Palm Beach Model of Instruction

Classroom Teacher Protocols

Based on the work of Dr. Robert J. Marzano and Learning Sciences International and adapted by the School District of Palm Beach County.

Scales and Evidences

Palm Beach Model of Instruction Instructional Strategies-
with ELA and Math Supplemental Evidences

Domain 1: Standards-Based Planning

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrate a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that demonstrate a progression of learning.

Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ Plans integrate cultural competencies and/or standards
- ☐ Plans identify how instruction addresses the contributions of Africans, African Americans, Hispanics, Latinos, and/or women to the United States

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded that demonstrate a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets that demonstrate a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrate a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrate a progression of learning and provides evidence of implementing lesson/ unit plans aligned to grade level standard(s).	Implements lesson/ unit plans aligned to grade level standard(s) using learning targets that demonstrate a positive impact on student learning.

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Planning Standards-Based Lessons/Units

Example Planning Evidence (Check all that apply)

ELA/Literacy

- ☐ Plans focus on high-quality text(s) (i.e. texts designed to build knowledge of an academic topic with attention to text complexity, vocabulary development, and background knowledge)
- ☐ Plans focus on high-quality text(s) (i.e. texts exhibit exceptional craft and thought and/or provide useful information)
- ☐ Plans focus on anchor texts that are at the complexity level expected for the grade level and time in the school year
- ☐ Plans are text-centered, integrating reading, writing, speaking and listening, and language standards in meaningful ways
- ☐ Plans include coherent sequences of questions and tasks that require students to draw evidence from texts to support analyses, reflections, research and stronger engagement with texts
- ☐ Plans regularly include opportunities for students to build their vocabularies through a mix of reading, direct instruction, peer conversation, and writing
- ☐ Planned direct instruction focuses on parts or elements of text(s) that are most complex and/or vital to understanding the central ideas and supports students' comprehension of the text(s)
- ☐ Over the course of the year, plans include attention to informational and literary texts as recommended by grade level standards
- ☐ Over the course of the year, planned student assignments/work regularly include on-demand and process (revision) writing that vary in purpose and length to support instruction. Materials include methods for teaching writing (e.g. specific methods for establishing a purpose, organizing writing, selecting and using evidence)
- ☐ Over the course of the year, planned student writing assignments reflect the range of tasks (argument, explanatory or informational, and narrative) recommended by the standards

Math

- ☐ Plans identify opportunities for students to develop understanding of mathematical concepts
- ☐ Plans identify opportunities for students to apply mathematics to solve real-world problems
- ☐ Plans identify opportunities to practice for procedural skill and fluency with core calculations and mathematical procedures to be performed quickly and accurately
- ☐ Plans integrate applicable mathematical practices (e.g. persevering to solve problems, expressing reasoning, modeling with mathematics, etc.)
- ☐ Plans identify opportunities for students to connect new knowledge and skills to prior knowledge and skills
- ☐ Plans incorporate student development of precise and accurate mathematics, academic language, terminology, and concrete or abstract representations
- ☐ Over the course of the year, plans emphasize the major work of the grade in the established content standards (i.e. number and operations in elementary grades;; ratio, proportional relationships, pre-algebra, and algebra in middle school;; and algebra, functions, and modeling applications in high school)

Aligning Resources to Standards

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Example Planning Evidence

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan
- ☐ Plans identify how instructional materials address the contributions of Africans, African Americans, Hispanics, Latinos, and/or women to the United States

Example Implementation Evidence

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Planned resources include those specific to students' culture
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Implements traditional and/or digital resources to support teaching standards-based units and lessons that demonstrate a positive impact on student learning.

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Aligning Resources to Standard(s)

Example Planning Evidence (Check all that apply)

ELA/Literacy

- ☐ Anchor texts in the selected resource(s) have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis
- ☐ Anchor texts in the selected resource(s) are of publishable quality and worthy of especially careful reading (Note: resources include a mix of informational texts and literature)
- ☐ Most questions, tasks, and assignments in the selected resource(s) are text-dependent and/or text-specific, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text
- ☐ Selected resources provide frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the standards at each grade level
- ☐ Selected resources provide a sequence or series of content-rich texts to build students' knowledge and vocabulary systematically (Note: these texts are organized around a variety of topics at each grade level that vary in complexity level)

Math

- ☐ Selected resources focus coherently on the major work of the grade in a way that is consistent with the progressions of the standards
- ☐ Selected resources reflect the balances in the standards with respect to procedural skill and fluency, conceptual understanding, and application, and help students meet the rigorous expectations of the standards
- ☐ Selected resources incorporate mathematical practices to be applied to help students meet the rigorous expectations of the standards

Planning to Meet the Needs of Diverse Learners

Focus Statement: Teacher plans to meet the needs of diverse learners by using data and/or relevant information.

