NEW HAVEN PUBLIC SCHOOLS
ACADEMIC DEPARTMENT

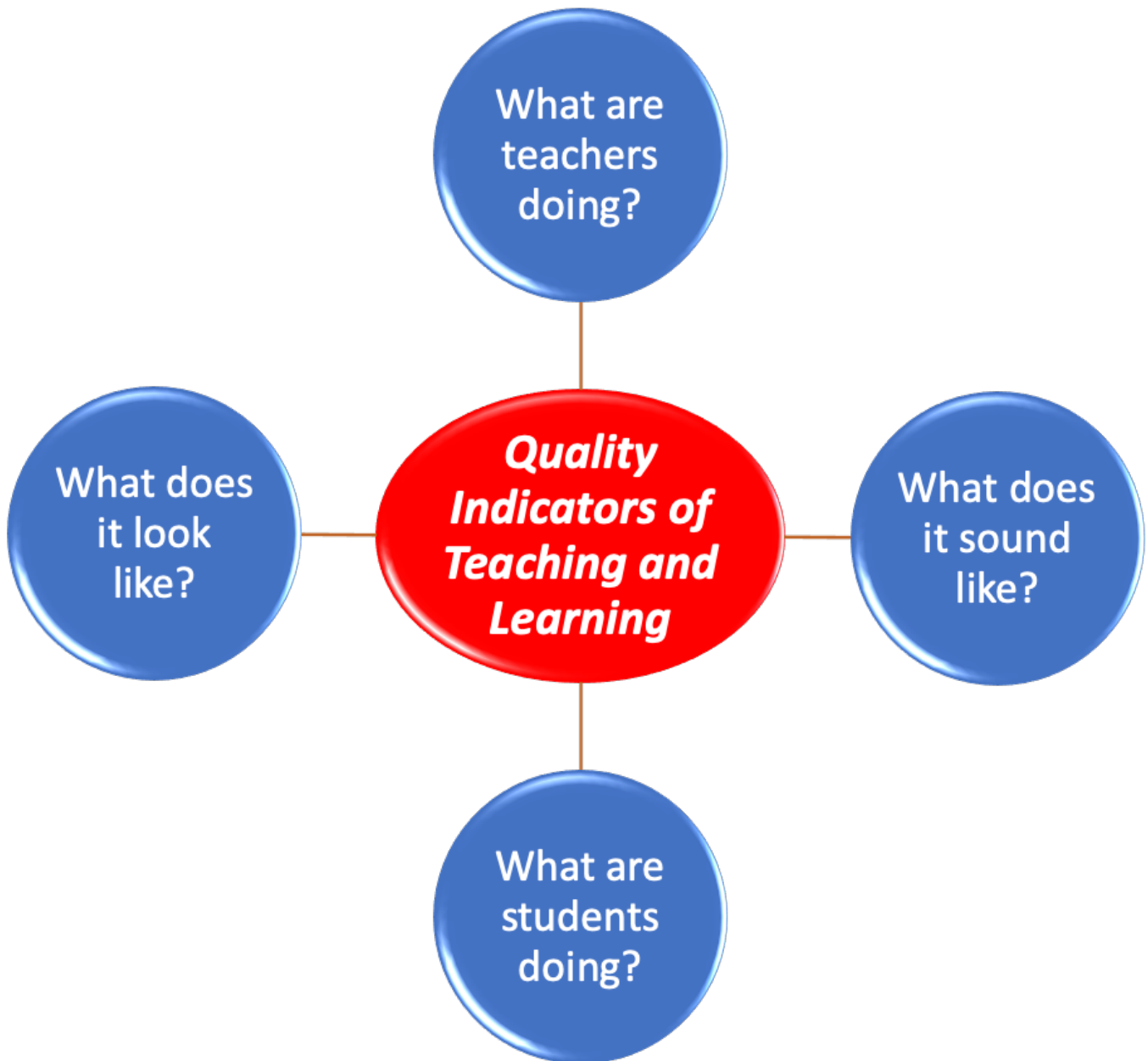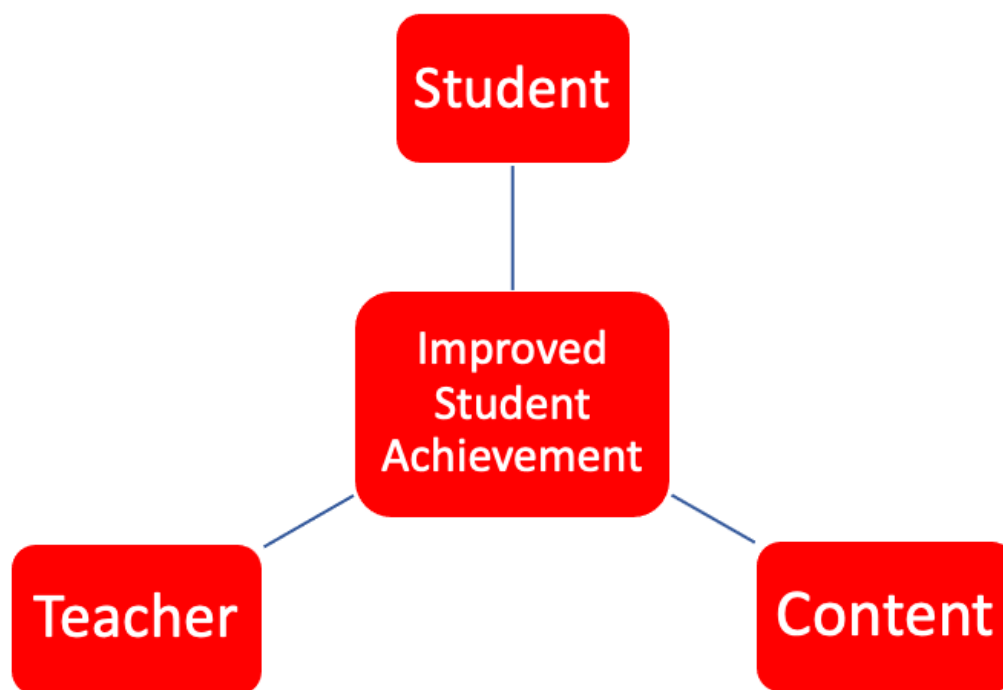What are teachers doing?

