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| Instructional Indicator | Questions to Use for Planning and What It Looks Like |
| **Instructional Design**  **Domain 2** | * How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression. (Fidelity to the Core, proficiency scales, standards, curriculum maps) * How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master? (Domain 1 F, 2C, 4A) * When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together? * After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes? * Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and raise their understanding accordingly? * The educator collaborates with colleagues in planning instruction, effectively using resources, and providing support for improved student learning. |
| **Classroom Management and Classroom Design**  **Domain**  **3 – Learning Environment** | * Students understand and follow rules and procedures. What strategies will I use to help students understand and follow rules and procedures? (Encourages appropriate behavior to aid instruction. Big 8; positive Reinforcement, participates in school-wide discipline plans, has procedures in place for groups, seat work, transitions.) * What strategies will I use to help students feel welcome, accepted, and valued? Establishes an environment where students feel comfortable asking for help, seeking solutions, and learning from mistakes. * What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers? * What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired? * Instructional materials prepared and easy to locate. (manipulatives,   calculator, etc.) Material distribution/collection system in place.   * Seating charts to help students stay on task * *Use of wall space based on functionality – learning goals displayed, rules and procedures, school announcements, calendars.* |
| Student Engagement  Domain 1 - Instruction | * Students are paying attention, energized, intrigued, and inspired. * Invites students’ interest. (Uses Hooks) * Increases Response Rates * Uses a variety of learning strategies. * Connects to prior knowledge. * Majority of time spent on interactive instruction * Students listening to the teacher and each other * Demonstrates Withitness - Scans room and identifies specific students who appear to be disengaged to ensure high levels of classroom engagement * Engaged during guided practice (white boards, partners, etc.) * Maintains a lively pace. |
| **Instruction and Communication**  **Domain 1** | * Content objective(s) based on Utah State Core posted and stated at   beginning of lesson, during the lesson, and at the close of the lesson.   * Communicates high expectations by demonstrating equal value and respect for all students. * Tone of voice, gestures and body position show teachers enthusiasm for material * Use of explicit instruction strategies and Lesson Design Template * Content/lesson/activities differentiated to meet students’ needs. * Clear and specific directions - Models expectations and procedures. * Teaches Vocabulary and reading strategies * Encourages and models investigation, discussion and reasoning. * Appropriate instructional tools to develop conceptual knowledge.   (manipulatives, literature, technology, academic games   * Uses Small group strategies and cooperative learning activities * Uses Graphic Organizers * Enriching instruction through use of technology. * Assigning work and setting time limits, allowing sufficient time for mastery. * Flexibility in presentation based on informal assessment; can adapt quickly * based on what observed. |
| **Plans interventions and extensions** | * Reteaches information to students that are not proficient * Provides enrichment activities for students that are proficient * Uses Small Group Instruction |
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