways they contribute, or the value and assets of their background and/or experiences.

62 See Level 1 teacher interventions and responses in the Student Code of Conduct. Throughout, teacher respects students’ dignity and is sensitive to students’ needs when addressing misbehavior.

63 Off-task behavior may be present from a student with an applicable Functional Behavior Assessment (FBA) or a Behavior Intervention Plan (BIP). In these cases, a teacher would be observed adhering to the strategies and interventions outlined by the FBA or BIP.

64 Student misbehaviors continue, escalate, or teacher inappropriately dismisses student.

REFLECT & ADJUST 1. Reflect on teaching practice

Teachers model life-long learning and focus on continuous improvement of practice. As a part of this, teachers should reflect on their own practice and identify ways it impacts students, the class flow, and culture. Through these reflections, teachers can determine strategies or strengths to share with colleagues and needs for professional development. This reflection should occur after the lesson through teacher self-assessment and/or discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Teacher is a resource to other teachers. Teacher shares pedagogical ideas and resources. 	<ul style="list-style-type: none"> Teacher cites reflective evidence that plausibly⁶⁵ links their actions to student outcome data. When reflecting on the lesson planning and implementation, the teacher has specific ideas about how the lesson could be improved. Teacher can share approaches they have self-selected to address a growth area. Teacher identifies successful areas of the lesson planning and implementation that impacted lesson performance, and describes how to leverage this success for future lessons. Teacher describes how their current practice incorporates feedback from the past. 	<ul style="list-style-type: none"> Teacher links their actions to student outcome data in an implausible way. When reflecting on the lesson planning and implementation, the teacher has general ideas about how the lesson could be improved. Teacher can identify a growth area on which to focus. Teacher identifies successful areas of the lesson planning and implementation and the impact on lesson performance. Teacher describes past feedback, but cannot show implementation in their current practice. 	<ul style="list-style-type: none"> Teacher is unable or unwilling to acknowledge a role in the student outcome data. When reflecting on the lesson planning and implementation, the teacher does not identify an area of growth opportunity or ask for support or feedback. Teacher cannot identify a growth area for themselves. Teacher does not identify successful areas of the lesson planning and implementation, or does not connect them to impact on lesson performance. Teacher does not share past feedback

⁶⁵ The link(s) shared should be reasonable or possible.

REFLECT & ADJUST 2. Reflect on data to adjust instructional plans

After teaching a lesson, teachers should modify future lessons to include findings from formative assessments. These modifications can include changes to long-term plans and plans for reteaching. Teachers should also use data to make recommendations for additional student supports based on academic, behavioral, and social-emotional progress during lessons. This reflection should occur after the lesson through teacher self-assessment and/or discussion.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Teacher actively seeks feedback from peers. Teacher engages with peers during collaborative planning in order to monitor data and make plans to modify instruction according to trends. 	<ul style="list-style-type: none"> Teacher describes a plan for future instruction⁶⁶ that reflects formative academic and social-emotional data. Teacher accurately describes student strengths and areas for growth with specificity⁶⁷ based on formative data. Teacher accounts for how students' prior learning of key skills and concepts is revisited and extended or leveraged for new learning. Teacher engages in the tiered intervention process and takes proactive steps for students identified in the process. 	<ul style="list-style-type: none"> Teacher describes a plan for future instruction that reflects formative academic data. Teacher accurately describes student strengths and areas for growth in generic language based on formative data. Teacher accounts for how students' prior learning of key skills and concepts is revisited. Teacher complies with the appropriate tiered intervention process. 	<ul style="list-style-type: none"> Teacher cannot describe how formative academic data informs future lessons. Teacher cannot both describe student strengths and areas for growth based on formative data, or does so inaccurately. Teacher cannot account for how students' prior learning is revisited, or revisiting the learning is superficial⁶⁸. Teacher does not comply with the appropriate tiered intervention process.

⁶⁶ This may include compacting or telescoping the curriculum based on student progress or prior knowledge.

⁶⁷ Specificity may include identifying particular skills, concepts, standards, practices, or student products

⁶⁸ Revisits generic content, does not revisit key skills or concepts.