What does it look like?

Quality Indicators of Teaching and Learning

What does it sound like?

What are students doing?

December 2022

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The Instructional Core

Richard Elmore (2008). The Instructional Core. Harvard University School of Education.

The Quality Indicators of Teaching and Learning document is designed to provide a window into an exemplary classroom utilizing the actions of teachers and students as the standard for determining high-quality instruction. The Assistant Superintendent of Curriculum, Instruction, and Assessment, Curriculum Supervisors, Administrators, and Teachers collaborated to identify evidence that improves teaching and learning. Please utilize this tool as a guide to reflect on instructional practices and student engagement during observations, grade-level meetings, and professional conversations with colleagues. This document is not an exhaustive list of evidence. However, it is to be used to spark conversation, improve instructional practices, and increase student productivity. Our fundamental belief is to focus on the instructional core - the relationship between teachers, students, and content - to improve student achievement.

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Literacy

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Providing lesson objectives that are visibly posted and clearly communicated to students at the start of the lesson and reinforced during and at the end of the lesson.	Able to state the learning objective and its importance, and how this will be assessed.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Activating and building upon students' prior knowledge. Stopping at key points during the lesson to monitor students' understanding of the learning goals. Creating activities that enhance and extend the student learning, and provide scaffolds as needed.	Actively engaged during the lessons and demonstrate interest in the content by asking and answering questions during the lessons/stopping points.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Developing lessons, activities, and assessments that enable students to acquire and demonstrate learning using multiple modalities.	Engaged in listening and speaking through academic discussion, written response, reading to gain information and for student choice and pleasure.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Facilitating goal-setting and ongoing progress monitoring with students. Utilizing different progress monitoring tools to assess student learning and provide ongoing, specific, and timely feedback to support individual student growth.	Monitoring their learning by adjusting, correcting, and applying teacher and peer feedback.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Clearly stating, posting, and reinforcing conduct standards for students in response to student needs.	Able to follow classroom routines, procedures, and structures at different times of the day; such as lessons and transitions.

6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Providing a culturally-responsive, all-inclusive learning environment to support student learning and growth and provide differentiation to accommodate all learners.	Participating actively in ELA lessons and activities individually, with peers, and in collaborative groups.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Providing students with multiple modalities for practice, options to demonstrate mastery, and various types of resources for student choice, with consideration for student interest and learning style. (i.e., choice for independent reading, choice for presenting knowledge, project-based choice, etc.).	Choosing and engaging in different activities and/or modalities to demonstrate their learning.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Utilizing a hierarchy of questions and activities that support the various levels of understanding and provide scaffolds as needed to challenge students to evaluate, analyze, and create.	Engaging in different activities that require them to evaluate, analyze, and create.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Providing opportunities to engage in oral discussions that allow students to process previously taught material and make connections with new content. Utilizing a variety of strategies and structures to engage students in academic discourse, monitor student interactions, and provide supportive feedback to coach student reflection.	Utilizing language tools to engage in academic discourse. Students reflect on feedback to enhance their participation in discussions.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Developing meaningful lessons that are culturally-relevant to students. Facilitating connections within and across content areas to support students as they build knowledge that extends beyond the classroom.	Able to leverage background knowledge, their interests, and a variety of materials to extend learning across content areas and into the real world.

Mathematics

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Ensuring objectives are clearly visible and in student friendly language. Referring to objectives at least at the beginning of the lesson and as a check to determine if the objective was accomplished at the end of the lesson. Moving students through a progression of concrete to pictorial to abstract stages of learning. Providing opportunities for skill development, application to problem solving, and connections to big ideas.	Able to articulate what they are learning and why. Able to express their understanding of the lesson.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Developing students' conceptual understanding of a topic by providing concrete situations for students to grapple with before assigning procedural practice. Providing opportunities for students to activate prior knowledge, utilize any skills at their disposal and engage in discourse with peers at the beginning of the lesson. (This will be evidenced through use of the exploration problems at the beginning of each lesson.) Providing differentiated activities, as well as differentiated Informal and formal assessments that will effectively provide data to determine who has met learning objectives and who	Engaged in productive struggle. Using prior knowledge and skills to attack new problem situations.

			needs intervention, additional support or more practice.	
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Providing students with hands-on and virtual manipulatives and organizational tools to enable them to access the content in whichever way they need. Providing students with options to demonstrate their learning.	Using strategies flexibly and selecting those that work best for a particular problem. Engaging in discourse with their peers and/or teacher to explain why the approach or tool they chose is appropriate and reasonable for the context of the problem.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Utilizing multiple measures of formal and informal assessment (e.g., "do nows", independent practice, questioning, written classwork, problem sets, formative assessments, quizzes, tests, embedded assessments, performance tasks and performance assessments). Utilizing assessment data to provide interventions and acceleration strategies. Providing actionable feedback to students as soon as possible.	Engaging in discourse with their peers and/or teacher to explain why the approach or tool they chose is appropriate and reasonable for the context of the problem, as well as challenging the thinking of peers. Responding appropriately to questions (written, verbal, digital) and explaining their reasoning.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Engaging in firm, fair and consistent practices that ensure students are aware of classroom expectations. Ensuring that the standards of mathematical practice are visible, known, and part of daily routine. Engaging students as leaders and owners of their learning by assigning roles to students to assist in group discourse, transitions, and task completion.	Demonstrating awareness and ownership of their role in their own learning process by meeting classroom expectations, engaging in academic discourse, asking questions of their peers and the teacher to further develop their understanding, and completing tasks as assigned.

