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| Standard 2 | Indicators and Look-Fors |  Score 0 = Not Observed 1=Observed  | Evidence  |
| 2A Standards-BasedInstruction | 1. Learning Goals -Teachers provide precise learning goals (posted, in student materials, verbal presentation, etc.) -Learning goals are clearly standards-aligned and grade-level appropriate (unless it is a remediation/special education/intervention class) -Students are able to articulate the learning goal (2.a.1). |  | Target/Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| 2. Performance Expectations-Teachers communicate mastery level performance to students-Mastery level performance can be communicated by exemplars, rubrics, scoring guides, think-alouds, etc. -Students know and can articulate what is required to demonstrate mastery of grade-level expectations.(2.a.2).  |  |  |
| 3. Formative Assessment -Teachers continually monitor students’ progress towards mastery of the learning goal -Checks for understanding may include questioning, reviewing student work, thumb tools, white boards, etc. -Checks for understanding are effective and lead to students revealing their thinking. -Teachers use these checks for understanding to adjust instruction (in real time) as needed. (2.a.3).  |  |  |
| 2B Instructional Context | 4. Maximizing Learning Time -Teachers provide “bell to bell” instruction-“Bell to bell” strategies may include: clear procedures for materials and movement, timed and efficient transitions, clear intention for all learning time (no “free time”), teacher provided expectations on what to do next if students complete an activity, etc. -Student talk between each other and with the teacher is always relevant -Minimal to no interruptions and loss of learning time (2.b.1)  |  |  |
| 5. Classroom Management -Behavioral expectations are clearly understood by students (as evidenced in their behaviors and engagement) -Behavior expectations are consistently reinforced by the teacher-Student behaviors are conducive to learning and do not interfere with engagement and learning. (2.b.2) |  |  |
| 6. Instructional Resources -Students have sufficient classroom materials, resources, and tools to meet the day’s learning goal (2.b.3)  |  |  |
| 2C Instructional Practices | 7. Gradual Release of Responsibility -Teachers provide an increasing succession of student responsibility by moving from modeling to guided practice and independent practice  (2.c.1). *Chart Instructional Moves/Shifts During Observation:*Time \_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time \_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time \_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 8. Direct and Explicit -Teachers use modeling, demonstrations, and multiple examples to explicitly teach skills and strategies-Student have frequent opportunities to practice and respond(2.c.2).  |  |  |
| 9. Student Engagement -Teachers use strategies to ensure students are cognitively engaged (e.g., reciprocal teaching, problem-based learning, cooperative group learning, independent practice).-These strategies result in student participation and engagement that is active and purposiveful. -Students are not just doing, they are thinking. -Teachers hold students accountable to congitive engagement(2.c.4 and 2.e.1) |  |  |
| 10. Skillful Questioning -Teachers pose questions to help students deepen, revise, and evaluate their thinking.-Students ask questions (of the teacher and each other) as an integral part of learning. (2.c.5).  |  |  |
| 11. Higher Order Thinking -Teachers incorporate higher-order thinking, meta-cognition, and problem solving skills into the lesson. (2.c.7) |  |  |
| 2D Meeting Individual Needs | 12. Differentiation -Teachers adjust, clarify, or re-frame instructional strategies, routines, or content in a way that ensures groups of students and individual students are mastering required learning (e.g. multiple means of respresentation, multiple means of engagement, multuple means of student demonstration of learning, small group instruction, etc.) -Teachers use a variety of materials/resources/tools that are responsive to a range of student needs (e.g. concept maps/graphic organizers, assistive technology, calculators, leveled text, language frames and sentence starters, etc.)  (2.d.1, 2.d.4).  |  |  |
| 13. Linguistic Supports -Teachers provide linguistic supports to English Language Learners (e.g. language objectives, explicit vocabulary instruction, visual anchors and word walls, language scaffolds such as sentence frames and starters, use of realia, etc.). (2.d.5).  |  |  |
| 2E Students as Learners  | 14. Student Friendly Language -Teachers provide learning goals, performance requirements, and content in language that is accessible to students. (2.e.2).  |  |  |
| 15. Descriptive Feedback -Teachers provide students with regular, specific, timely, and descriptive feedback to help them improve their academic performance.(2.e.3)  |  |  |
| 16. Efficacy and Perseverance -Teachers develop student efficacy (e.g. provides students with challenging tasks and requires them to persist through high expectations, no opt out, positive narration, growth mindset coaching, etc). (2.e.6)  |  |  |