Desired Effect: Teacher provides evidence of adaptations to meet the needs of diverse learners.

Example Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning
- ☐ Plans include evidence of using culturally responsive adaptations based on data and/or relevant information
- ☐ Plans take into consideration how to communicate with families with diverse cultural considerations

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data and/or relevant information to identify and plan to meet the needs of diverse learners.	Attempts to use data and/or relevant information to identify and plan to meet the needs of diverse learners.	Uses data and/or relevant information to identify and plan to meet the needs of diverse learners.	Uses data and/or relevant information to implement adaptations to meet the needs of diverse learners.	Uses data and/or relevant information to implement adaptations to meet the needs of diverse learners and provides evidence of positive student learning.

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Planning to Meet the Needs of Diverse Learners

Example Planning Evidence (Check all that apply)

ELA/Literacy

- ☐ Plans include strategic supports and scaffolds so each student is able to interact directly with complex text (Note: includes supports for students to draw evidence from text to support analysis, reflection, discussion and research)
- ☐ Plans identify support to be used during text-centered learning that is sequenced and scaffolded to advance each student toward independent reading of complex text
- ☐ Plans identify targeted supports for students who are EL, have disabilities, or read well below the grade-level text band with extensive opportunities to work with and meet grade-level standards
- ☐ Plans identify extensions and/or more advanced text for students who are reading above grade level

Math

- ☐ Plans include an expectation that each student works on grade-level problems or incorporate unfinished learning from previous grades to support grade-level work
- ☐ Plans include clear and sufficient expectation and scaffolding to support understanding of mathematical ideas
- ☐ Plans include clear and sufficient scaffolding to support demonstration of the targeted standards, including, when appropriate, the use of technology and media
- ☐ Plans include clear and sufficient expectation and scaffolding to support procedural skill and fluency with core calculations and mathematical procedures
- ☐ Plans identify gradual removal of supports, requiring students to demonstrate their mathematical understanding independently
- ☐ Plans include supports for students who need it
- ☐ Plans include extensions for students with high interest and/or needing more challenge

Domain 2: Standards-Based Instruction

Identifying Critical Content from the Standards

Focus Statement: Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Identifying Critical Content from the Standards

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Identify parts or elements of text(s) that are most complex and/or vital to understanding the central ideas and raises the kinds of questions that best support student comprehension of the text(s)
- ☐ Engage students in discussions about the key elements and central ideas of text(s) they are reading, inviting student conjectures and claims grounded in evidence from the text(s)
- ☐ Use questions that cause students to linger over academic vocabulary, phrases, and sentences that are consequential to the meaning of text(s)
- ☐ Use learning tasks and text sequences to support the lesson purpose and provide cognitive challenge suitable for most students in the class
- ☐ Provide instruction that has a clear structure, with time for students to engage in thoughtful discussions and learning tasks

Math

- ☐ Identify the depth of mathematics required by the standards
- ☐ Highlight mathematic ideas within the context of models, strategies, and student responses
- ☐ Reinforce the critical content by facilitating a summary of the mathematics with references to student work and discussion
- ☐ Model how to reason, problem solve, use tools, and generalize mathematically
- ☐ Make the critical content explicit through use of mathematical models, tools, and structure
- ☐ Facilitate a discussion of how appropriate tools support mathematical ideas in a given task or problem

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Student work/conduct demonstrates they are constructively involved in text-based activities and evidence-based discussions that best support student comprehension of complex texts
- ☐ Student work/conduct (i.e. carrying out research, completing culminating tasks, and reading a volume of text connected to the topic of the anchor texts) demonstrates they are building knowledge
- ☐ Responses to questions and tasks demonstrate ability to explain their thinking about key elements and central ideas of texts, and produce specific reasons for their thoughts that are grounded in evidence
- ☐ Responses to questions and tasks frequently display focus on the impact of specific word choices, phrases, and sentences in text with emphasis on those words and phrases that are consequential to the meaning of the text