6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Designing classroom activities that have entry points for students at all academic ability levels. Creating math focused classroom environments with anchor charts, sentence starters to assist with discourse, problem solving strategies, etc. Planning for and providing activities that meet the needs of all learning styles.	Trying all problems. Engaging in academic discourse with their peers.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Creating opportunities for students to make creative choices. These choices could include, but are not limited to, how to approach a problem, selection of materials, and how they demonstrate their understanding.	Making strategic choices as to how to approach problems, tools to use to solve problems, and mediums in which to demonstrate their understanding.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Posing pre-planned questions to generate discussion and foster student discourse.	Making sense of problems by discussing the following with a partner: -What is the problem asking? -What information is in the problem? -What strategy should I use to solve the problem?
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Teachers create opportunities where they can step aside and listen/facilitate while students engage in academic discourse with each other. Teacher has a list of higher order thought provoking questions that ignite conversation between students and are not short answer questions. Teacher poses specific questions for partners or small groups to Turn and Talk in order to make sense of a strategy, compare ideas, or build on thinking.	Students engage in academic discourse with their peers in which they express their reasoning explicitly and critique the reasoning of others. Students question and challenge each other's responses and methods. Students reflect on and justify their reasoning, demonstrating their understanding beyond simply providing an answer.

			Teacher avoids telling students whether their approach or answers are correct/incorrect, instead prompting students with questions like, "Do you agree with [student's] explanation? Why or why not?"	
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Teachers make explicit connections to prior learning, to other content areas, and to our community and world. Teachers provide opportunities for students to explore situations that are relevant to their age group that require math skills, logical reasoning, and problem-solving strategies to decipher.	Students make connections across math topics, across other content areas, and to their world. Students use math skills and problem-solving strategies to solve real world problems.

Science

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Ensuring learning activities are matched to instructional outcomes. Providing a variety of appropriately differentiated and challenging resources. Organizing student groups thoughtfully to maximize learning and build on student strengths. Facilitating well-structured lessons or units, with reasonable time allocations. Providing learning experiences with connections to other disciplines. Ensuring that the class returns to the anchoring phenomenon regularly for navigation.	Engaged deeply with work that is anchored in phenomena. Engaged in productive struggle, supported and encouraged by teachers. Showing progress of their thinking in student notebooks.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Eliciting evidence of student understanding during the lesson. Monitoring student understanding which is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Making frequent use of strategies to elicit information about individual student understanding. Attempting to engage students in self-assessment or peer assessment. Providing specific and timely feedback to students from many sources including other students.	Monitoring their own understanding, either on their own initiative or as a result of tasks set by the teacher. Indicating that they clearly understand the characteristics of high-quality work.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Conveying to students that there are other approaches to try when you experience difficulty. Making adjustments designed to assist individual students. Seizing on a teachable moment to enhance the lesson.	Reviewing their learning, and engaging in discourse with peers that gives them freedom to change their minds based on new evidence.

			Providing students with work that focuses on sensemaking and building understanding, not memorizing and reciting facts. Reflecting on practice, citing multiple approaches undertaken to reach students having difficulty.	
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Providing a variety of appropriately challenging materials and resources. Organizing Instructional student groups thoughtfully to maximize learning and build on student strengths. Eliciting evidence of student understanding during the lesson. Supporting students with the minimum amount of scaffolding necessary, and utilizing evidence from classwork to justify scaffolds.	Assessing their own work and making improvements. Developing plans, collecting data, organizing evidence, and using that evidence to support new ideas, which then lead to new lines of questioning. Adjusting the format of their work for different audiences.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Establishing standards of conduct. Engaging in classroom interactions with individual students that are highly respectful, reflecting genuine warmth, care and sensitivity to students as individuals. Responding to disrespectful behavior among students. Demonstrating knowledge and caring about individual students' lives beyond school. Acknowledging good behavior. The teacher monitors student behavior without speaking – just moving about.	Respectfully intervening as appropriate with classmates to ensure compliance with standards of conduct. Exhibiting respect for the teacher and contributing to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. Engaging in appropriate behavior to maintain science safety protocols.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Aware of students' level of cognitive development. Well informed about students' cultural heritage and incorporates this knowledge in lesson planning.	Highly engaged in the lesson. Taking initiative to modify a learning task to make it more meaningful or relevant to their needs.

			Aware of the special needs represented by students and incorporates this knowledge in lesson planning. Assessing students' skill levels and designing instruction accordingly. Maintaining a system of updated student records incorporating medical and/or learning needs into lesson plans.	Suggesting modifications to the materials and grouping patterns used. Choosing how they complete tasks. Engaging in reflection after the lesson to consolidate their understanding and provide closure.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Designing activities that permit student choice. Providing a variety of appropriately challenging resources that are differentiated for students in the class. Including activities that reflect several different types of learning and opportunities to encourage students to take educational risks. Planning activities are written in terms of what students will learn rather than do.	Recognizing the efforts of their classmates. Taking initiative to improve the quality of their work.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards	Planning activities provide opportunities for higher-level thinking. Using a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Asking students questions designed to promote thinking and understanding.	Initiating higher order questions to push their and their peers' understanding as well as to extend and enrich discussions. Formulating questions, initiating topics, and making unsolicited contributions. Assuming responsibility for high quality learning by initiating improvements, making revisions, adding detail, and/or helping peers.

