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| *The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets (objectives) and/or longer-term learning goals (grade-level standards) with proficiency scales for the goals.* Additionally, the teacher monitors students’ understanding of the learning target/goal and the levels of performance.  *Which instructional performances are evident?*  **Standard Alignment**  ***The educator uses appropriate curriculum materials in planning for instruction. (II. A.)***   * “Unpacking” standards and turning them into clear and measurable learning goals and targets. Is familiar with curriculum. * Uses district curriculum maps, pacing guides, and standards to plan instruction * Posing essential questions to guide learning and promote deep thinking * Creates a planning calendar to organize Learning goals, objectives and proficiency scales to ensure required topics are prioritized to fit into the quarter * The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks * Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment and is posted in room * Makes reference to the learning target/goal and proficiency scale throughout the lesson and has it posted * Has a scale or rubric that relates to the learning goal posted so that all students can see it * Helps students develop insights into the products they’ll be creating, performances they’ll be delivering, and/or tasks they’ll be completing to demonstrate what they’ve learned (e.g., providing models of high-quality work, rubrics, checklists, etc.) * Has a scale or rubric that relates to the learning goal posted so that all students can see it and references it throughout class * Beginning lessons and units with engaging “hooks”—thought-provoking activities or questions that capture student interest and activate their prior knowledge * Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content   **Material Selection**   * Materials and activities are identified and used to support the proficiency-based curriculum; the textbook does not drive the curriculum. Instructional materials have clear academic value in enhancing the students’ understanding of the content and align to the core * Materials meet the rigor and proficiency level of the standard. * Materials engage students in complex thinking versus simple recall of knowledge * Scaffold and differentiates the materials to meet the needs of individual students * Proficiency with district adopted materials (Wonders, Go Math, Digits, Math XL, ..)   **Data & Assessment – (II. C)**  ***The educator sets goals and makes instructional decisions based on data gathered from multiple sources.***   * Uses the student profile, School City, benchmark testing, formative assessments and summative assessments to adjust lesson design and instructional strategies. * I know how to use the required technology tools – gradebook, educator handbook, school city, chrome books, student log ins, portal, canvas, etc. * Using data from standardized tests to adjust the lesson design and instructional strategies. * Using data from formal and informal measures to select instructional strategies, materials and opportunities for review and practice. * Connects assessment and content to the standards * Uses common assessments designed by his or her collaborative team to assess student learning * Designs instructional activities and assignments that are designed to help students learn the content that will be assessed * Explains the structure of assessments to students * Explains to students how their assessments will be graded * Modifies instruction based on assessment results * Diﬀerentiates instruction and assessments to meet students’ individual learning needs * Helps students monitor progress to goals   **Knowledge of Students**  ***The educator plans and prepares for the needs of diverse learners. (B)***   * Assessing students’ background knowledge, skill levels, and interests relative to learning goals and targets * Uses student data to know the reading levels of students, which students are ELL and their language level, special education services accommodations, and who has 504’s and medical issues. Uses this information to plan and prepare for the needs of diverse learners * Implements a variety of classroom interventions, accommodations and * Teacher plans ways to extend and deepen the learning of students who demonstrate they understand the concept * Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports * Builds student interest into lessons   ***The educator applies knowledge of developmentally appropriate practices when planning instruction. (II.D.)***   * Teacher uses a wide variety of instructional strategies that enable students to effectively engage with the subject matter and to teach diverse learners * Appropriately uses ELL content language components into lesson * Encouraging students to develop personal learning goals and plans for achieving them * Strategies that are selected and used are appropriate to both the subject matter and the developmental level of the students * Teacher is able to engage students in content in a way that allows for student choice * Teacher emphasizes depth of knowledge more than breadth * Teacher plans strategies to routinely check for understanding * Teacher explains the rationale for how student groupings will enhance specific student academic and social needs * Encourages a growth mindset with students * Plans extensions and re-teaching activities   ***The educator collaborates with colleagues in planning instruction, effectively using resources, and providing support for improved student learning. (II. E.)***   * Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common assessments, and to monitor growth and achievement during the year. * Teacher engages in databased reflection with team and adjusts practice accordingly * Teacher implements team decisions regarding instruction and assessment * Participating in professional learning community practices (e.g., grade level, departmental, IEP, and 504). |  | Student Evidence   * Can explain the learning target for that day’s lesson * Can explain the relationship of the daily target to the long-term learning goal (grade-level standard) * Can explain how their current activities relate to the learning target/goal * Can explain the meaning of the levels of performance articulated in the scale or rubric * Can explain how they will achieve the learning target/ goal * Effective scaffolding * Can describe the rationale for how the content is organized * Can describe the rationale for the sequence of instruction * Can describe how content is related to previous lessons, units, or other content * Can describe how lessons within the unit progress toward deep understanding and transfer of content * Can describe how students will make choices and take initiative * Can describe how learning will be extended * Can summarize important content * Student notes include critical content * Can make connections to other disciplines and prior knowledge * Can describe the standard that is being worked on * Track progress toward meeting standards * Assess their own knowledge of vocabulary * Generate questions about content * Can explain diﬀerent strategies that the teacher uses to assess them (obtrusive, unobtrusive, and student- generated assessments) * Knows what to expect on assessments * Can explain why they were assigned a specific grade on an assessment * Can explain what they need to learn next to improve their performance on assessments * Based on their individual needs and abilities, students are engaged in diﬀerent instructional and assessment activities * Respond when teacher demonstrates understanding of their interests and background * Say they feel accepted * Participates willingly in team-building activities * Respond to teachers’ verbal interactions * Respond to teachers’ nonverbal interactions * Demonstrate a strong sense of belonging * Is aware of the purpose for the intervention * Shows evidence of growth * Is aware of available resources and accesses them appropriately * Active participation of second language learners in all classroom activities * Equitable opportunities for demonstration of mastery of knowledge * Feels like a valued contributing member of the class   **Student Interviews:**   * What learning goal did todays lesson focus on * How well are you doing on the learning goal? * Where are you at on the proficiency scale? |