Math

- ☐ Artifacts/student work focuses on the depth of mathematics required by the standards
- ☐ Artifacts/student work demonstrates ability to connect math diagrams and/or equation models to word problems
- ☐ Artifacts/student work demonstrates ability to make mathematical connections between manipulatives and symbolic written methods
- ☐ Artifacts/student work demonstrates ability to choose and use an appropriate tool for the mathematics at hand
- ☐ Writing/conversations relate critical concepts, terms, and definitions
- ☐ Explain applicable mathematical processes and procedures in critical content

Identifying Critical Content from the Standards

Focus Statement: Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students know what content is important**
  - ☐ Think-Pair-Share
  - ☐ Summarize critical content
  - ☐ Generate clarifying questions about critical content
  - ☐ Explain individual and/or group thinking about the critical content
  - ☐ Identify differences between the critical and non-critical content
- ☐ **Use Student Work (Recording and Representing) to monitor that students know what content is important**
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Model
  - ☐ Interactive notes/notebook
- ☐ **Use Response Methods to monitor that students know what content is important**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students know what content is important**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask students to explain linkages with prior content
  - ☐ Ask students to explain the relationship of learning targets to critical content in the scale
  - ☐ Ask students to make inferences based on prior knowledge
  - ☐ Ask students to explain applicable mathematical processes and proficiencies

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Formative evidence demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Previewing New Content

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy
N/A

Math

- ☐ Present a real-world or intellectual need for application of new mathematical concepts
- ☐ Facilitate a brief discussion about the progression of content from grade to grade
- ☐ Facilitate identification of prior skills and knowledge related to the content and intentionally connect to current concepts
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy
N/A

Math

- ☐ Identify a real-world or intellectual need for application of new mathematical concepts
- ☐ Identify the progression of content from grade to grade
- ☐ Identify prior skills and knowledge related to the content and intentionally connect to current concepts
- ☐ Explain linkages with previously seen mathematical patterns or structures

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Formative evidence demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students can make a link from prior learning to the new content**
  - ☐ Think-Pair-Share
  - ☐ Generate clarifying questions
  - ☐ Explain individual and/or group thinking linking prior knowledge to the new content
- ☐ **Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content**
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Model
- ☐ **Use Response Methods to monitor that students can make a link from prior learning to the new content**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students can make a link from prior learning to the new content**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask students to explain linkages
  - ☐ Ask students to make inferences based on prior knowledge

Helping Students Process New Content

Focus Statement: Teacher systematically engages students and/or groups in processing and generating conclusions about new content.

Desired Effect: Formative evidence demonstrates students and/or groups can summarize and generate conclusions about the new content during classroom interactions.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Process New Content

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Model when and how to stop and process while actively reading

Math

- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Take time to explain the reason for mistakes (i.e. why a given mistake is wrong)
- ☐ Model when and how to break a complex problem into simpler sub-problems
- ☐ Stop at strategic points while modeling mathematical problems based on student evidence and feedback
- ☐ Provide an opportunity for students to develop or solidify new content
- ☐ While modeling, provide opportunities for students to imitate the modeled skill, strategy, or process
- ☐ Strategically share a variety of student representations and solution methods

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy
N/A

Math

- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning
- ☐ Base conclusions on the definitions of the terms involved
- ☐ Explain mathematical concepts
- ☐ Break a complex problem into simpler sub-problems
- ☐ Adjust mathematical work or thinking based on feedback from teacher or peers
- ☐ Imitate the modeled skill, strategy, or process
- ☐ Share and examine together solution methods to support mathematical understanding

Helping Students Process New Content

Focus Statement: Teacher systematically engages groups in processing and generating conclusions about new content.