9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Using open-ended questions, inviting students to think and/or offer multiple possible answers. Making effective use of wait time. Effectively building on student responses to questions. Ensuring discussions to enable students to talk to one another without ongoing mediation by the teacher. Calling on most students, even those who don't initially volunteer.	Actively engaging in whole group, small group, and partner discourse. Sharing airtime to ensure that all voices are heard in discussions. Inviting comments from their less verbally engaged classmates during discussions.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Facilitating lessons that contain connections to various disciplines, the world, and aspects of the science industry that students may have interest in. Facilitating student interaction with school, district and community resources. Displaying awareness of resources available for classroom use. Maintaining a log of resources for student reference.	Applying their newly gained knowledge to relevant problems in their world. Asking questions and offering comments that indicate a desire to understand the content rather than to simply learn a procedure to get the right answer. Engaging with the learning task in a way that demonstrates their understanding.

History

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Consistently posting objectives aligned to curriculum standards specific to grade-level taught. Objectives are written in student-friendly language and permit viable methods of assessment. i.e., "I can statements" Delivering compelling focus questions that further communicate what students are expected to know and do. Informing students of what they need to know and do and how they will be assessed.	Able to articulate what they did in class and why. Able to justify grades, self and peer performance on activities and assignments.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Building background and activating prior knowledge of students, reinforcing key concepts and generalizations unique to each topic or period in history. Prescribed content/text is introduced sequentially. Applying modifications and accommodations outlined in IEPs, 504s and best practices for multilingual learners. Providing multiple points of access and student choice on assessments.	Using historical facts, and abstract concepts to analyze information and draw conclusions based on evidence and facts and its relevance to their lives.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Providing text types, which may range from non-fiction, textbooks, artifacts, pictures, photographs, videos, etc., to build content knowledge in economics, geography, civics and history to increase the potential for authentic learning. The resources take into account the use of technology and visual literacy to create opportunities for personalized learning. Using graphic organizers and note-taking methods as a useful tool to scaffold content and academic vocabulary.	Aware of how visual literacy is used to enhance learning and why accessing content through varied ways of learning (visual, auditory, kinesthetic) supports their learning. Demonstrating their learning through different modalities/students' choice and are able to construct meaning and relationship between concepts.

4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Using a level of questioning to gauge student understanding and determine how students are thinking. Providing students with constructive feedback aligned to the skills being addressed. Supporting learning through the use of content/domain specific rubrics and various strategies for providing feedback, i.e., exit slips, peer to peer, correcting. Revising units of study and lesson plans on a frequent basis after delivery of assessments to inform student potential for increased learning.	Reviewing and reflecting upon teacher feedback. Using graphic organizers (i.e., Frayer model, word sorts, learning maps) as a means of extending practice time with new material. Producing work or reflections, which convey their understanding of learning, providing the teacher with information to adjust instruction as necessary.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Clearly reinforcing policies and procedures that establish realistic age-appropriate expectations for classroom behavior. Establishing a classroom structure and design that honors expected student experiences that foster student voice and active learning. Setting norms for inquiry and sharing of student ideas. Providing opportunities for students to independently facilitate routines and transitions.	Co-creators of class norms. Actively participating in lessons and behavior is completely appropriate. Independently using proactive strategies, citizenship skills and taking responsibility for their own actions. Reflecting on the successes and challenges of class time.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Providing adequate practice to permit consolidation of new and reinforced content. Creating learning environments that empower students with choice and promote shared decision-making in what and how they will learn. Using a level of questioning to stimulate discussion, independent and critical thinking. Pacing lessons appropriately allowing for maximum student engagement.	Confident and feel safe to express opinions and perspectives during small group activities, structured share time, etc. Sharing information. Completing question/answer activities. Engaging in ways that allow all to listen and respond actively to each other. Contributing comments, ideas or posing questions

			Exploring opportunities for various viewpoints relative to topic. Contrasting historical or abstract facts with relevant and current event activities.	that improve their own and their classmates' understanding. Pursuing independent exploration of concepts.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Providing context for individualized readings and research opportunities. Addressing multiple intelligences, assisting students in understanding and deciphering information on their own/ allowing each to learn & build comprehension. Offering several options for content related projects so that each student can express his or her understanding in individual ways.	Locating, evaluating, using researched information effectively and showcasing learning. Taking ownership, self-direction, and choice of resources and flexible groups to support their learning. Utilizing a bank of several options or topics to explore content that may be available to them according to content and grade level expectations for performance.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based on the Common Core Instructional shifts.	Providing a variety of questions/tasks that promote depth of knowledge: rich discourse, discussions, higher order thinking questions, debates, do-nows, case studies (both historic and current events), problem solving, fact finding, Socratic seminars. Building content knowledge by using primary and secondary resources to teach reading, vocabulary and writing in social studies. Providing ample opportunities for students to apply knowledge through evidenced and text-based writing and discourse.	Consistently engaged by analyzing significant concepts and utilizing them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. Explaining their thinking. Learning is made visible through tasks and activities that challenge their thinking and encourage debate and deliberation of ideas and concepts.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Using a variety of questions or prompts to challenge students cognitively, advancing student discourse and promoting metacognition. Adhering to curriculum standards and developing compelling and supporting questions that promote inquiry through formal discussions, civic discourse, shared responses exercises and student	Applying knowledge and building arguments based on evidence accessed through structured academic controversies, classroom discussions and or debates. Making positive contributions to relevant classroom discussions by