**Guiding Questions**

**Standards and Alignment**

* How are the goals for learning aligned to state content standards?
* How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are on the progression?
* What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?

•  Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?

•  How do students communicate their understanding about what they are learning and why they are learning it?

•  How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning

* How will I design and administer assessments that help students understand how their scores and grades are related to their status on the progression of knowledge they are expected to know**.**
* How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, lesson and lesson closure?
* How will technology be integrated into the lesson to support mastery of the lesson’s goal(s)?
* How do you plan for activities, materials and assessments that are sequenced and relevant to the students?
* How do you decide on activities, materials and assessments that are appropriate for diverse learners?
* In what way does the curriculum material align to the core?
* How does the material meet the rigor and proficiency of the standard?
* In what way does the material engage students in complex thinking versus simple recall knowledge?
* How will you differentiate the material to meet the needs of individual students.

**Data and Assessment**

* What assessment data was examined to inform this lesson planning?
* What are some ways you communicate your classroom and school goals to stakeholders?
* What does pre-assessment data indicate about student learning needs?
* What formal and informal techniques do you use to collect evidence of students’ knowledge and skills?
* How will your assessment data help you identify student strengths and areas of improvement?

**Knowledge of Students**

* How will this lesson demonstrate your familiarity with the students’ prior knowledge, life experiences and interests?
* How will the instructional strategies provide opportunities for all students’ learning needs?
* How will developmental gaps be addressed?
* Why is it important for teachers to ask higher order questions during a lesson?
* How do you plan for questions and opportunities for students to engage in higher order thinking and problem solving?
* How do you decide on the instructional grouping of students during a lesson?
* How do you hold groups and individuals accountable for work completed within a group?
* How do you decide on the roles individuals will have when working in groups?
* How do the activities, resources, technology and instructional materials align to the instructional goals?