Desired Effect: Formative evidence demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students can summarize and generate conclusions about the content**
  - ☐ Summarize
  - ☐ Generate clarifying questions
  - ☐ Reciprocal teaching
  - ☐ Jigsaw
  - ☐ Predictions
  - ☐ Associations
  - ☐ Paraphrasing
- ☐ **Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content**
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Academic notebook
  - ☐ Combination notes/Cornell notes
- ☐ **Use Response Methods to monitor that students can summarize and generate conclusions about the content**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Facilitate student-to-student conversations
  - ☐ Ask students to predict, make associations, paraphrase, or summarize the content

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Formative evidence demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Ask detail questions
- ☐ Ask category questions
- ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Model implementation of appropriate wait time when questioning

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Using Questions to Help Students Elaborate on Content

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Ask questions and/or provide tasks that are coherently sequenced to support students delving deeper in text(s) to build their understanding of the central ideas and key information from the text(s)
- ☐ Ask questions and/or provide tasks that require students to use evidence from the text to demonstrate understanding of central ideas and support their claims and conclusions about the text (Note: ideas are expressed through both written and oral responses)
- ☐ Ask questions and/or provide tasks that are text-dependent and text-specific, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the texts they are reading
- ☐ Ask questions and/or provide tasks that ask students to elaborate on and justify their answers with precision
- ☐ Provide frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts (Note: these address the analytical thinking required by the standards at each grade level)
- ☐ Ask questions that stimulate student thinking beyond what is directly stated to require students to make nontrivial inferences based on textual evidence
- ☐ Require students to use evidence from the text to demonstrate understanding and support their inference and conclusions about the text

Math

- ☐ Pose questions that prompt students to share their developing thinking about mathematical problems and practices
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Vary a problem and ask how the solution changes
- ☐ Expect students to explain their thinking when responding
- ☐ Encourage students to talk about each other's thinking

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Responses to questions and tasks reflect use of evidence from text that demonstrates understanding of central ideas and key information (Note: ideas are expressed through both written and oral responses)
- ☐ Responses to questions and tasks display thinking beyond recall (i.e. students elaborate on and justify their answers with precision)
- ☐ Responses to questions and tasks reflect evidence-based discussions and writing that support careful analyses, well-defended claims, and clear information about text (Note: these address the analytical thinking required by the standards at each grade level)
- ☐ Responses to questions and tasks focus on what is explicit as well as what can be validly inferred from the texts students are reading

Math

- ☐ Share their developing thinking about mathematical problems and practices
- ☐ Talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding
- ☐ Student solution methods are shared and examined together to support mathematical understanding for all students
- ☐ Student discussions/work provide evidence of mathematical elaboration
- ☐ Students respond to other student thinking by connecting and explaining their thinking

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Formative evidence demonstrates students accurately elaborate on content.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students accurately elaborate on content**
  - ☐ Partner Discussion or Debate
  - ☐ Generate clarifying questions
  - ☐ Explain individual and/or group thinking
  - ☐ Provide evidence and support for elaborations
  - ☐ Make paired comparisons
- ☐ **Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content**
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Combination notes/Cornell notes
- ☐ **Use Response Methods to monitor that students accurately elaborate on content**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students accurately elaborate on content**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Formative evidence demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Reviewing Content

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy
N/A

Math

- ☐ Ask students to explain previously taught mathematical concepts
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught mathematical processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy
N/A

Math

- ☐ Explain previously taught mathematical concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught mathematical processes

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Formative evidence demonstrates students know the previously taught critical content.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students know the previously taught critical content**
  - ☐ Think-Pair-Share/Partner Discussion or Debate
  - ☐ Summarize prior content
  - ☐ Generate clarifying questions about prior content
  - ☐ Explain individual and/or group thinking
  - ☐ Problem solving using prior content
- ☐ **Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content**
  - ☐ Warm-up work
  - ☐ Brief practice test
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Update interactive notes/notebook
- ☐ **Use Response Methods to monitor that students know the previously taught critical content**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students know the previously taught critical content**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask detail/basic fact questions about prior content
  - ☐ Ask category questions about prior content
  - ☐ Ask elaborative questions about prior content

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Formative evidence demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Practice Skills, Strategies, and Processes

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Provide regular practice for students to achieve grade-level reading fluency (i.e. with accuracy, rate and expression appropriate to the text) through engagement with a range and volume of grade-level complex reading
- ☐ Provide regular opportunities for students to engage in evidence-based discussions where they learn to model and use academic vocabulary and syntax
- ☐ Provide explicit instruction in grammar and conventions/language with opportunities for application both in and out of context
- ☐ Over the course of the year, provide regular opportunities for students to build their writing skills (e.g. specific methods for establishing a purpose, organizing writing, selecting and using evidence)
- ☐ Over the course of the year, provide regular opportunities for students to build their ability to write arguments, informational texts, and narratives that reflect the distribution required by the standards