			analysis of events, issues, varied viewpoints and effective decision-making activities. i.e., debates, mock trials, role-play and simulation exercises.	initiating topics, formulating questions, and challenging ideas presented by the teacher and other students.
1 0	Makes connections to increase relevance for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Providing adequate practice to permit consolidation of new and reinforced content to make interdisciplinary, real-world, career and global connections. Creating links from historical content to present day events to build content knowledge and to establish relevance and meaning. Providing opportunities for real world application research of issues of interest.	Exploring real social problems, issues and ideas. Using information obtained through text, current events, personal experiences and field experiences to analyze or interpret historical events, ideas or issues. Describing multiple perspectives of historical accounts involving significant figures and events. Communicating their interest to the teacher.

World Languages

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Drawing student's attention to the "can-do" statements for the class in English and/or the target language. Using visuals, gestures, props, and/or contexts to communicate the real-world application of the expressions being learned.	Aware of the "can-do" statements in English and/or in the target language, depending on the level. Able to articulate where they might use the expression being learned in the real-world.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Presenting activities that are appropriately challenging and engaging for students. Providing word banks, picture dictionaries or other resources to assist students that are in need of extra support. Noticing when students need visuals, answer choices, or first-syllable hints to be able to respond successfully, and taking them away when students are ready.	Actively engaged and experiencing success throughout the lesson because activities are sequenced and scaffolded appropriately.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and/or writing.	Providing multiple opportunities for language input of new expressions (via listening/reading) before asking students to produce output (via speaking/writing). Providing opportunities, as often as possible, for students to interact with authentic texts & visuals from the target culture. Providing multiple opportunities for students to speak using familiar expressions each lesson, as well as to learn at least one other modality (listening, reading, writing) in each lesson. *Modern languages only.*	Participating actively and demonstrating comprehension during listening or reading activities. Interacting with authentic texts from the target culture as often as possible. Speaking in the target language, independently, in pairs, or with assistance from the teacher.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Provide at least one opportunity for students to receive feedback on their language skills each class, either from the teacher, peers, or by self-correcting a paper. Responds to student comments with linguistically natural responses ("really? me too!"), versus evaluative responses ("good answer."). *Modern languages only.*	Receive and/or provide feedback on their language skills at least once each class, either from the teacher, peers, or by self-correcting a paper. Experiencing success on in-class work and assessments.

			Reviewing core unit vocabulary and expressions daily, even before assessments.	Actively participating in vocabulary review, via choral repetition, games, or matching activities.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Consistently using an opening routine in the target language that sets the stage for learning and providing structure for the class. Referencing established class rules/expectations as often as necessary and with consistency. Teaching with a pace that communicates the importance of the topic and keeps activities flowing.	Participating in class routines and asking for basic necessities such as bathroom, pencils, etc. in the target language. *Modern languages only.* Actively participating in activities throughout the lesson.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Using visuals, gestures, choices, hints, and varied questions that support all students to be able to participate in class. Modeling with visuals, gestures, props, and/or contextual clues so students understand what they are supposed to <u>do</u> to be successful throughout the class (not every word the teacher says). Giving all students opportunities to participate in the target language in pairs, groups, or with the teacher.	Participating actively in target language activities throughout the lesson. Indicating when they need support or assistance in order to participate.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Even at the beginning level, asking students questions that allow for choice and personal expression. These may be supported by a picture dictionary, word bank, visuals, gestures (TPR), etc. In Latin, this can be done in writing. Giving students the opportunity to choose vocabulary and expressions that interest them whenever possible.	Responding to questions successfully. Choosing their own answers, vocabulary, expressions, etc. as often as possible.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Speaking in the target language 90% or more of class time, supported by visuals, gestures, and context. As students gain skills, using spontaneous questions and "push questions" that require students to think quickly in the target language. Providing extended reading and listening texts with main idea, fact/detail, and higher	Answering questions, participating in activities, and grappling with meaning-making by using the visuals, gestures, and context provided by the teacher. Interacting with extended reading and listening texts in the target language, and

			order comprehension questions. (questions may be in English) In upper levels, asking HOT (Higher Order Thinking) questions in the target language, or when discussing Latin content in English.	developing the skill of "getting the gist" from texts.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Even at the beginning levels, asking students multiple questions daily, providing visual or contextual support to assist them in answering. Even at the beginning levels, encouraging students to engage in conversations with their peers in the target language. In Latin, these conversations may be in English. As students gain skills, using "push questions "and spontaneous questions that require students to think quickly in the target language and move to the next proficiency level. Creating opportunities for students to practice questions from the teacher, in pairs, and in groups.	Experiencing feelings of success in speaking in the target language, due to multiple chances to speak, with scaffolds. Speaking with their peers in the target language as often as possible.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Showing pictures, videos, and/or setting up situations that communicate the real-world application of target language practice. Using vocabulary, expressions, or content that is relevant to students' interests, hobbies, and daily life.	Making connections to the real-world target culture and/or real-world application of the language lesson through the objectives (can-do statements), pictures, videos, situations, texts, discussion, etc. In Latin, students make connections to English vocabulary/grammar development.