Math

- ☐ Provide tasks, problems, questions, multiple representations and opportunities for students to write and speak about their mathematical understanding
- ☐ Expect, support, and provide opportunities to practice core calculations and mathematical procedures
- ☐ Provide opportunities for students to execute or perform a routine calculation procedure with increased confidence
- ☐ Provide opportunities for students to execute or perform a routine calculation procedure with increased competence
- ☐ Model strategies to evaluate the reasonableness of intermediate and final results

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Display grade-level reading fluency attained through regular engagement with a range and volume of grade-level complex reading
- ☐ Regularly engage in evidence-based discussions where accurate use of academic vocabulary and syntax is habitual
- ☐ Use appropriate language conventions when writing and speaking
- ☐ Evidence-based discussions reflect accurate, habitual use of academic vocabulary and syntax
- ☐ Over the course of the year, show confidence and competence in on-demand and process (revision) writing by regularly practicing writing skills
- ☐ Over the course of the year, demonstrate different types of writing (i.e. argument, informational writing, narratives) that reflect the distribution required by the standards

Math

- ☐ Write and speak about their conceptual understanding of mathematics
- ☐ Demonstrate increased fluency with core calculations and mathematical procedures
- ☐ Execute or perform a routine calculation procedure with increased confidence
- ☐ Execute or perform a routine calculation procedure with increased competence

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Formative evidence demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students develop automaticity with skills, strategies, or processes**
  - ☐ Partner work
  - ☐ Paired practice
  - ☐ Clarifying questions
  - ☐ Explain how to execute the process
  - ☐ Explain their thinking when errors in the process
- ☐ **Use Student Work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes**
  - ☐ Worksheets
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Model
- ☐ **Use Response Methods to monitor that students develop automaticity with skills, strategies, or processes**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students develop automaticity with skills, strategies, or processes**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask how the process relates to prior skills
  - ☐ Ask students to explain their thinking
  - ☐ Ask students to provided details/basic facts
  - ☐ Ask students to explain answers
  - ☐ Ask students to analyze the process used for finding an answer
  - ☐ Ask students to reason abstractly and quantitatively and explain their mathematical reasoning or the reasoning of others

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the standard(s) by examining similarities and differences.

Desired Effect: Formative evidence demonstrates student knowledge of the standard(s) is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the standard(s) by examining similarities and differences.

Desired Effect: Formative evidence demonstrates student knowledge of the standard(s) is deepened by examining similarities and differences.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that student knowledge of content is deepened by examining similarities and differences**
  - ☐ Create comparison activities
  - ☐ Develop classification activities
  - ☐ Generate analogy activities
  - ☐ Create metaphor activities
  - ☐ Make conclusions and/or summarize the similarities and differences
  - ☐ Navigate digital resources to find credible and relevant information to support similarities and differences
- ☐ **Use Student Work (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences**
  - ☐ Short written responses/summaries
  - ☐ Graphic organizer
  - ☐ Diagram
  - ☐ Model
  - ☐ Report/essay
  - ☐ Annotated notes
  - ☐ Interactive notes/notebook
- ☐ **Use Response Methods to monitor that student knowledge of content is deepened by examining similarities and differences**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that student knowledge of content is deepened by examining similarities and differences**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask students to explain similarities and differences
  - ☐ Ask students to make conclusions after examining similarities and differences

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Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Formative evidence demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Examine Their Reasoning

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Ask students to present information findings and supporting evidence such that listeners or readers can follow the line of reasoning
- ☐ Facilitate rich and rigorous evidence-based discussions and writing about texts
- ☐ Ask students to explain the overall structure of an argument presented to support a claim
- ☐ Ask students to evaluate a speaker's or writer's point of view, reasoning, and use of evidence and rhetoric
- ☐ Facilitate use of multiple sources at the appropriate level of text complexity so students are able to find credible and relevant evidence to produce clear and coherent claims to inform, explain, or make an argument
- ☐ Ask students to identify the reasoning in multiple texts that present different perspectives on topics

Math

- ☐ Ask students to identify and articulate reasoning to access mathematical concepts from a number of perspectives
- ☐ Ask students to examine approaches of others to solving challenging problems and make connections between different approaches
- ☐ Ask students to examine a variety of students' representations and solution methods to discuss the mathematical reasoning used
- ☐ Model and ask students to construct viable arguments and critique the reasoning of others

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Present information, findings, and supporting evidence such that listeners or readers can follow the line of reasoning
- ☐ Participate in rich and rigorous evidence-based discussions and writing about texts, use evidence to build on each other's observations and insights
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Evaluate a speaker's or writer's point of view, reasoning, and use of evidence and rhetoric
- ☐ Find and use credible and relevant evidence from multiple sources to produce clear and coherent claims to inform, explain, or make an argument
- ☐ Identify the reasoning in multiple texts that present different perspectives on topics

Math

- ☐ Identify and articulate reasoning to access mathematical concepts from a number of perspectives
- ☐ Examine and ask questions about other students' mathematical reasoning
- ☐ Examine a variety of students' representations and solution methods and discuss the mathematical reasoning used
- ☐ Use mathematical language and concepts when defending thinking
- ☐ Construct viable arguments and critique the reasoning of others (e.g. look for counter-examples, correct a flawed argument, appeal to definitions, etc.)

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Formative evidence demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim**
  - ☐ Make and defend claims
  - ☐ Generate clarifying questions about individual and/or group thinking
  - ☐ Produce evidence to support a claim
  - ☐ Produce evidence to show examination of errors in reasoning when making a claim
  - ☐ Use problem solving activities to examine errors in reasoning
- ☐ **Use Student Work (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim**
  - ☐ Report/essay
  - ☐ Annotated notes
  - ☐ Position paper
  - ☐ Graphic organizer
  - ☐ Case study
  - ☐ Debates
  - ☐ Text evidence
  - ☐ Diagram
  - ☐ Model
- ☐ **Use Questioning Sequences to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim**
  - ☐ Ask students to provide evidence for answers/thinking
  - ☐ Ask students to explain their thinking
  - ☐ Ask students to summarize or make conclusions
  - ☐ Ask students to infer or elaborate from analysis of errors
  - ☐ Ask students to construct a viable argument and critique the mathematical reasoning of others
  - ☐ Ask students to use repeated reasoning and to reason abstractly, quantitatively, or qualitatively in mathematics

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Formative evidence demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Revise Knowledge

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Provide regular opportunities to participate in short, focused research projects to develop, expand, clarify, and revise student knowledge of various topics
- ☐ Assign culminating tasks that ask students to demonstrate their developing knowledge and understanding of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening) that result in students correcting errors and misconceptions or adding new information
- ☐ Provide a sequence or series of texts on a range of topics that build, expand, clarify, and revise knowledge as well as build their vocabulary systematically through reading, writing, listening, and speaking

Math

- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content to change perception of previous understanding
- ☐ Show expansion of knowledge by demonstrating that a general method also works for special-case problems previously considered (e.g. (a/b) ´ (c/d) = (ab)/(cd) also solves 5 ´ 2/3 = 10/3 because 5 = 5/1;; the quadratic formula also solves equations previously solved by factoring;; the answer to 29 ÷ 7 can be written without using remainders)
- ☐ Guide students to evaluate their progress while solving problems and change course if necessary to correct errors and misconceptions
- ☐ Model and ask students to check their answers to problems using a different method to expand mathematical understanding

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Complete culminating tasks that demonstrate knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening) resulting in correcting errors and misconceptions as well as adding new information
- ☐ Regularly engage in a volume of independent reading on a range of topics either in or outside of class (Note: reading should be both free choice as well as connected to topics being studied to make additions, deletions, clarifications, or revisions to previous knowledge)
- ☐ Over the course of a year, participate in a progression of short, focused research and writing projects to make additions, deletions, clarifications, or revisions to previous knowledge to develop knowledge and understanding of a topic using texts and other source materials

Math

- ☐ Revise understanding of key mathematical ideas over time (e.g. articular understanding of the meaning of operations as they grow to accommodate the expanding number system from counting numbers to fractions to rational numbers to complex numbers)
- ☐ Relate general methods to special-case problems previously considered
- ☐ Evaluate progress while solving problems and change course if necessary to correct errors and misconceptions
- ☐ Check answers to problems using a different method to expand mathematical understanding