Performing Arts - Dance, Music, and Theater

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Posting the learning objectives in student-friendly terms. Verbally stating the objectives and ensuring students understand the objectives and how they relate to artistry. Explaining assessments and providing benchmark examples or demonstrations. Addressing the learning objectives in multiple ways to reach varied learners.	Able to articulate the skills and concepts they are employing, how the activity enhances those skills, why they are important and how their work and/or performance as an individual or whole ensemble will be assessed.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Presenting lessons which focus on one of the four artistic processes (Creating, Performing, Responding and Connecting). Implementing vocal and instrumental warm-ups that are directly connected to the lesson content. Warm-ups should not be routine or rote. Engaging students in active discussion including, but not limited to, description, compare and contrast, critique and Q & A. This discourse should incorporate grade level appropriate academic vocabulary.	Actively engaged in one of the four artistic processes (Creating, Performing, Responding and Connecting). Understanding how and why the warm-up directly relates to the material being learned. Actively engaged in discussion including, but not limited to, description, compare and contrast, critique and Q & A. This discourse should incorporate grade level appropriate academic vocabulary
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and/or writing.	Emphasizing arts making, presenting and demonstrating skills and concepts in a variety of ways: visual, kinesthetic, aural, spoken, and/or written.	Accessing and demonstrating skills and concepts in a variety of ways: visual, kinesthetic, aural, spoken, and/or written.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative	Providing robust and varied formative feedback. Providing checklists, rubrics and discussion of elements of the performance art. Providing opportunities for students to create personal and ensemble goals.	Assessing their personal, peer and ensemble work at various points during the lesson. Employing the assessments to plan their individual practice and goals.

		feedback from the teacher.		
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Purposefully arranging classroom to facilitate lesson content. Communicating routines and procedures to maximize learning time.	Entering and exiting room demonstrating a process that supports the learning environment and the instructional arrangement for the lesson. Following routines and procedures. Using instruments properly. Setting-up and putting away instruments quickly in order to maximize instructional time. Respecting the space and property of others whether class is held in a grade level classroom or performing arts room.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Actively engaging students in one of the four creative processes (Create, Perform, Respond, and Connect.) Providing opportunities for students to attain the objectives of the lesson. Providing a variety of literary, visual and auditory texts with ample opportunity for HOT (Higher Order Thinking) questions Providing guidance for students to develop personal rehearsal strategies. Providing opportunities for students to employ different learning styles and multiple intelligences.	Actively engaged in one of the four creative processes (Create, Perform, Respond, and Connect.) Engaging in activities in an effort to acquire the objectives of the lesson. Accessing information through a variety of literary, visual and auditory text. Demonstrating higher order thinking Accessing knowledge in their own way employing personal, comfortable learning styles.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Allowing students to make creative choices. These choices could include, but are not limited to, how to perform a piece, selection of repertoire, and student composition.	Making creative choices. These choices could include, but are not limited to, how to perform a piece, selection of repertoire, and student composition. Students are not merely re-creating.

			Creating opportunities for students to produce authentic work.	
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon the content standards.	Challenging and engaging students through application of National Core Art Standards. Encouraging independent artistry by providing opportunities for students to transfer skills, concepts and artistry from prior learning to new repertoire.	Engaging in activities that are relevant and meaningful to students. Demonstrating independent artistry by transferring skills, concepts and artistry from prior learning.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Facilitating student led, purposeful discourse which evidences the use and understanding of Tier II and Tier III vocabulary. Providing rich "text" to engage students in HOT discourse - in turn and talk, Q & A opportunities, description and analysis of repertoire, critique and evaluative discourse, response to repertoire, and/or claim and evidence discourse.	Engaging in purposeful discourse which evidences the use and understanding of Tier II and Tier III vocabulary. Referencing "text" while involved in turn and talk, Q & A opportunities, description and analysis of repertoire, critique and evaluative discourse, response to repertoire, and/or claim and evidence discourse.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Allowing for student voice. Providing a variety of relevant works. Allowing for students to make performance decisions.	Expressing themselves and their unique interests and experiences. Exploring relevant historical, contemporary, and multi-cultural works. Creating a unique performance.

Visual Arts

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Posting the learning objectives in student-friendly terms. Verbally stating the objectives and ensuring students understand the objectives and how they relate to Visual Art. Explaining assessments and providing benchmark examples or demonstrations. Addressing the learning objectives in multiple ways to reach varied learners.	Able to articulate the skills and concepts they are employing, how the activity enhances those skills, why they are important and how their work will be assessed. Able to explain how completed artwork is aligned to objectives through artist statements and reflection papers, discussions and critiques, portfolios, displays, exhibitions.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Presenting lessons that focus on one of the **f**our artistic processes (Creating, Presenting, Responding and Connecting). Engaging students in active discussion including, but not limited to, description, compare and contrast, critique and Q & A. This discourse should incorporate grade-level appropriate academic vocabulary.	Actively engaged in one of the four artistic processes (Creating, Presenting, Responding and Connecting). Demonstrating understanding of process procedures and/or objectives. Transferring prior knowledge, skills, techniques and concepts to new content and artwork. Actively engaged in discussions including, but not limited to, description, compare and contrast, critique and Q & A. This discourse should incorporate grade-level appropriate academic vocabulary.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Emphasizing arts making, presenting and demonstrating skills and concepts in a variety of ways: visual, kinesthetic, aural, spoken, and/or written.	Accessing and utilizing multiple media text-word walls, masterworks, posters, 2D, & 3D work, audio, video, exemplary works, gallery trips, lectures, critiques, and/or authentic text articles.

4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Providing robust and varied formative feedback. Providing checklists, rubrics and discussion of elements of art applied to the project. Providing opportunities for students to create personal and ensemble goals.	Assessing their personal and peer work at various points during the lesson. Engaging in constructive critiques and feedback with peer artists and their instructor. Employing personal, peer and teacher assessments to plan their individual growth goals.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Purposefully arranging classroom and materials to facilitate lesson content. Communicating routines and procedures to maximize learning time.	Entering and exiting room demonstrating a process that supports the learning environment and the instructional arrangement for the lesson. Following routines and procedures. Safely and properly using tools and materials. Respecting the space and property of others whether class is held in a grade level classroom or Art room.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Actively engaging students in one of the four creative processes (Create, Present, Respond, and Connect.) Providing opportunities for students to attain the objectives of the lesson. Providing a variety of literary, visual and auditory texts with ample opportunity for HOT (Higher Order Thinking) questions Providing guidance for students to develop personal practices of habit for artists. Providing opportunities for students to employ different learning styles and multiple intelligences.	Actively engaged in one of the four creative processes (Create, Present, Respond, and Connect.) Engaging in activities in an effort to acquire the objectives of the lesson. Accessing information through a variety of literary, visual and auditory text. Demonstrating higher order thinking Accessing knowledge in their own way employing personal, comfortable learning styles.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Allowing students to make creative choices. These choices could include, but are not limited to media, tools, and subject matter.	Making creative choices. These choices could include, but are not limited to, media, tools, design, and subject matter.

			Providing opportunities for students to re-create or produce "prescriptive art" in which every piece of student work looks the same.	Creating new products.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Challenging and engaging students through application of National Core Art Standards. Encouraging independent artistry by providing opportunities for students to transfer skills, concepts and artistry from prior learning to new repertoire.	Engaging in activities that are relevant and meaningful to students. Applying, extending and transferring familiar practice and approaches to create distinct and original works of art.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Facilitating student led, purposeful discourse which evidences the use and understanding of Tier II and Tier III vocabulary. Providing rich "text" to engage students in HOT discourse - in turn and talk, Q & A opportunities, description and analysis of repertoire, critique and evaluative discourse, response to repertoire, and/or claim and evidence discourse.	Engaging in purposeful discourse which evidences the use and understanding of Tier II and Tier III vocabulary. Referencing "text" while involved in turn and talk, Q & A opportunities, description and analysis of repertoire, critique and evaluative discourse, response to repertoire, and/or claim and evidence discourse. Students synthesize complex processes, work on sustained projects.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Allowing for student voice. Providing a variety of relevant works.	Expressing themselves and their unique interests and experiences. Exploring relevant historical, contemporary, and multi-cultural works. Writing artist statements. Selecting their own works for exhibition.

Physical Education

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Posting the daily objective in the Gym where students can see it. Learning objectives established in the written physical education curriculum that are linked to State and National standards. Addressing student learning objectives in the lesson through cognitive, psychomotor and affective domains. Stating and explaining the objective to the entire class.	Able to explain the purpose of the lesson in their own words. Using vocabulary specific to the content being taught.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Teaching activities based on designated grade level outcomes. Modifying and demonstrating clear differentiation of instruction to aid in student success.	Actively engaged in the lesson activity. Demonstrating or articulating skills taught in class.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Ensuring that the majority of students are actively engaged in all learning tasks. Building differentiation into lessons and activities. Incorporating technology into lessons and units to display skills, current events and target different learning styles.	Making appropriate choices during lessons, including, but not limited to choosing groups, stations and types of equipment.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Conducting formative assessments throughout the lesson. If appropriate, the teacher also conducts pre-assessments to determine students' prior knowledge, or summative assessments for closure Correlating assessments directly to the learning objective and instruction provided to students.	Engaging in physical and cognitive assessments.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Establishing a physically and emotionally safe learning environment through established rules and routines. Stating expectations and consequences	Exhibiting positive behavior. Working cooperatively and safely in small and large groups.

6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Providing opportunities for students to engage in small-group work, while also limiting competition. Maximizing student activity and limiting their inactivity during class by using space and equipment efficiently.	Actively participating in the lesson, asking questions and demonstrating on- task behavior with limited distraction.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Establishing multiple learning stations throughout the gym. Implementing activities that allow student choice. Presenting topics that appeal to multiple interests and provide multiple materials.	Choosing between various PE equipment and activities. Highly motivated to participate in PE class.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Incorporating depth of knowledge in Physical Education by aligning instructional and assessment activities with cognitive rigor needed to master the content standards.	Asking meaningful questions during the lesson. Demonstrating mastery of skills learned during the lesson. Applying skills learned from the lesson to the activity they are engaged in.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Encouraging students to be able to use their own creative thinking and learning to have more invigorating conversations. Enhancing both physical and cognitive learning by using bodily experiences, cognitive knowledge, communicative skills and inquiry-based skills.	Extending their thinking and using their natural curiosity to create a productive learning environment.
10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Teaching a more skills-based curriculum versus sports-based curriculum. Developing lessons that students find interesting. Establishing success-promoting activities.	Discerning skills that they will be able to use throughout their lifetime.