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Formative evidence demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students deepen understanding by revising their knowledge**
  - ☐ Think-Pair-Share revisions
  - ☐ Summarize revised knowledge
  - ☐ Generate clarifying questions about individual and/or group thinking
  - ☐ Explain individual and/or group thinking regarding revising knowledge
- ☐ **Use Student Work (Recording and Representing) to monitor that students deepen understanding by revising their knowledge**
  - ☐ Revised report/essay
  - ☐ Revised notes
  - ☐ Revised position paper
  - ☐ Revised graphic organizer
  - ☐ Revised case study
  - ☐ Revised debates
- ☐ **Use Response Methods to monitor that students deepen understanding by revising their knowledge**
  - ☐ Technology response systems
  - ☐ Entrance/exit tickets
  - ☐ All response methods (e.g. whiteboards, red/green cards, etc.)
- ☐ **Use Questioning Sequences to monitor that students deepen understanding by revising their knowledge**
  - ☐ Probe a few or individual students
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask category questions that will produce revisions of knowledge
  - ☐ Ask elaborative questions that will produce revisions of knowledge

Helping Students Engage in Complex Tasks

Focus Statement: Employ oral and/or written questions and tasks, that are content specific and accurately address the analytical thinking required by the standard(s).

Desired Effect: Formative evidence demonstrates students are engaged in analytical thinking required by the standard.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
  - A proposition
  - A proposed theory
  - A hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Precisely explain perseverance with the task with reasoning and conclusions
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Helping Students Engage in Complex Tasks

Example Teacher Instructional Techniques (Check all that apply)

ELA/Literacy

- ☐ Coach and support students in accessing complex text to generate and test a proposition, a theory, and/or a hypothesis
- ☐ Coach and support students to persevere with complex tasks to prove or disprove a proposition, theory or hypothesis in reading, writing, speaking and listening, particularly when providing textual evidence to support answers and responses, both orally and in writing to prove or disprove the proposition, theory, or hypothesis
- ☐ Model, coach, and support students to generate conclusions, identify common logical errors, present and support claims, navigate digital resources, and/or identify how one idea or text relates to others while engaged in a decision-making, problem-solving, experimental inquiry, or investigation task

Math

- ☐ Model, coach, and support the process of generating and testing a proposition to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence
- ☐ Model, coach, and support the process of generating and testing a theory by choosing and applying an appropriate model or strategy to new situations
- ☐ Provide opportunity for students to solve problems that are complex (due to the presence of some or all of the following factors: multiple topics, moderate to complex reasoning, moderate to complex numeric or symbolic calculation, a non-routine or less well-posed challenge, fuller coverage of the modeling cycle, or sophisticated actions such as investigating, conjecturing, or proving) to generate and test a hypothesis
- ☐ Ask students to experiment with the use of their knowledge in situations not explicitly taught

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. (Check all that apply.)

ELA/Literacy

- ☐ Persevere when reading complex text to generate and test a proposition, a theory, and/or a hypothesis
- ☐ Display persistence with challenging tasks to prove or disprove a proposition, theory or hypothesis in reading, writing, speaking and listening in the face of initial difficulty, particularly when providing textual evidence to support answers and responses, both orally and in writing to prove or disprove the proposition, theory, or hypothesis
- ☐ Generate conclusions, identify common logical errors, present and support claims, navigate digital resources, and/or identify how one idea or text relates to others while engaged in a decision-making, problem-solving, experimental inquiry, or investigation task

Math

- ☐ Generate and test a proposition to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence
- ☐ Generate and test a theory by choosing and applying an appropriate model or strategy to new situations
- ☐ Solve problems that are complex (due to the presence of some or all of the following factors: multiple topics, moderate to complex reasoning, moderate to complex numeric or symbolic calculation, a non-routine or less well-posed challenge, fuller coverage of the modeling cycle, or sophisticated actions such as investigating, conjecturing, or proving) to generate and test a hypothesis
- ☐ Application of mathematical knowledge and skills to experiment with the use of their knowledge in situations not explicitly taught

Helping Students Engage in Complex Tasks

Focus Statement: Employ oral and/or written questions and tasks, that are content specific and accurately address the analytical thinking required by the standard(s).