Multilingual Learners - English as a Second Language

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Referencing the language and content objectives at the beginning, during, and at the end of the lesson.	Participating in conversations using words and phrases aligned to the lesson's content and language objectives
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Incorporating grade-level academic language with differentiation of instruction according to the levels of language proficiency. Building background and explicit links between past learning and new concepts across the content areas. Engaging students with language, content, and cognitive functions through oral and written scaffolding techniques.	Participating appropriately in activities that increase English Language development.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Incorporating grade-level academic language tasks in the four language domains: Listening, speaking, reading, and writing. Using multiple modalities of student engagement and meaningful student choice. Identifying and demonstrating strategies to make instruction comprehensible (gradual release models). Providing culturally and linguistically relevant authentic texts.	Able to actively participate and demonstrate understanding Able to relate and interact with the text in an authentic way. Able to use the four language domains to access grade level content.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Providing assessment supports according to various language proficiency levels. Monitoring and gauging levels of student understanding and use of	Able to apply the targeted supports. Able to use teacher's feedback to set goals.

			academic language throughout the lesson. Providing the necessary modifications while consolidating language and content to attain grade-level academic proficiency.	
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Creating a welcoming environment that is culturally relevant for all students. Demonstrating cultural sensitivity and awareness to students' needs.	Able to follow classroom routines and expectations in a positive way.
6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Presenting lessons with academic and linguistic rigor. Pacing lessons appropriately which allows for maximum student engagement. Engaging 100% of the students in higher-level thinking.	Able to effectively engage in classroom activities by using at least 1 of the 4 language domains.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Providing appropriate choices based on grade and content standards, which are aligned to their English proficiency levels.	Able to effectively engage in meaningful classroom activities of their choice to demonstrate learning.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based on the Common Core Instructional shifts.	Providing a variety of questions/tasks that promote depth of knowledge. Providing ample opportunities for students to apply learning strategies. Providing prompting and supports aligned to content and CELP standards.	Able to use graphic organizers, rubrics, hands on projects, etc. Applying learning strategies to new materials.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Providing students with scaffolded language structures to promote academic discourse aligned to students' English proficiency levels.	Making use of sentence starters, graphic organizers, etc. to demonstrate learning. Making use of transition words in arguing a point while contributing evidence.

1 0	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Building background and explicit links between past learning and new concepts across the content areas.	Able to make connections to prior learning, content, and/or life experiences.

Special Education

#	Classroom Practice Indicators	Potential Evidence Across Subjects	Evidence of Teaching Teachers are:	Evidence of Learning Students are:
1	Communicates objectives and lesson content clearly and accurately	Students know and articulate what they are learning, why it is important, and how their work will be assessed.	Working on goals and objectives directly related to the Individualized Education Plan for each student. Progress monitoring at appropriate intervals and making instructional adjustments as needed.	Able to articulate what they are learning in their own words. Able to demonstrate their understanding.
2	Employs activities aligned with student knowledge and skills, differentiating as appropriate	Student learning is evident at each point in the lesson because learning activities are appropriately sequenced based on students' needs and the learning goals.	Utilizing activities that are designed to help students master their individualized goals and objectives. Activities are adjusted based on student strengths and needs in order to help them master their individualized plans.	Actively engaged and experiencing success throughout the lesson because activities are sequenced and scaffolded appropriately.
3	Offers students multiple methods to approach material and to demonstrate learning	Students access the content through listening, speaking, reading and writing.	Utilizing a variety of resources, including scientifically research-based materials, in order to provide support and learning opportunities for students. Taking into consideration a student's unique needs when designing activities. Sensory needs for students should also be considered when planning activities for students.	Using strategies flexibly and selecting those that work best to demonstrate learning.
4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	Students understand how well they are doing because they have received specific, formative feedback from the teacher.	Utilizing multiple means of assessment and progress monitoring for student success. Providing timely feedback on glows and grows to both students and parents. Utilizing assessment information to adjust teaching to meet student needs.	Able to correct mistakes and practice skills based on teacher feedback on multiple occasions.
5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Students are aware of and follow routines, procedures, systems that maximize learning time.	Posting visual schedules. Schedules are available to students in a manner that best supports their individual needs. Posting classroom/community expectations which are easily accessible to all students. These are reviewed periodically to remind students of the expectations. Building rapport with students in order to facilitate a safe learning environment.	Able to follow classroom and school routines with the support of visual aids, adult modeling, and positive redirection.

6	Engages and includes all students in classroom activities	All students are intellectually engaged and participating in the learning process.	Utilizing multiple methods in order to provide students with the opportunity to participate in both individual and group activities. Providing students, a learning space where students feel safe to take risks.	Engaged in learning through a variety of activities that appeal to multiple learning modalities.
7	Provides opportunities for meaningful student choice	Students have meaningful choices based on standards for the grade and content.	Utilizing instructional strategies such as learning menus in order to give students choice in their learning. Instructional choices provided are individualized for students based on their present academic levels.	Engaged in learning activities that are individualized to their present levels and are designed to help them improve upon skills in order to close skill gaps.
8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Students are intellectually engaged and challenged appropriately to build knowledge and skills based upon content standards.	Identifying areas of growth as well as areas of need for students and designing meaningful opportunities for engagement that are rigorous in light of their unique circumstances.	Engaged in activities that are both challenging as well as provide the student with opportunities for success.
9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning	Students are engaged in meaningful academic discourse with peers and the teacher. Students receive guidance and feedback about how to speak with one another.	Utilizing topics of interest, as well as new/unknown topics, to students in order to encourage inquiry. Acting as a facilitator during lessons in order to encourage students to take ownership of their learning. Modeling active listening, question asking, and participating in a reciprocal conversation. Providing opportunities for students to work in small groups and engage in shared learning.	Able to identify areas of preferred learning as well as areas they would like to learn more about. Able to engage in conversations with peers.
10	Makes connections to increase relevance for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	Students' understanding and learning are enhanced by intentional links to the real world and students' interests.	Utilizing interest inventories in regard to providing relevant content to students. Preference inventories can also be utilized so that students can self-advocate for their individual learning needs. Utilizing real world activities to support growth and capability in daily life skills for students.	Able to actively participate in identifying their own interests. Able to participate in activities that support the goal of independence.