Desired Effect: Formative evidence demonstrates students are engaged in analytical thinking required by the standard.

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity to monitor that students prove or disprove the proposition, theory or hypothesis**
  - ☐ Generate hypothesis or generalizations
  - ☐ Decision-making process
  - ☐ Problem-solving process
  - ☐ Experimental inquiry
  - ☐ Investigation
- ☐ **Use Student Work (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis**
  - ☐ Reports/essays
  - ☐ Research projects
  - ☐ Diagrams
  - ☐ Interviews
  - ☐ Products from digital resources
  - ☐ Demonstrations
- ☐ **Use Questioning Sequences to monitor that students prove or disprove the proposition, theory, or hypothesis**
  - ☐ Probe a few or individual students about the process being employed in their group
  - ☐ Randomly question students
  - ☐ Question all students
  - ☐ Ask students to provide rationale for their thinking
  - ☐ Ask students questions to analyze their hypothesis
  - ☐ Ask students to defend errors in their hypothesis as they are discovered
  - ☐ Ask students to generate conclusions at different times in the activity
  - ☐ Ask students to evaluate their reasoning and the reasoning of others as they progress through the task

Domain 3: Conditions for Learning

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Formative evidence demonstrates students identify their current level of performance as it relates to standards-based learning targets.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides students with feedback and/or celebrates their progress as it relates to learning targets and/or unit goals.

Desired Effect: Formative evidence demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback and/or celebrating progress.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - Show of hands
  - Certificate of success
  - Parent notification
  - Round of applause
  - Academic praise
  - Digital media
- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Surveys indicate students want to continue making progress
- ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Formative evidence demonstrates students process content (i.e. new, practicing and deepening, complex knowledge) as a result of group organization.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Formative evidence demonstrates students know and follow classroom rules and procedures to facilitate learning.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teach student self-regulation strategies
- ☐ Use classroom meetings to review and process rules and procedures to ensure equity
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Physically occupy all quadrants of the room
- ☐ Scan the entire room, making eye contact with each student
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Proactively address inflammatory situations
- ☐ Consistently exhibit "withitness" behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Formative evidence demonstrates students engage or re-engage with the content as a result of teacher action.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Establishing and Maintaining Effective Relationships

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Encourage students to share their thinking and perspectives
- ☐ Seek student input regarding classroom activities and culture
- ☐ Relate content-specific knowledge to personal aspects of students' lives
- ☐ Discuss with students about topics in which they are interested
- ☐ Discuss equity and individual needs of students
- ☐ Use student input and feedback to maintain an academic focus on rigor
- ☐ Build student interests into lessons (i.e. incorporate cultural connections)
- ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- ☐ Remain calm in response to inflammatory situations
- ☐ Interact with each student in the same calm and controlled fashion
- ☐ Remain objective and in control by not demonstrating personal offense at student misconduct
- ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal interactions with the teacher
- ☐ Respond positively to nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Describe their teacher as respectful and responsive to the diverse needs of each student
- ☐ Actions show students trust the teacher to advocate for them
- ☐ Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect *OR* less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect *OR* at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners *OR* 90-100% of students are demonstrating the desired effect.

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Communicating High Expectations for Each Student

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for students to perform at their highest level of success.

Desired Effect: Evidence shows the teacher expects each student to perform at their highest level of success.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Ask each student to examine the sources of their evidence
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Treat each other with respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Respond to difficult questions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Model teacher behaviors that show care and respect for each classmate
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect OR less than 51% of students are demonstrating the desired effect.	Strategy is used correctly and the majority of students are monitored for the desired effect OR at least 51% of students are demonstrating the desired effect.	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the desired effect.

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Domain 4: Professional Responsibilities

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area *and/or* classroom instructional strategies.	Continually deepens knowledge in content *and/or* classroom instructional strategies.	Continually deepens knowledge in content *and/or* classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area *and/or* classroom instructional strategies.

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Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Documents specific situations of mentoring other teachers
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ Promotes positive conversations and interactions with teachers and colleagues
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Participates in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Not Applicable.	Not Applicable.	Not Applicable.	Promotes teacher leadership *and/or* a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership *and/or* a culture of collaboration.

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